

**CONSENT AGENDA
JUNE 14-15, 2017**

TAB	DESCRIPTION	ACTION
1	BAHR-SECTION I - TIAA – RETIREMENT PLAN TRUST AGREEMENT	Motion to Approve
2	BAHR-SECTION II - BOISE STATE UNIVERSITY - CAMPUS PLANNING AND FACILITIES (CPF) BUILDING PROJECT - CONSTRUCTION	Motion to Approve
3	BAHR-SECTION II - UNIVERSITY OF IDAHO – EASEMENT – IDAHO BOARD OF LAND COMMISSIONERS/IDAHO DEPT. OF LANDS – MCCALL CAMPUS PROPERTY	Motion to Approve
4	IRSA – EPSCoR- IDAHO COMMITTEE APPOINTMENT	Motion to Approve
5	PPGA – IDAHO INDIAN EDUCATION COMMITTEE APPOINTMENT	Motion to Approve
6	PPGA - STATE REHABILITATION COUNCIL APPOINTMENT	Motion to Approve
7	PPGA – DATA MANAGEMENT COUNCIL APPOINTMENT	Motion to Approve
8	PPGA – ACCOUNTABILITY OVERSIGHT COMMITTEE APPOINTMENT	Motion to Approve
9	PPGA – IDAHO STATE UNIVERSITY – FACILITY NAMING	Motion to Approve
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TAB	DESCRIPTION	ACTION
11	PPGA – COEUR d’ALENE SCHOOL DISTRICT – BOUNDARY LEGAL DESCRIPTION CORRECTION	Motion to Approve
12	SDE – REQUEST FOR WAIVER OF 103% STUDENT TRANSPORTATION FUNDING CAP	Motion to Approve
13	SDE –TRANSPORT STUDENTS LESS THAN ONE AND ONE-HALF MILES FOR 2014-2015 SCHOOL YEAR	Motion to Approve
14	SDE – PROFESSIONAL STANDARDS COMMISSION - LEWIS-CLARK STATE COLLEGE; TEACHER PREPARATION PROGRAM REVIEW	Motion to Approve
15	SDE - PROFESSIONAL STANDARDS COMMISSION - UNIVERSITY OF IDAHO TEACHER PREPARATION PROGRAM REVIEW	Motion to Approve

BOARD ACTION

I move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT AGENDA
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SUBJECT

Teachers Insurance and Annuity Association (TIAA) retirement plan trust agreement

REFERENCE

January 2004	Board authorized TIAA to offer mutual funds as an alternative investment vehicle
December 2005	Board adopted a Deferred Compensation Plan for employees under Internal Revenue Code section 457(b)
January 2006	Board entered into Optional Retirement Plan custodial agreement with TIAA
February 2008	Board directed staff to proceed with preparing an Idaho Tax Deferred 403(b) Plan to replace the separate 403(b) plans offered by the institutions
August 2008	Board approved Idaho Tax Deferred 403(b) Plan
December 2010	Board authorized VALIC to offer mutual funds as an investment vehicle for plan participants
April 2015	Board approved establishment of Retirement Plan Committee to provide oversight of retirement plans sponsored by the Board

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.K.2. Sections 33-107A, 33-107B, Idaho Code

BACKGROUND/DISCUSSION

Since 1991, the State of Idaho has offered an Optional Retirement Plan (ORP) for higher education faculty and managerial/professional staff and the non-classified staff members of the Office of the State Board of Education. The ORP program is separate from the Public Employee Retirement System of Idaho (PERSI), and is based on a retirement plan approach used in many states for education professionals who may move between different states during the course of their careers. There are two vendors in Idaho for ORP investment products: TIAA and Variable Annuity Life Insurance Company (VALIC). In 2004, the Board authorized TIAA to offer mutual funds as an investment product to its clients. The Board also established a 457(b) deferred compensation plan in December 2005 and a tax deferred 403(b) plan in August 2008. In December 2010, the Board approved mutual fund investment vehicles (to complement earlier-established annuity-type vehicles) for VALIC.

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The Board's Retirement Plan Committee convened for its first meeting in May 2016, and, since that time, has been systematically reviewing the Board-sponsored ORP and supplemental retirement plans. The committee and Board Staff have been assisted in this process by the Board's outside investment plan legal counsel, Mary Brauer (Reinhart Boerner Van Deuren P.C.). Ms. Brauer was designated as a Special Deputy Attorney General by the Office of the Idaho Attorney General for purposes of assisting the Board with retirement plan operations. Over the past year, Board staff has worked Ms. Brauer and the two primary plan inventory vendors (TIAA and VALIC) to ensure sound arrangements are in place for oversight of plan assets and execution of responsibilities. One of the findings of this review was that trustee responsibilities for plans offered by TIAA needed clarification. Ms. Brauer prepared a draft trust agreement for TIAA (Attachment 1) that will address all earlier concerns for the handling of TIAA retirement plans involving investments in mutual funds. A suitable trust agreement for VALIC mutual fund plans has been in place since 2011. The proposed trust agreement will replace the previous "custodial" agreement between the Board and TIAA. The custodial agreement will be rescinded upon approval of the proposed trust agreement.

IMPACT

Adoption of the proposed trust agreement with TIAA will clarify the respective responsibilities of the Board, its authorized representatives, and TIAA (the "Trustee") and will facilitate the Board's execution of its oversight and fiduciary responsibilities. The effective date for the trust agreement will be July 1, 2017. The existing Custodial Account agreement will be terminated as of June 30, 2017.

ATTACHMENTS

Attachment 1 – Trust Agreement for a Governmental Plan	Page 3
Attachment 2 – Termination of Custodial Account Agreement	Page 22

STAFF COMMENTS AND RECOMMENDATIONS

Adoption of the agreement will address one of the more urgent shortcomings identified by the Retirement Plan Committee and Ms. Brauer and will enable Board staff to move ahead to update and clarify other associated Board ORP and supplemental plan documents.

BOARD ACTION

I move to approve the attached Trust Agreement for a Governmental Plan between the Board and Teachers Insurance and Annuity Association of America, and to approve the attached Termination of the Custodial Account Agreement for a 401(a) Plan, and to authorize the Board's Executive Director to sign and execute all documents associated with these actions.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



TEACHERS INSURANCE AND ANNUITY ASSOCIATION OF AMERICA

TRUST AGREEMENT FOR A GOVERNMENTAL PLAN

WHEREAS, on July 1, 1990, **Idaho State Board of Education**, a governmental entity authorized by the Idaho State Legislature (the “Board”) established the **Idaho State Board of Education Optional Retirement Plan** (“Plan”) for the purpose of providing retirement and related benefits to its eligible employees and their beneficiaries; and

WHEREAS, the Plan calls for the establishment of a trust for certain Plan assets other than (i) annuity contracts issued by Teachers Insurance and Annuity Association of America (“TIAA”) and the College Retirement Equities Fund (“CREF”) to which contributions are to be made by the institutions as defined in the Plan Document (“Institutions”) and (ii) assets held by other trustees to be held by the Trustee and to be managed, invested and reinvested for the exclusive benefit of Plan participants and their beneficiaries; and

WHEREAS, the Board hereby desires to establish a trust (“Trust”), into which funds are to be deposited to fund the benefits called for by the Plan other than annuity contracts; and

WHEREAS, the Plan and Trust are intended to qualify as a plan and trust which meet the applicable requirements of Sections 401(a) and 501(a) of the Internal Revenue Code of 1986, as amended (“Code”); and

WHEREAS, the Board has appointed TIAA as record keeper for the Plan (“Record Keeper”), and by this appointment, the Record Keeper will serve as the Board’s agent for purposes of keeping Plan records; and

WHEREAS, the Board has duly authorized certain Plan representatives to act on its behalf (“Authorized Plan Representatives”); and

WHEREAS, on March 18, 2006, the Board entered into a custodial account agreement with J.P. Morgan Chase Bank, N.A. (“Custodial Agreement”) and in accordance with Section 8.3 of such Custodial Agreement, the resignation by J.P. Morgan Chase Bank, N.A. as a Custodian and the appointment of TIAA-CREF Trust Company, FSB as a successor Custodian became effective January 1, 2015; and



WHEREAS, the Board desires to terminate the Custodial Agreement effective as of June 30, 2017 and enter into a Trust Agreement with TIAA-CREF Trust Company, FSB effective as of July 1, 2017 and appoint TIAA-CREF Trust Company, FSB a federal savings bank, as trustee of the Trust ("Trustee"), to hold, invest, reinvest and administer the Trust funds, and the Trustee desires to accept such appointment, upon the terms set forth in this Trust Agreement;

NOW, THEREFORE, in consideration of the premises and of the mutual covenants herein contained, the Board and the Trustee hereby covenant and agree as follows:

FIRST: ESTABLISHMENT OF TRUST; ACCEPTANCE OF PROPERTY

The Board hereby establishes the Trust with the Trustee, which Trust will be a part of the Plan and will not be a part of any other plan which the Board may establish or maintain. The Trust will consist of an initial contribution of money or other property, acceptable to the Trustee in its sole discretion, made by the Board or transferred from a previous trustee under the Plan, and such additional sums of money and assets as may from time to time be delivered to the Trustee under the Plan. All such property together with any earnings, dividends, credits or gains thereon will constitute the "Trust Fund." The Trustee hereby accepts the Trust, and will hold and administer the Trust Fund on the terms set forth in this Trust Agreement.

In accepting this Trust, the Trustee will be accountable for the assets received by it, subject to the terms of this Trust Agreement, and will have no liability with respect to any Plan assets held by any other trustee or for any insurance contracts issued with respect to the Plan.

SECOND: DIRECTED INVESTMENT POWERS

- (a) The Trustee will have no discretion or authority with respect to the selection of investment alternatives (each an "Investment Alternative") for the investment of assets in the Trust Fund, or the investment and reinvestment of such assets, but will act solely as a directed Trustee with respect to all such investments. As directed by the Board, Authorized Plan Representative or the Record Keeper in accordance with paragraph (b) of this Article, the Trustee will invest and reinvest the principal and income of the Trust, and keep the Trust invested, without distinction between principal and income, in such securities or other property, real or personal, within or without the United States, including, without limitation, interests and part interests in any bond and mortgage or note and mortgage and interests and part interests in certificates of deposit, commercial paper and other short-term or demand obligations, secured or unsecured, whether issued by governmental or quasi-governmental agencies or corporations



or by any firm or corporation, capital, common and preferred, voting and nonvoting stock (regardless of dividend or earnings record), and including shares of mutual funds and financial options and futures or any other form of option, and will hold such securities or property in one or more funds or in any fund created and administered by it or any other bank or investment manager as the trustee thereof for the collective investment of the assets of employee benefit trusts, as long as such collective investment fund is a qualified trust under applicable Code provisions (and while any portion of the Trust Fund is so invested, such collective investment fund will constitute part of the Plan, and the instrument creating such fund will constitute part of this Trust Agreement). The Trustee may keep such portion of the Trust Fund in cash and cash balances as directed by the Board, Authorized Plan Representative or the Record Keeper.

- (b) The Board or Authorized Plan Representative will select Investment Alternatives for the Plan, which may include some or all of the following types of securities, or other types reasonably acceptable to the Trustee from an administrative standpoint: (i) securities issued by open-end investment companies registered under the Investment Company Act of 1940 (“Mutual Funds”); (ii) notes evidencing loans to Plan participants in accordance with the terms of the Plan; (iii) units in collective investment funds or group trusts (within the meaning of Revenue Ruling 81-100); and (iv) such investments as may be held in a brokerage account for the benefit of the participant or beneficiary.

The Trustee will invest the assets of the Trust Fund only as and when directed by the Record Keeper. The Trustee will have no responsibility for the prudence or propriety of such investments or investment directions. If the Trustee fails to receive a proper direction from the Record Keeper, as determined by the Trustee in the Trustee’s discretion, the assets will be invested in a mutual fund selected by the Board or Authorized Plan Representative, or left uninvested, in any case as selected by the Board or Authorized Plan Representative, until the Trustee receives a proper instruction from the Record Keeper. Pending receipt of such proper directions, the Trustee will not be liable to any person for any loss resulting from any delay, action or inaction on the Trustee’s part.

- (c) The Board recognizes that the Trustee is an indirectly wholly-owned subsidiary of the Record Keeper and, subject to the Board or Authorized Plan Representative funding policy and investment directions communicated to the Trustee from time to time, the Board specifically authorizes the Trustee (a) to engage the Record Keeper and/or any subsidiary or affiliate of the Record Keeper (each, an “Affiliate”) to perform services hereunder; (b) to invest any part of the Trust Fund in any financial instrument or investment vehicle sold, managed, advised or currently distributed, underwritten or issued by any Affiliate, including but not limited to, money market funds, mutual funds, and annuity contracts; and (c) to pay for services rendered by any Affiliate from the Trust Fund as an administrative expense. To the



extent allowed by applicable law, such investments and payments will be made without diminution of any payment that the Trustee may receive as trustee hereunder, recognizing that the Trustee may also receive credit or other compensation from any Affiliate for services the Trustee may perform hereunder. With respect to investments of Trust assets in any Trustee-affiliated Investment Alternatives, the Board acknowledges that, in addition to the compensation paid to the Trustee hereunder, Affiliates of the Trustee receive compensation as disclosed in the prospectus or offering materials or other documents provided to the Board for such Investment Alternatives.

THIRD: PAYMENTS

Subject to the provisions of Article THIRTEENTH below and provided any such payment is administratively feasible, as and when directed by the Record Keeper the Trustee will transfer cash or other property from the Trust Fund for the purpose of (i) distributing to Plan Participants and their beneficiaries the benefits due them under the Plan; (ii) paying for benefits administration or insurance-related services, including but not limited to, recordkeeping and services related thereto; and (iii) paying any taxes which may be payable or assessed against this Trust or the Trust Fund. The Trustee will incur no liability for any such payment made as directed by the Record Keeper. The Record Keeper will be solely responsible for ensuring that any payment made at its direction conforms to the provisions of the Plan and the provisions of this Trust Agreement. The Trustee will have no duty to determine the rights or benefits of any person in the Trust Fund or under the Plan or to inquire into the right or power of the Record Keeper to direct any such payment, and will have no responsibility for failing to do so.

FOURTH: POWERS OF THE TRUSTEE

- (a) In accordance with directions from the Authorized Plan Representative or the Record Keeper, as the case may be, the Trustee is authorized to exercise from time to time the following powers in respect to any property, real or personal, of the Trust Fund, it being intended that these powers be construed in the broadest possible manner:
 - (1) To sell at public or private sale for cash or upon credit or partly for cash and partly upon credit and upon such terms and conditions as it will deem proper. No purchaser will be bound to see to, or be liable for, the application of the proceeds of any such sale;



- (2) To vote in person or by proxy at corporate or other meetings and to participate in or consent to any voting trust, reorganization, dissolution, merger or other action affecting any securities in its possession or the issuers thereof, and to make payments in connection therewith. In voting such proxies the Trustee will follow the instructions of Plan participants and their beneficiaries. The Trustee will not vote shares for which it has received no instructions, and will not be responsible for the failure to vote or instruct the vote of such shares. With respect to all rights other than the right to vote, the Trustee will follow the instructions of the Plan participants and beneficiaries, and if no such directions are received, the directions of the Authorized Plan Representative or the Record Keeper; provided, however, that the Trustee will not have any duty to solicit directions from the Authorized Plan Representative, the Record Keeper, the Board, the Participants, or any other person or entity, and will not be liable for failing to solicit any such directions at any time;
- (3) To exchange securities or property held by it for other securities or property, or partly for such securities or property and partly for cash, and to exercise conversion, subscription, option and similar rights with respect to securities held by it, and to make payments in connection therewith;
- (4) To compromise and adjust all debts or claims due to or made against it, to participate in any plan or reorganization, consolidation, merger, combination, liquidation or other similar plan or any action thereunder, or any contract, lease, mortgage, purchase, sale or other action by any corporation or other entity;
- (5) To deposit any such property with any protective, reorganization or similar administrator; to delegate any discretionary power to any such administrator; and to pay part of the expenses and compensation of any such administrator and any assessments levied with respect to any property so deposited;
- (6) To exercise any conversion privilege or subscription right available in connection with any such property; to oppose or consent to the reorganization, consolidation, merger or readjustment of the finances of any corporation, company or association or to the sale, mortgage, pledge or lease of the property of any corporation, company or association, any of the securities of which may at any time be held in the Trust Fund, and to do any act with reference thereto, including the exercise of options, the making of agreements or subscriptions and the payment of expenses, assessments or subscriptions, which may be deemed necessary or advisable in connection therewith, and to hold and retain any securities or other property which it may so acquire;



- (7) To make distributions in cash or in specific property, real or personal, or an undivided interest therein, or partly in cash and partly in such property;
 - (8) To commence or defend suits or legal proceedings and to represent the Trust in all suits or legal proceedings; to settle or compromise any claims, debts or damages due or owing to or from the Trust or for claims related to investment matters, submit to arbitration, provided that the Trustee will notify the Board of all such suits, legal proceedings and claims and, except in the case of a suit, legal proceeding or claim involving solely the Trustee's action or omissions to act, will obtain the written direction of the Board before settling, compromising any claim, suit or legal proceeding of any nature whatsoever or submitting to binding arbitration in the case of a claim related to investment matters; and
 - (9) To transfer assets of the Trust Fund to a successor trustee as provided in Article ELEVENTH.
- (b) The Trustee will have the following ministerial powers and authority, to be exercised in its sole discretion, with respect to the Trust Fund:
- (1) To employ suitable agents, and pay their reasonable compensation and expenses out of the Trust Fund; such agents may include custodians, legal counsels, accountants, brokers, dealers, and other assistants and advisors deemed by the Trustee to be needed for the proper administration of the Trust, and to so employ and compensate such agents without liability for any neglect, omission, misconduct or default of any such agent or professional representative provided the Trustee selected and retained such agent with reasonable care;
 - (2) To register any securities or other property held by it hereunder in its own name or in the name of a nominee with or without the addition of words indicating that such securities or other property are held in a fiduciary capacity; to hold any securities or other property in bearer form; and to deposit any securities or other property in a depository or clearing corporation;
 - (3) To permit overdrafts in connection with the settlement of investment transactions relating to, or the distribution of funds from, the Trust Fund (and the Authorized Plan Representative or, if applicable, the Record Keeper, will be deemed to have requested the Trustee to permit such overdraft under the terms and conditions announced by the Trustee from time to time for overdrafts); to repay any such overdraft out of the Trust Fund; to permit the party extending any such overdraft (including the Trustee in its corporate capacity) to set the overdraft off against any cash balances in the Trust Fund; and to pay reasonable compensation to the party extending



the overdraft for its services (or reimburse that party for its expenses) to the extent permitted under law;

- (4) To reverse any erroneous or provisional credit entries to the Trust Fund retroactively to the date upon which the correct entry or no entry should have been made;
 - (5) To make, execute and deliver, as Trustee, any and all deeds, leases, mortgages, conveyances, waivers, releases or other instruments in writing necessary or desirable for the accomplishment of any of the foregoing powers; and
 - (6) Generally, to perform all ministerial acts, whether or not expressly authorized in this Trust Agreement, which the Trustee may deem necessary or desirable in carrying out its duties hereunder.
- (c) The Trustee may consult with legal counsel concerning questions which may arise with reference to this Trust Agreement and its powers and duties as directed Trustee. To the extent permissible by law, such counsel's written opinion will be full and complete protection of the Trustee in respect to any action reasonably taken or suffered by the Trustee hereunder in good faith reliance on such opinion.

FIFTH: FIDUCIARY STANDARDS

- (a) Subject to the other provisions of this Trust Agreement, the Trustee will discharge its duties with respect to the Trust solely in its capacity as a directed trustee and will act in accordance with applicable law: (i) for the exclusive purpose of providing benefits to Plan participants and their beneficiaries and defraying the reasonable expenses of administering the Plan and Trust; and (ii) with the care, skill, prudence and diligence under the circumstances then prevailing that a prudent person acting in a like capacity and familiar with such matters would use in the conduct of an enterprise of a like character and with like aims.
- (b) The Board acknowledges that the Trustee is not responsible for (i) the administration of the Plan, for determining the funding policy of the Plan or the adequacy of the Trust Fund to meet and discharge liabilities under the Plan, or for the investments of the Trust Fund; (ii) any failure of the Authorized Plan Representative or the Board to discharge any of their respective responsibilities with respect to the Plan; or (iii) for enforcing payment of any contributions to the Trust Fund, such responsibility being assigned to the Board, other authorized Plan representative or named fiduciary of the Plan, and the



Trustee will be a directed trustee with respect to contributions. Accordingly, the Trustee will not have any duty to require the Authorized Plan Representative or the Board to make any contributions to the Trust Fund or to determine whether the amount of any contribution has been correctly computed under the terms of the Plan, which duties are assigned to the Board, other authorized Plan representative or named fiduciary to the Plan. The Trustee not being a party to the Plan, the Trustee will have only those duties with respect to the Plan as are expressly set forth in this Trust Agreement.

- (c) Under no circumstances will the Trustee or its agents incur liability for any indirect, incidental, consequential, punitive or special damages (including, without limitation, lost profits) of any form incurred by any person, whether or not foreseeable and regardless of the form of the action in which such a claim may be brought, with respect to the Trust Fund or its role as Trustee or agent.
- (d) To the maximum extent permitted by law, the Trustee will not be liable for the acquisition, retention or disposition of any assets of the Trust Fund or for any loss to or diminution in value of such assets.

SIXTH: PROHIBITION OF DIVERSION

- (a) At no time prior to the satisfaction of all liabilities with respect to Plan participants and their beneficiaries will any part of the principal or income of the Trust Fund be used for, or diverted to, purposes other than for the exclusive benefit of such participants and their beneficiaries. Except as provided in paragraphs (b) and (c) below and Article TWELFTH, the assets of the Trust Fund will never inure to the benefit of the Institutions and will be held for the exclusive purpose of providing benefits to Plan participants and their beneficiaries and defraying the reasonable expenses of administering the Plan.
- (b) In the case of a contribution made by Institution by a mistake of fact, paragraph (a) above will not prohibit the return of such contribution to the Institution at the direction of the Board within a reasonable time after the payment of the contribution.
- (c) If a contribution by the Institution is expressly conditioned on qualification of the Plan under Code Section 401 and a timely determination letter request is filed and the plan receives an adverse determination, then paragraph (a) above will not prohibit the return of such contribution to the Institution at the direction of the Board within a reasonable time after the date of denial of qualification of the Plan, to the extent permitted by the Code.



SEVENTH: INDEMNIFICATION AND CONTRIBUTION

- (a) To the extent permitted by applicable law, the Trustee will indemnify and save harmless the Board and its officers, directors, employees, and other agents (each a “Board Party”) from and against any Liability that may be imposed on, incurred by, or asserted against any Board Party in connection with or arising out of the negligent act or omission, bad faith, breach of this Trust Agreement or violation of any applicable law by the Trustee or any Trustee Party in connection with the administration of the Trust and the Trust Fund. Notwithstanding the foregoing, the Trustee will not hold harmless or indemnify any Board Party against any Liability stemming solely from such Board Party’s or Institution’s negligence or willful misconduct.
- (b) For purposes of this Trust Agreement, the term “Liability” means any liability, loss, cost, damage, penalty, fine, obligation or expense of any kind whatsoever (including, without limitation, reasonable attorneys', accountants', consultants' or experts' fees and disbursements).
- (c) The foregoing rights of indemnification and contribution will not limit any rights or remedies that may be available to either party under law, and will survive the termination of this Trust Agreement and the Trust.

EIGHTH: VALUATION OF THE TRUST FUND; PERIODIC ACCOUNTS; AND TRUSTEE’S ADMINISTRATIVE SERVICES

- (a) The Trustee will determine the fair market value or fair value of property held in the Trust Fund based upon one or more of the following: information and financial publications of general circulation, statistical and valuation services, records of security exchanges, appraisals by qualified persons, transactions and bona fide offers in assets of the type in question, valuations provided by investment managers, and other information customarily used in the valuation of property. Units in collective investment funds or group trusts (within the meaning of Revenue Ruling 81-100) will be valued at the value stated by the trustee of the group trust. Units or shares in registered investment companies, limited partnerships, limited liability companies, or other funds (each a “Fund”) will be their net asset



value or other unit or share value as announced by the Fund or its operator. The Trustee will be entitled to rely upon such valuation for all purposes under this Trust Agreement.

- (b) Notwithstanding anything contained in this Trust Agreement to the contrary and to the extent permissible under applicable law, for the purposes of valuing the assets of any Investment Alternative, the Trustee may retain one or more pricing services as the Trustee may deem advisable, and the Trustee will have no duty to confirm or validate any information or valuation provided by any such pricing service nor will the Trustee be responsible or liable for any act or omission of any such pricing service in the absence of the Trustee's negligence in selecting such pricing service.
- (c) The Trustee or its agents will keep records of all transactions relating to the Trust Fund, which will be made available at all reasonable times to persons designated by the Board or other governing body or as may be required by law. The Trustee or its agents will render an accounting to the Board at least annually. The Board may approve such accounting on behalf of itself and the Institution by an instrument in writing delivered to the Trustee. If the Board or Authorized Plan Representative does not file with the Trustee objections to any such accounting within one hundred twenty (120) days after its receipt, the Board will be deemed to have approved such accounting on behalf of itself and the Institution. In such case, or upon the written approval of the Board of any such accounting, the Trustee and its agents will, to the extent permitted by law, be discharged from all liability for its acts or failures to act described in such accounting. No person other than the Board may require an accounting or bring any action against the Trustee with respect to the Trust Fund. The Trustee or its agents will provide to the Board, at least quarterly, a statement of the Trust Fund assets and their values and, whenever a contribution is made to the Trust Fund other than in cash, a statement of the value of such property as of the date it is received by the Trustee.

Nothing contained in this Trust Agreement or in the Plan will deprive the Trustee and its agents of the right to have a judicial settlement of the Trustee's accounts. In any proceeding for a judicial settlement of the accounts of the Trustee or its agents or for instructions with regard to the Trust, the only necessary parties thereto in addition to the Trustee and its agents as appropriate will be the Board. If the Trustee or its agents so elect, it may join as a party defendant any other person or persons.

- (d) Except as may otherwise be provided in the recordkeeping agreement between the Board and the Record Keeper, as the same may be amended from time to time, or in this Trust Agreement, the Board and Authorized Plan Representative will be responsible for (i) the preparation, distribution and filing, as the case may be, of all tax and informational returns and reports required of the Trust or Plan by law, including the submission of this Trust Agreement and the Plan, and all material modifications thereto, to



the Internal Revenue Service for a determination of their status as a qualified plan under Code Sections 401(a) and 501(a); the Trustee will provide the Board with such information as the Board may reasonably request to make these filings; and for (ii) making any disclosures to Plan Participants which may be required by law.

- (e) The Board acknowledges and agrees that, pursuant to the terms of the recordkeeping agreement between the Board and the Record Keeper and other contractual agreements between the Record Keeper and its Affiliates, the Record Keeper and other Affiliates of the Trustee will perform those recordkeeping functions which are required to be performed by the Trustee under this Trust Agreement. Such recordkeeping functions will be performed within the framework of the Board's or Authorized Plan Representative's written directions regarding the Plan's provisions, guidelines and interpretations, and the recordkeeping agreement.

NINTH: DIRECTIONS

- (a) The Board will certify to the Trustee and its agents the names of the persons from time to time constituting the Authorized Plan Representative. All directions to the Trustee and its agents by the Board or Authorized Plan Representative will be in writing, and will be properly certified by a member thereof. All directions to the Trustee or its agents by the Record Keeper will be in writing, and will be properly certified by an authorized officer thereof.
- (b) Whenever the Record Keeper, the Authorized Plan Representative, or the Board, as the case may be, provides a direction to the Trustee or its agents, the Trustee will not be liable for any loss or by reason of any breach arising from complying with such direction, and will be fully protected in relying on such direction, if the direction is contained in a writing (or is oral and immediately confirmed in a writing) signed by any individual whose name and signature have been submitted (and not withdrawn) in writing to the Trustee or its agents by the Board or the Authorized Plan Representative, provided the Trustee reasonably believes the individual's signature to be genuine. Such direction may be made electronically in accordance with procedures agreed to by the Authorized Plan Representative and the Trustee. To the extent permitted under applicable law, the Trustee will have no responsibility to ascertain whether or not such direction is accurate, complies with the terms of the Plan or any applicable law, or the effects such direction may have for tax purposes, or otherwise. Any such direction (i) need not specify the purpose of any payment or disbursement so directed; and (ii) will be deemed a certification that any such payment or distribution so directed is one which is authorized to be so directed under the Plan, and the Trustee need not make any further inquiry in relying on such deemed certification.



- (c) The Trustee may, in its sole discretion, refuse to honor a direction if it is not made or confirmed in writing, or by other acceptable electronic means, or if it conflicts with applicable law or with any provision of this Trust Agreement. The Board or Authorized Plan Representative will interpret the provisions of the Plan and verify and ensure that all directions provided by the Board or Authorized Plan Representative to the Trustee in relation to the Trustee's services are consistent with the applicable terms of the Plan.
- (d) The Trustee will not be liable for any loss which may arise from any Plan participant or beneficiary's exercise or non-exercise of rights under the Plan over the assets in the Participant or beneficiary's accounts.

TENTH: COMPENSATION AND EXPENSES

- (a) The Board and the Trustee agree that the Record Keeper will be responsible for the payment of the Trustee's compensation hereunder to the Trustee. The Board understands and agrees that the Trustee may also be compensated for its services under this Trust Agreement by payments made by providers of mutual funds or their affiliates used as funding options for the Plan. The Board acknowledges that the Record Keeper has provided information relating to such fees, and may obtain further information upon request to the Record Keeper. The Trustee will be entitled, as an additional part of its compensation under this Trust Agreement, to the earnings derived from use of funds ("float") that may be held (i) as uninvested trust cash or (ii) in demand deposit or other non-interest bearing accounts established for the payment of benefits or Plan disbursements or that are otherwise maintained for similar purposes in administering the Trust Fund. Float is earned at the federal funds rate, and the float period commences one-to-five business days after a check for the payment of such benefits or Plan disbursements is mailed and ends on the date the check is presented to the Trustee for payment. The Board hereby directs the Trustee, on instructions from and on behalf of the Record Keeper, to collect the administrative fees set forth in the recordkeeping agreement between the Record Keeper and the Board, as such agreement may be amended from time to time. Such fees will be paid from Plan assets and are subject to change upon advance written notice from the Record Keeper to the Board as set forth in such recordkeeping agreement.
- (b) Except as otherwise provided in this Trust Agreement or unless paid by the Board, reasonable attorneys' fees incurred in the administration of the Trust Fund, all taxes levied or assessed against the Trust Fund,



and all other reasonable expenses incurred in the administration of the Plan and Trust Fund will be paid from, and will constitute a charge upon, the Trust Fund.

ELEVENTH: RESIGNATION OR REMOVAL OF TRUSTEE

- (a) The Trustee may resign at any time by giving sixty (60) days' prior written notice to the Board or such other notice as may be satisfactory to the Board and the Trustee, except that if the Trust is determined to be a taxable trust by the Internal Revenue Service or other authority, the Trustee may resign as of the date of such determination. Notwithstanding anything in this Trust Agreement to the contrary, the Trustee reserves the right to resign effective on the effective date of the termination of the Record Keeper's services as record keeper for the Board with respect to the Plan.
- (b) The Board, or other governing body may remove the Trustee at any time by giving sixty (60) days' prior written notice to the Trustee.
- (c) In the case of the resignation or removal of the Trustee, the Board or other governing body will forthwith appoint a successor trustee which will have the same powers and duties as those conferred upon the Trustee. A resigning or removed Trustee will transfer and deliver all of the assets of the Trust Fund to the successor trustee or, in its discretion, to a court of competent jurisdiction if a successor trustee has not accepted appointment within a reasonable time, after reserving such reasonable amount as the resigning or removed Trustee will deem necessary to provide for any expenses and payments then chargeable against the Trust Fund for which the Trust Fund may be liable, or for payment of the resigning or removed Trustee's expenses in connection with the settlement of its account or otherwise. If the assets so withheld are insufficient or excessive for such purposes, the resigning or removed Trustee will be entitled to reimbursement from the successor trustee for any deficiency out of the Trust Fund, or will deliver the excess to the successor trustee, as the case may be. Within sixty (60) days following the effective date of the Trustee's removal or resignation, the Trustee will file with the Board a written account of all Trust Fund transactions since the most recent report was filed. The provisions of Article SIXTH paragraph (c) will be applicable to such account. The term "Trustee" as used in this Trust Agreement will be deemed to apply to any successor trustee acting hereunder. No successor trustee will be required to audit the books and records, or actions, of any predecessor trustee, nor will such successor trustee be liable for any act or omission of any predecessor trustee.



TWELFTH: AMENDMENT

This Trust Agreement, together with any fee agreement between the parties, sets out the entire agreement between the parties in connection with the subject matter hereof, and supersedes any prior agreement, statement, or representation relating to the Trustee's obligations, whether oral or written. This Trust Agreement may be amended by written agreement duly signed by the Trustee and the Board at any time or from time to time.

Notwithstanding anything contained in this Article TWELFTH to the contrary, no amendment will divert any part of the Trust Fund to, and no part of the Trust Fund will be used for, any purpose other than for the exclusive purpose of providing benefits to Plan participants and their beneficiaries; provided, however, that nothing in this Article TWELFTH will be deemed to limit or otherwise prevent the payment from the Trust Fund of expenses and other charges as provided in Article TENTH.

THIRTEENTH: TERMINATION

This Trust Agreement and the Trust hereby created may be terminated at any time by the Board, or other governing body by written notice delivered to the Trustee. Upon receipt of such notice of termination, the Trustee will, after payment of all reasonable expenses incurred in the administration of the Trust Fund and upon approval of the appropriate governmental or quasi-governmental authorities (if such approval is then required under law or desired by the Trustee), then distribute the Trust Fund in cash or in kind to such persons or entities, including the Board, at such time and in such amounts as the Board will direct, which direction will be in conformity with the provisions of the Plan.

FOURTEENTH: PLAN-TO-PLAN TRANSFERS; ROLLOVERS

The Trustee or its agents may transfer all of the property representing a participant's vested interest in the Plan to the trustees of any trust qualified under Code Section 401(a), any annuity established under Code Section 403(a), any account established under Code Section 403(b), or any governmental plan established under Code Section 457(b). The Trustee or its agents will make such a transfer only at the Record Keeper's direction.

The Trustee or its agents may accept as part of the Trust Fund such property as is acceptable to the Trustee which represents a participant's retirement benefits transferred from a trust qualified under Code Section 401(a) or transferred from the participant as a permissible rollover under Code Sections 402(c) or 408(d)(3).



The Trustee or its agents will accept such a transfer only at the direction of the Board or Authorized Plan Representative. The amount of such benefits will at all times be separately accounted for by the Record Keeper. A participant will at all times be fully vested in any property so transferred as a rollover to the Trust Fund. Such property will be distributed to the participant or his beneficiary at the direction of the Record Keeper within the time required for distribution of his retirement benefits under the applicable provisions of the Plan.

FIFTEENTH: ALIENATION

No interest in the Trust Fund will be assignable or subject to anticipation, sale, transfer, mortgage, pledge, charge, garnishment, attachment, bankruptcy or encumbrance or levy of any kind, and the Trustee or its agents will not recognize any attempt to assign, sell, transfer, mortgage, pledge, charge, garnish, attach or otherwise encumber the same except to the extent that such attempt is made pursuant to a court order determined by the Authorized Plan Representative to be a qualified domestic relations order, as defined in Code Section 414.

SIXTEENTH: BOND; FORCE MAJEURE

The Trustee will not be required to give any bond or any other security for the faithful performance of its duties under this Trust Agreement except as required by law. No party will be deemed in default of this Trust Agreement to the extent that any delay or failure in performance of its obligation(s) results, without its fault or negligence, from any cause beyond its reasonable control, such as acts of God, acts of civil or military authority, acts of terrorism (whether actual or threatened), quarantines, embargoes, epidemics, war, riots, insurrections, fires, explosions, earthquakes, floods, unusually severe weather conditions, power outages or strikes. This clause will not excuse any party to this Trust Agreement from any liability that results from failure to have in place reasonable disaster recovery and safeguarding plans adequate for protection of all data which each party to this Trust Agreement is responsible for maintaining on behalf of the Plan.

SEVENTEENTH: SUCCESSORS

This Trust Agreement will inure to the benefit of, and will be binding upon, the respective successors and assigns of the Board and the Trustee. Any corporation which will, by merger, consolidation, purchase or



otherwise, succeed to substantially all the trust business of the Trustee will, upon such succession, and without any appointment or other action by any person, be and become successor Trustee hereunder.

EIGHTEENTH: COMMUNICATIONS

Communications to the Board will be addressed to the Board, at:

Idaho State Board of Education
650 West State Street, 3rd floor
Boise, ID 83702-5936

Provided, however, that upon the Board's written request, such communications will be sent to such other address as the Board may specify in such request.

Communications to the Trustee will be addressed to:

TIAA-CREF Trust Company, FSB
211 N. Broadway, Suite 1000
St. Louis, MO 63102-2733
Attention: Vice President, Investment Management and Fiduciary Services

Provided, however, that upon the Trustee's written request, such communications will be sent to such other address as the Trustee may specify in such request. No communication will be binding on the Trustee until it is received by the Trustee.



NINETEENTH: GOVERNING LAW; JURISDICTION

This Trust Agreement and the Trust will be construed, regulated, and administered under the laws of the United States and the laws of the State or other jurisdiction in which the Employer was organized or established (“Jurisdictional Venue”), as applicable, without regard to such Jurisdictional Venue’s principles regarding conflicts of law. To the extent permitted by applicable laws, the United States District Court of the district in the Jurisdictional Venue in which the Board has its principal place of business will have the sole and exclusive jurisdiction over any lawsuit or other judicial proceeding relating to or arising from this Trust Agreement. If such court lacks federal subject matter jurisdiction, the Circuit Court of the county in the Jurisdictional Venue in which the Board has its principal place of business will have sole and exclusive jurisdiction. Either of these courts will have proper venue for any such lawsuit or judicial proceeding, and the parties waive any objection to venue or their convenience as a forum. The parties agree to submit to the jurisdiction of any of the courts specified and to accept service of process to vest personal jurisdiction over them in any of these courts. The parties further hereby knowingly, voluntarily and intentionally waive, to the fullest extent permitted by law, any right to a trial by jury with respect to any such lawsuit or judicial proceeding arising or relating to this Trust Agreement or the transactions contemplated hereby. All contributions to the Trustee will be deemed to take place in the Board’s Jurisdictional Venue.

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The effective date of this Trust Agreement will be July 1, 2017, or such later date as the parties will agree to by written notice. The Record Keeper will advise the Trustee in writing ten (10) days in advance of the occurrence of the migration of Plan assets to the Trustee. This Trust Agreement will remain in effect until terminated pursuant to Article Thirteenth.

IN WITNESS WHEREOF, the Board and the Trustee executed this Trust Agreement on the dates reflected below.

Idaho State Board of Education
("Employer")

By: _____

Print Title: _____

Print Name: _____

Date: _____

TIAA-CREF TRUST COMPANY, FSB
("Trustee")

By: _____

Print Title: _____

Print Name: _____

Date: _____



Approved Trust Agreement
TEACHERS INSURANCE AND ANNUITY ASSOCIATION OF AMERICA
("Record Keeper")

By: _____

Print Title: _____

Print Name: _____

Date: _____



**TERMINATION OF THE
CUSTODIAL ACCOUNT AGREEMENT
FOR A 401(A) PLAN**

WHEREAS, in accordance with Section 8.3 of the Custodial Account Agreement, the resignation by J.P. Morgan Chase Bank, N.A as a Custodian and the appointment of TIAA-CREF Trust Company, FSB as a successor Custodian became effective January 1, 2015, and, therefore, the first paragraph below conforms the aforementioned change.

WHEREAS, Idaho State Board of Education and the **employment units under its jurisdiction** (the "Employer") and TIAA-CREF Trust Company, FSB are parties to a custodial account agreement (the "Custodial Agreement"), pursuant to which the Custodian holds certain assets of the **Idaho State Board of Education Optional Retirement Plan** (the "401(a) Assets");

WHEREAS, the Employer has directed that all "401(a) Assets" held under the Custodial Agreement be distributed as of **June 30, 2016** and transferred to a Trust to be established under a Trust Agreement with TIAA-CREF Trust Company, FSB as the Trustee, effective as of **July 1, 2017**.

WHEREAS, pursuant to Section 10.1 of the Custodial Agreement, the parties shall have the right at any time to amend and terminate such agreement by an instrument in writing; and

WHEREAS, the Employer desires to terminate the Custodial Agreement.

NOW, THEREFORE, the Custodial Agreement is hereby terminated as follows:

Pursuant to Section 10.1, the Employer hereby terminates the Custodial Agreement effective as of **June 30, 2017**.

IN WITNESS WHEREOF, the Employer has caused this Termination to be executed this _____ day of _____, 20__.

IDAHO STATE BOARD OF EDUCATION

By: _____ Print Name: _____

Title: _____ Date: _____

**CONSENT AGENDA
JUNE 15, 2017**

BOISE STATE UNIVERSITY

SUBJECT

New Campus Planning and Facilities Building

REFERENCE

October 2015	Idaho State Board of Education (Board) approved the planning and design of the Micron Center for Materials Research
August 2016	Board approved Six-Year Capital Improvement Plan - FY2018-FY2023, including Campus Planning and Facilities building
December 2016	Board approved planning and design phase of the Campus Planning and Facilities building utilizing the design-build delivery method

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.1

BACKGROUND/DISCUSSION

In December 2016, the Idaho State Board of Education (Board) authorized Boise State University (BSU) to proceed with design of a new Campus Planning and Facilities building and associated storage yard, as the existing facility will be demolished to accommodate the Micron Center for Materials Research (Micron Center).

Following standard Division of Public Works processes for a qualifications-based selection, Bideganeta/MTA has been selected as the design-build team.

The building will include the following program elements:

- Central Receiving – high-bay storage/receiving space with outdoor loading dock
- Yard with fencing, including space for vehicular parking and material and equipment storage
- Relocation of the existing equipment wash down area and hazardous waste structure
- Private and open offices for Facilities Operations and Maintenance and central receiving staff
- Entrance and reception area
- Conference room
- Plan review room
- Document library
- Restrooms, breakroom and other support spaces

CONSENT AGENDA
JUNE 15, 2017

Due to the schedule of this project, site preparation, utility relocations and foundation work are anticipated to begin in early August, immediately followed by construction of the building. Construction of the central receiving area and dock, relocation of the equipment wash down area and the hazardous waste structure will complete by December 2017. Office and other support function areas for the facility will be completed by February 2018. Sequencing the project in this manner avoids any delay to the Micron Center's timeline.

IMPACT

Total project costs have been estimated at \$1.5 million dollars. Due to volatilities and uncertainties in the construction market, additive alternates will be included to ensure the project is completed within budget.

ATTACHMENTS

Attachment 1 – Project Budget	Page 3
Attachment 2 – Capital Project Tracking Sheet	Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Having completed the preparatory planning and the selection process for its design-build team, the Campus Planning and Facilities building project is ready to move forward into the construction phase, in accordance with Board Policy V.K.4 ("Design-Build Projects").

Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to proceed with construction of the Campus Planning and Facilities Building for a total cost not to exceed \$1,500,000.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

New Campus Planning and Facilities Building - Project Budget

Categorwy	Const. Budget
(AE) AE Fees Basic	120,000
(AE) Miscellaneous	
(AR) AE Reimbursable	12,000
(CM) Construction Manager	
(MT) Manager Reimbursables	
(CS) AE Consultant Fees	
(CR) AE Consultant Reimbursable	
(TC) Testing & Inspection	25,000
(CC) Construction Contract 1	950,000
(CC) Construction Contract 2 (Relocate Haz Mat Shed)	70,000
(CO) Construction Contingency (DPW 5%)	51,000
(EQ) Equipment	
(M1) Miscellaneous-Asbestos Abatement	
(M2) Miscellaneous-Test and Balance	
(M3) Miscellaneous-Identify	
(CY) Project Contingency (0.5%)	6,000
(PC) Plan Check & Building Permit Fees	2,550
(AD) AE Advertising	450
(SS) Survey-Topo-Legal Desc	5,000
(SI) Geotech Investigation	5000
Subtotal DPW SETUP COSTS	1,247,000
Legal-License-Vacations & R-O-W	10,000
Insurance (BR) .065/\$100 value of DPW setup costs (line 42)	6,175
Entitlements	5,000
Utility Sewer-Water-Electrical-Gas-Phone/Data	20,000
Other University Support (2% of total budget)	30,000
Locks/Signage	4,000
I.T. (Telephone & Data)	30,000
Project Contingency	4,600
Subtotal BSU SOFT COSTS	109,775
TOTAL PROJECT BUDGET (DPW SETUP+BSU Soft)	1,356,775
<i>Reserved Funds Outside Project Budget (if applicable)</i>	
Bidding Contingency (10% of Construction)	95,000
FF&E (Estimated 5% of Construction Costs)	47,500
Force To Balance	725
Subtotal BSU RESERVE	143,225
TOTAL PROJECT (DPW+BSU SOFT+BSU RESERVE)	1,500,000

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Office of the Idaho State Board of Education									
Capital Project Tracking Sheet									
December 14-15, 2016									
History Narrative									
1	Institution/Agency:	Boise State University		Project:	New Campus Planning and Facilities Building (Phase 1)				
2	Project Description:	New Campus Planning and Facilities Building and relocations in advance of Center of Materials Science Building construction project.							
3	Project Use:	Administrative Offices, Central Receiving functions, storage, loading dock, outdoor yard, relocation of Hazardous Materials							
4	Project Size:	10,000 GSF							
5									
6		Sources of Funds				Use of Funds			
7					Total		Use of Funds		Total
8		PBF	ISBA	Other *	Sources	Planning	Const	Other	Uses
9	Initial Planning Approval	\$ -	\$ -	\$ 150,000	\$ 150,000	\$ 150,000			\$ 150,000
10	Construction			\$ 1,350,000	\$ 1,350,000		\$ 1,038,400	\$ 311,600	\$ 1,350,000
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22	Total Project Costs	\$ -	\$ -	\$ 1,500,000	\$ 1,500,000	\$ 150,000	\$ 1,038,400	\$ 311,600	\$ 1,500,000
23									
24									
25									
26	History of Funding:	PBF	ISBA	Institutional Funds	Student Revenue	Other	Total Other	Total Funding	
27	Dec-16	\$ -	\$ -	\$ 150,000			\$ 150,000	\$ 150,000	
28	Apr-17			1,350,000			\$ 1,350,000	\$ 1,350,000	
29									
30	Total	\$ -	\$ -	\$ 1,500,000	\$ -	\$ -	\$ 1,500,000	\$ 1,500,000	

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CONSENT AGENDA
JUNE 15, 2017

UNIVERSITY OF IDAHO

SUBJECT

Granting of Easement to the Idaho Board of Land Commissioners/Idaho Department of Lands related to University of Idaho's McCall Campus Property.

REFERENCE

July 2007	General Counsel Memo to Regents
December 2011	Executive Session Discussion of elements of land trade
February 2012	Idaho State Board of Education (Board) approval to expend funds for pre-acquisition due diligence
November 2012	Board approved purchase of McCall Property

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b.ii.

BACKGROUND/DISCUSSION

The University of Idaho's (UI) McCall Campus sits on the shores of Payette Lake, adjacent to Ponderosa State Park. UI acquired the land from a private LLC in 2012, which acquired the land from the Idaho Board of Land Commissioners (Land Board) through a land exchange. Prior to UI acquiring the land, UI leased the McCall Campus site for over 65 years from the Land Board.

UI has used the land to operate the McCall Outdoor Science School, a growing education program available to K-12 students, through the College of Natural Resources (CNR). The property contains an historic loop road, known as University Lane, which is used by the owners of several lakeshore cottage properties to access their property. These properties are adjacent to UI's property. Through the expansion of UI's use of the property, it has become necessary to close a portion of University Lane to help ensure the safety of the users of the McCall Campus and to maximize UI's use of the property.

UI is seeking agreements with the landowners who utilize the current road for access to their properties. The landowners consist of the owners of eight cottage properties. They are a combination of private owners and the State of Idaho through the Land Board. UI has been negotiating with the owners of the adjacent properties during the previous year and is close to finalizing agreements with all of the property owners. This easement only relates to the property owned by the Land Board, which is planning on selling its remaining cottage properties at an auction scheduled for June 23, 2017. UI intends to bring the proposed agreements

CONSENT AGENDA
JUNE 15, 2017

relating to the owners of the remaining cottage properties to the August Board meeting.

IMPACT

The proposed easement and agreement does the following: 1) the owner of the cottage properties will vacate any rights they may have to an easement over the section of University Lane which will be closed; 2) UI will grant an easement over the remaining portion of University Lane to the owner of the cottage properties; 3) UI will improve the access road, including constructing a cul-de-sac at the end of University Lane to allow emergency vehicles to access the cottage properties; and 4) UI agrees to maintain the easement for year round access.

The cost to UI will be in the creation of the cul-de-sac and the removal of the existing road. Both are subsumed into UI's overall construction plans which will be constructed over a series of years. UI will also be responsible for maintenance of the revised access road. This too will be subsumed into UI's ongoing operations, in-as-much as UI itself will also be using this road for emergency access (including first responder access) as well as service and construction.

ATTACHMENTS

Attachment 1 – Proposed Easement and Agreement

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho enter into an easement with the State of Idaho, in substantial conformance to the proposed easement in attachment 1 to the Board materials; and to authorize the Vice President for Infrastructure to execute the final easement document and all other documents necessary to complete the transaction as described in the materials presented to the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

(space above left for Recordation Information)

**STATE OF IDAHO
ACQUIRED EASEMENT NO. ____
(University Lane)**

THIS INDENTURE, made this ____ day of _____, 2016, by and between **BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO**, a state educational institution and body politic and corporate organized and existing under the Constitution and laws of the State of Idaho, whose mailing address is University of Idaho, ATTN: V.P. for Infrastructure, 875 Perimeter Dr. MS 3162, Moscow, Idaho 83844-3162 (“**Grantor**”) and the **STATE BOARD OF LAND COMMISSIONERS**, acting by and through the **IDAHO, DEPARTMENT OF LANDS**, 300 N. 6th St., Suite 103, P.O. Box 83720, Boise, Idaho, 83720-0050 (“**Grantee**”).

RECITALS

A. The **Servient Parcel** shall consist of the property located in **McCall, VALLEY COUNTY, IDAHO** which is more particularly described in the attached **Exhibit A**, which is incorporated herein and by reference (“**Grantor’s Property**”).

B. The **Dominant Parcel** shall consist of the property located in **McCall, VALLEY COUNTY, IDAHO** which is described as two lots platted in the State Subdivision – University, A Portion of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, namely Lot 1, Blk 1 and Lot 2, Blk 1, more particularly described in the attached **Exhibit B**, (“**Grantee’s Property**”).

C. University Lane (aka “University Loop”) is an unpaved lane which traverses Grantor’s property and which provides access across Grantor’s Property to Grantee’s Property. University Lane is depicted on the attached **Exhibit C**.

D. University Lane is a “loop road”. Grantee may possess an easement to utilize University Lane for ingress and egress to and from Grantee’s Property. As such, and as depicted on Exhibit C, the University Lane “loop” provides two means of access to Grantee’s Property. To the extent that Grantee possesses an easement to the University Lane “loop”, Grantee has agreed to vacate and relinquish the southwestern portion of the said easement. The portion of the said easement which is being relinquished by Grantee is depicted for illustrative purposes only in the attached **Exhibit D** and is legally described in the attached “**Exhibit E**” (Grantee’s Property is identified as Lots 2A and 2B on Exhibit E).

E. Grantor has agreed to grant Grantee an easement to the remaining portion of University Lane, which easement will be expanded to include a new cul-de-sac sufficient in its dimensions to satisfy the applicable life safety codes, as depicted in the attached Exhibit D (the “**Easement**”). The Easement will provide Grantee, and its guests, invitees, successors and assigns with ingress and egress from Davis Avenue to Grantee’s Property and to and including the aforesaid cul-de-sac. The Easement is legally described in the attached **Exhibit F** (Grantee’s Property is identified as Lots 2A and 2B on Exhibit F).

F. Grantor has also agreed to be responsible for the maintenance and repair of the Easement.

G. The parties desire to memorialize the terms of their agreement.

AGREEMENT

WHEREFORE, for good and valuable consideration the parties do covenant, promise and agree as follows:

1. GRANT OF EASEMENT: Grantor does hereby grant to Grantee, its assigns and its successors in interest, a permanent, irrevocable, non-exclusive easement for the use of a portion of University Lane as described in Exhibit F. The Easement shall be subject to the following additional terms, conditions, covenants and restrictions:

2. CONDITIONS OF EASEMENT:

(a) This Easement is described as a “non-exclusive Easement”, because Grantor and Grantor’s guests, invitees, successors and assigns shall also enjoy the right to use the Road.

(b) Grantor shall be solely responsible for the maintenance and repair of the Easement, sufficient to maintain it in its current condition, normal wear and tear excepted. Such maintenance shall include the plowing of snow to allow use of the Easement on a year round basis. Grantee shall have the right, but not the obligation, to also perform maintenance and repairs of the Easement.

(c) Grantee shall not expand, enlarge or alter the Easement, or remove any trees from the Easement, without the prior written consent of Grantor, which consent may be withheld or granted in Grantor’s sole discretion.

(d) No gates shall be placed across the Easement, without the prior written consent of Grantor and Grantee.

(e) The rights granted herein to Grantee may not be conveyed or assigned by Grantee except as an appurtenance to Grantee’s property.

(f) Grantor shall be entitled to engage in any use of the Easement which does not unreasonably impair or interfere with the use of the Easement by Grantee.

(g) The rights and privileges granted herein shall not include the right to depart from the Road onto the Servient Parcel or to disturb any property outside of the boundaries of the Easement.

(h) Nothing in this Easement shall be construed as requiring the Grantee to perform beyond its legal authority or to spend any monies in excess of appropriations or other authorized funds available for such purpose.

(i) Grantor shall retain the right to relocate Easement at Grantor's sole option and expense, subject to the relocation providing reasonably equivalent access to Grantee's Property, the relocated Easement is provided and maintained in the same or better condition as the prior location, and Grantor records in the official records of Valley County a revised Exhibit E to this Easement Agreement to replace the Exhibit E attached hereto.

3. COVENANT RUNNING WITH PROPERTIES: The Easement shall constitute a covenant appurtenant to, benefiting and running with Grantee's Property and burdening and running with Grantor's Property, as the same as described herein. The provisions of this Agreement shall bind and inure to the benefit of the heirs, assigns, and successors-in-interest of the parties.

4. WAIVER AND QUITCLAIM OF ANY OTHER CLAIMS OF EASEMENT: Grantee hereby relinquishes, waives and quitclaims unto Grantor any and all existing easements across Grantor's Property which may exist in favor of Grantee, whether created by express grant or use and whether private or public, including but not limited to any such easement to University Avenue except those granted herein.

5. ATTORNEY FEES: In the event that a party initiates any legal action or proceeding for the enforcement of any right or obligation herein contained, then the prevailing party, after a final adjudication, shall be entitled to recover its costs and reasonable attorneys fees incurred in the preparation and prosecution or defense of such action or proceeding, including attorneys fees and costs incurred on appeal.

TO HAVE AND TO HOLD the said Easement unto the State of Idaho, its successors and assigns for the purposes and pursuant to the conditions hereinabove set forth.

IN WITNESS WHEREOF, Grantor and Grantee have caused these presents to be duly executed by the signatures and seal affixed the dates below indicated.

(signatures and acknowledgements follow)

GRANTOR:

BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO

By: _____
Daniel R Ewart
Vice President for Infrastructure

ACKNOWLEDGEMENT

STATE OF IDAHO)
) ss.
County of Latah)

On this ____day of _____, 2017, before me, _____, a Notary Public in and for said State, personally appeared Daniel R Ewart, known or identified to me to be the Vice President for Infrastructure for the University of Idaho, who executed this Agreement, and acknowledged to me that such Board of Regents of the University of Idaho executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal, the day and year in this certificate first above written.

NOTARY PUBLIC FOR IDAHO
My Commission Expires: _____

THE STATE BOARD OF LAND COMMISSIONERS

Limited Liability Company Deed
Page 4 of 4

Date: November 29, 2012

File No.: 339036-MC (vs)

EXHIBIT 'A'

LEGAL DESCRIPTION:

A parcel of land being a portion of Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, more particularly described as follows: COMMENCING at the East 1/4 corner of said Section 4, monumented by a 2 3/4" brass cap (Corner Record No. 235851), from which the South 1/16 corner common to Sections 4 and 3, monumented by a 2 1/4" Aluminum cap (Corner Record No. 370506), bears South 00°09'27" West, a distance of 1325.21 feet; Thence North 89°47'42" West, coincident with the south line of said Government Lot 1, a distance of 1266.77 feet to a found 2" aluminum cap, RLS 998 and the POINT OF BEGINNING;

Thence South 33°26'19" East, a distance of 279.07 feet to a found 2" aluminum cap, PLS 5357;

Thence North 88°58'08" East, a distance of 482.68 feet to a found 2" aluminum cap, RLS 998;

Thence North 34°22'24" East, a distance of 601.60 feet to a found 2" aluminum cap, RLS 998;

Thence North 44°11'49" West, a distance of 573.40 feet to a 5/8" Rebar with Yellow Plastic Cap marked "WHP PLS 10729", said point also being coincident with the Southeasterly line of Peninsula Lease Lot 6;

Thence South 40°11'36" West, coincident with the Southeasterly line of the Peninsula Lease Lots, a distance of 421.30 feet to a found 2" aluminum cap, PE/LS 2478 and the most southerly corner of Peninsula Lease Lot 2A;

Thence North 50°34'55" West, coincident with the Southwesterly line of said Peninsula Lease Lot 2A, a distance of 168.17 feet to a found 3 1/4" aluminum cap, "WC 2A Dept. of Lands";

Thence continuing North 50°34'55" West, coincident with said Southwesterly line of said Peninsula Lease Lot 2A, a distance of 20.72 feet to the ordinary high water line of Big Payette Lake as determined by the Idaho Department of Lands to be at elevation 4992.59' as referenced to the NAVD88 datum;

Thence along said ordinary high water line the following five courses:

South 34°39'04" West, a distance of 80.21 feet;

South 46°12'36" West, a distance of 115.59 feet;

South 58°07'33" West, a distance of 116.74 feet;

South 54°38'21" West, a distance of 110.40 feet;

South 56°13'36" West, a distance of 86.52 feet;

Thence leaving said ordinary high water line, South 42°00'07" East, a distance of 44.12 feet to a found 2" aluminum cap, RLS 998;

Thence South 57°25'07" East, a distance of 239.88 feet to the POINT OF BEGINNING.

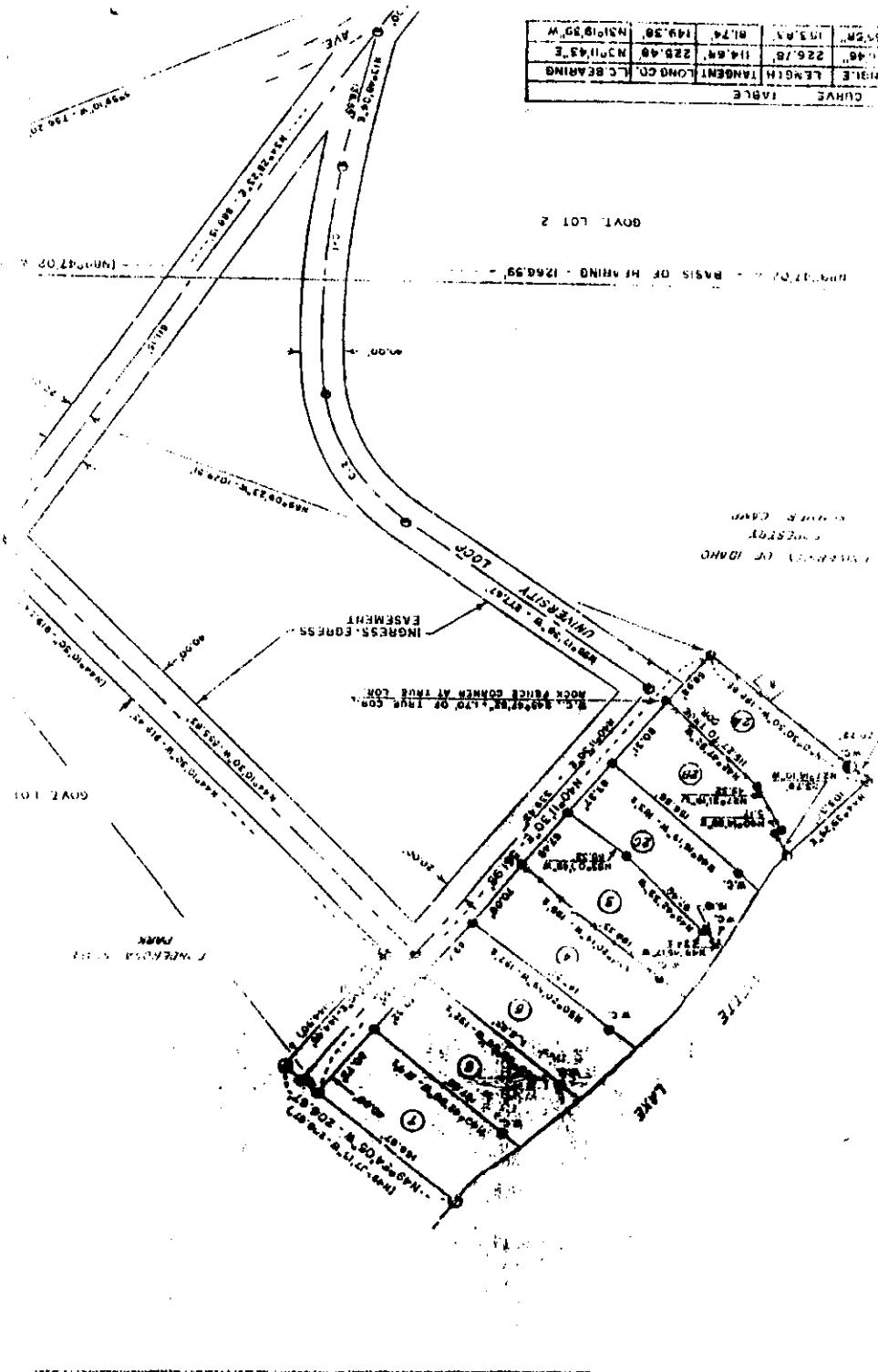
EXHIBIT "B"

TO EASEMENT AGREEMENT

ALL THOSE CERTAIN LOTS, PIECES OR PARCELS OF LAND SITUATED IN SECTION 4, TOWNSHIP 18 NORTH, RANGE 3 EAST, BOISE MERIDIAN WHICH ARE SHOWN AS LOT 1, BLK 1 and LOT 2, BLK 1 ON THAT CERTAIN "STATE SUBDIVISION-UNIVERSITY" PLAT WHICH WAS FILED OF RECORD WITH THE OFFICE OF RECORDER OF VALLEY COUNTY, IDAHO IN PLAT BOOK 13, PAGE 7, AS INSTRUMENT NO. 381370.

156312

8/10/87



CURVE TABLE			
ANGLE	LENGTH	CHORD	LC BEARING
114.64°	226.78'	114.64'	N 71° 14.3' E
115.83°	149.38'	149.38'	N 19° 19.5' W

156312
8/10/87

STATE OF WASH.

SEP 17 1987

SEATTLE, WASH.

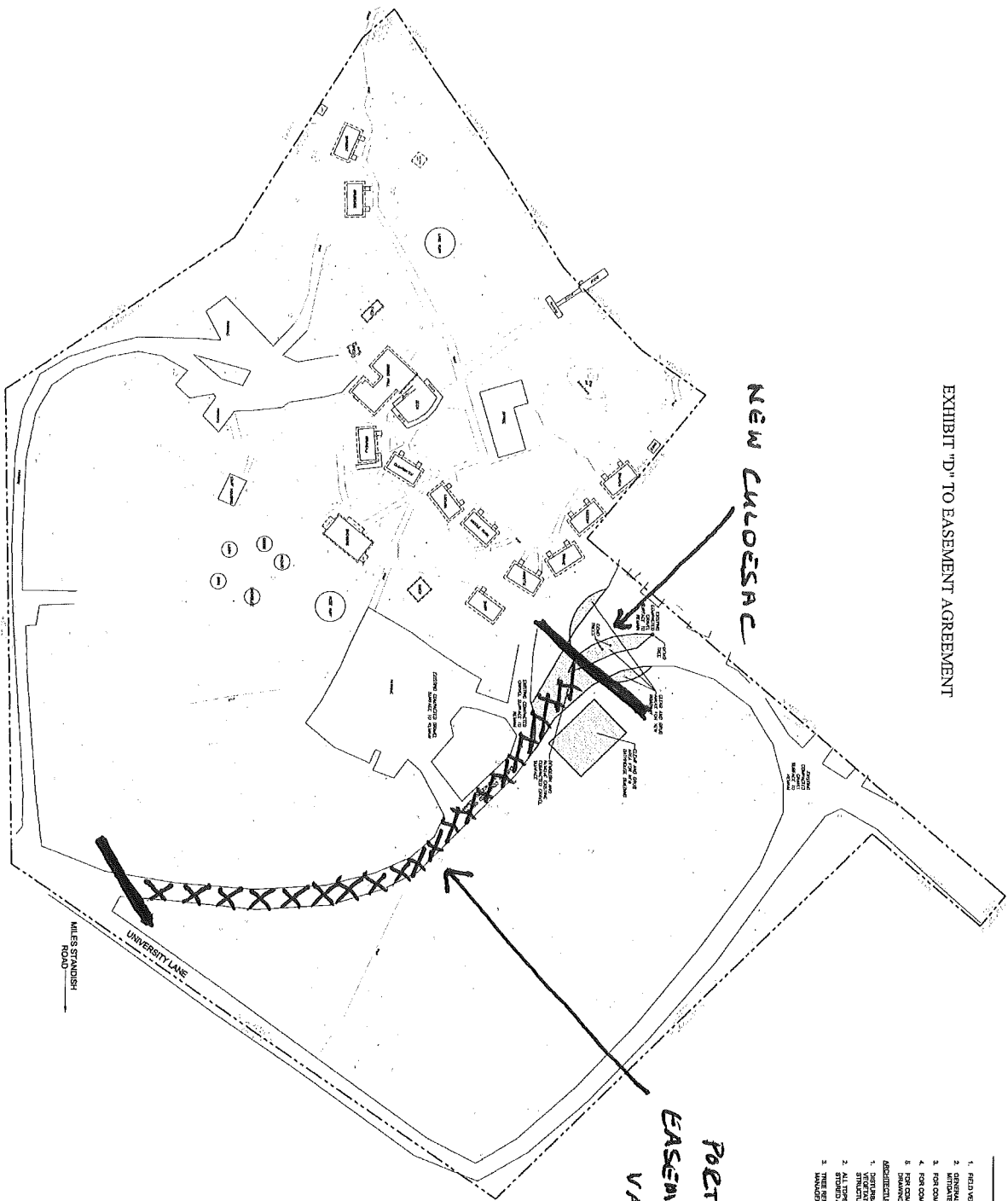
NOV 17 1987

COMMITTEE OF SUPERVISORS
1. HON. J. H. ...
2. HON. J. H. ...
3. HON. J. H. ...
4. HON. J. H. ...
5. HON. J. H. ...
6. HON. J. H. ...
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SEATTLE, WASH.
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EXHIBIT "D" TO EASEMENT AGREEMENT



GENERAL NOTES

1. FIELD VENTILATION: DIMENSIONAL
 2. GENERAL CONCEPTS TO COORDINATE ALL AIR UTILITIES TO DERIVATY AND MITIGATE ALL CONTAMINANT FROM THE ENVIRONMENT
 3. FOR COOLING THE SERVER AND WATER SUPPLY DESIGN, USE CAV. DRAWINGS
 4. FOR COOLING THE DISTRIBUTION (WYVST), SEE ELECTRICAL DRAWINGS
 5. FOR COOLING MIDDLEWARE, DESIGN AND LAYOUT, SEE MIDDLEWARE DRAWINGS
- ADDITIONAL AIR UTILITIES DESIGN**
1. DUCTWORK REQUIREMENTS NEED TO BE SET AND ALL ADJACENT TIES AND STRUCTURAL DAMAGE
 2. ALL TYPES, WHEN IT'S BEING FIELDING EQUIPMENT NEEDS TO BE MODIFIED, REPAIRED AND PROTECTED FOR FUTURE DESIGN
 3. BEING REPAIR, IT CAN BE COMPLETED WITH UNIVERSITY OF ADVANCEMENT
 4. BEING REPAIR, IT CAN BE COMPLETED WITH UNIVERSITY OF ADVANCEMENT

CRSA

Salt Lake City, UT 84102
801.355.5915

University of Idaho
College of Natural Resource

University of Idaho
Architectural & Engineering Services
875 Perimeter Drive MS2281
Moscow, ID 83844
208-885-6248

APPROVAL STAMP



ARCHITECT-ENGINEER STAMP

McCall Field Campus
New Shower House

1800 Universally Lame
McCall, ID 83638

UI PN# CP140073

Project #: B14-047

DATE:	ISSUE TYPE:
March 2015	Blind Date

Year	Number of cases	Number of deaths
1990	1,000	100
1991	1,100	110
1992	1,200	120
1993	1,300	130
1994	1,400	140
1995	1,500	150
1996	1,600	160
1997	1,700	170
1998	1,800	180
1999	1,900	190
2000	2,000	200
2001	2,100	210
2002	2,200	220
2003	2,300	230
2004	2,400	240
2005	2,500	250
2006	2,600	260
2007	2,700	270
2008	2,800	280
2009	2,900	290
2010	3,000	300
2011	3,100	310
2012	3,200	320
2013	3,300	330
2014	3,400	340
2015	3,500	350
2016	3,600	360
2017	3,700	370
2018	3,800	380
2019	3,900	390
2020	4,000	400

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457	458	459	460	461	462	463	464	465	466
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ORDERED BY	Creditor
APPROVED BY	F. PITCOCK, R. WALLACE

[illegible]ARCHITECTURAL
SITE DEMOLITION
PLAN

AD101

VOLUME 1

**MOSS Campus – Exhibit ‘E’
Description for Ingress/Egress Easement Vacation**

August 26, 2016

A strip of land 40.00 foot wide, being a portion of the ingress/egress easement known as University Loop, as shown on Record of Survey Instrument No. 156312, Valley County Records, located in Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, more particularly described as follows:

COMMENCING at the E1/4 corner of said Section 4, marked by a brass cap (Corner Record No. 235851), from which the S 1/16 corner common to Sections 3 and 4, marked by an aluminum cap (Corner Record No. 370506), bears South 00°09'27" West, a distance of 1325.21 feet;

Thence North 46°23'46" West, a distance of 401.48 feet to an aluminum cap marking the easterly corner of said parcel;

Thence South 34°22'24" West, coincident with the southeasterly line of said parcel, a distance of 601.60 feet to an aluminum cap marking the southeasterly corner of the parcel shown on said Record of Survey;

Thence South 88°58'08" West, coincident with the southerly line of said parcel, a distance of 30.67 feet to the **POINT OF BEGINNING**;

Thence continuing South 88°58'08" West, coincident with the southerly line of said parcel, a distance of 0.92 feet to the westerly line of said University Loop;

Thence North 13°44'13" East, coincident with said westerly line, a distance of 116.63 feet to the beginning of a tangent curve to the left;

Thence northerly, coincident with said westerly line, along the arc of said curve to the left, an arc distance of 219.39 feet, said curve having a radius of 595.37 feet, a central angle of 21°06'46" and a chord bearing of North 03°10'50" East, a distance of 218.15 feet to the beginning of a compound curve;

Thence northwesterly, coincident with the southwesterly line of said University Loop, along the arc of said compound curve, an arc distance of 137.10 feet, said curve having a radius of 163.88 feet, a central angle of 47°55'58" and a chord bearing of North 31°20'32" West, a distance of 133.14 feet;

Thence North 55°18'31" West, coincident with said southwesterly line, a distance of 215.08 feet to the beginning of a non-tangent curve to the left;

Thence northeasterly, along the arc of said curve to the left, an arc distance of 48.95 feet, said curve having a radius of 50.00 feet, a central angle of 56°05'49" and a chord bearing of North 66°24'24" East, a distance of 47.02 feet;

Thence South 55°18'31" East, coincident with the northeasterly line of said University Loop, a distance of 190.36 feet to the beginning of a tangent curve to the right;

Thence southeasterly, coincident with said northeasterly line, along the arc of said curve to the right, an arc distance of 170.56 feet, said curve having a radius of 203.88 feet, a central angle of

47°55'58" and a chord bearing of South 31°20'32" East, a distance of 165.63 feet to the beginning of a compound curve;

Thence southerly, coincident with the easterly line of said University Loop, along the arc of said compound curve, an arc distance of 234.13 feet, said curve having a radius of 635.37 feet, a central angle of 21°06'46" and a chord bearing of South 03°10'50 West, a distance of 232.80 feet;

Thence South 13°44'13" West, coincident with said easterly line, a distance of 12.55 feet;

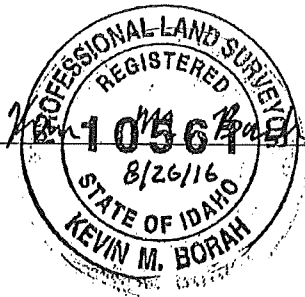
Thence South 34°22'24" West, parallel and offset 25.00 feet westerly of the easterly line of said parcel, a distance of 110.96 feet to the **POINT OF BEGINNING**.

The above described parcel contains 25,771 square feet or 0.592 acres, more or less.

Together with and subject to covenants, easements, and restrictions of record.

The basis of bearings for this parcel is Grid North, Idaho State Plane Coordinate System, West Zone.

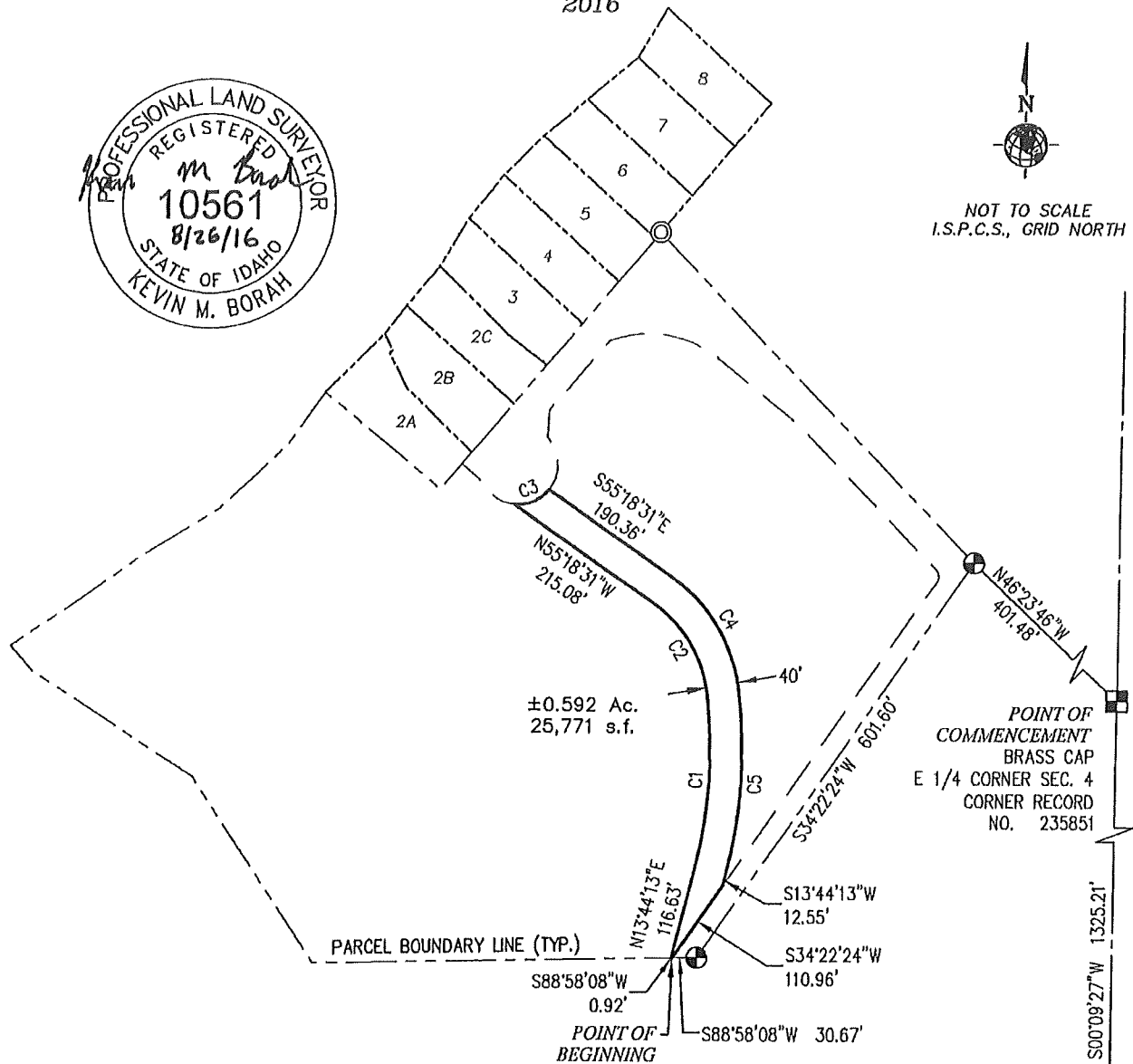
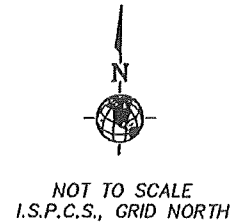
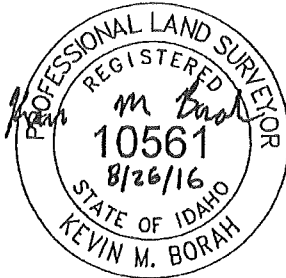
Kevin Borah, P.L.S.



License No. 10561

SKETCH FOR EXHIBIT 'E' MOSS CAMPUS INGRESS/EGRESS EASEMENT VACATION

A PARCEL OF LAND BEING A PORTION OF GOVERNMENT LOTS 1 AND 2,
SECTION 4, T. 18 N., R. 3 E., BOISE MERIDIAN,
VALLEY COUNTY, IDAHO
2016



CURVE TABLE					
CURVE #	DELTA	RADIUS	LENGTH	CH. BEARING	CH. DIST.
C1	21'06'46"	595.37	219.39	N3'10'50"E	218.15
C2	47'55'58"	163.88	137.10	N31'20'32"W	133.14
C3	56'05'49"	50.00	48.95	N66'24'24"E	47.02
C4	47'55'58"	203.88	170.56	S31'20'32"E	165.63
C5	21'06'46"	635.37	234.13	S3'10'50"W	232.80

WHPacific

2141 W Airport Way, Ste 104
Boise, ID 83705
208-342-5400 Fax 208-342-5353
www.whpacific.com

ALUMINUM CAP
S 1/16 CORNER
SEC. 3 & 4
CORNER RECORD
370506

EXHIBIT "F" TO EASEMENT AGREEMENT

MOSS Campus – Exhibit 'A'

May 27, 2015

A parcel of land being a portion of the parcel shown on Record of Survey Instrument No. 374058, Valley County Records, located in Government Lots 1 and 2 of Section 4, Township 18 North, Range 3 East, Boise Meridian, Valley County, Idaho, more particularly described as follows:

COMMENCING at the E1/4 corner of said Section 4, marked by a brass cap (Corner Record No. 235851), from which the S 1/16 corner common to Sections 3 and 4, marked by an aluminum cap (Corner Record No. 370506), bears South 00°09'27" West, a distance of 1325.21 feet;

Thence North 46°23'46" West, a distance of 401.48 feet to an aluminum cap marking the easterly corner of said parcel and the **POINT OF BEGINNING**;

Thence South 34°22'24" West, coincident with the southeasterly line of said parcel, a distance of 601.60 feet to an aluminum cap marking the southeasterly corner of said parcel;

Thence South 88°58'08" West, coincident with the southerly line of said parcel, a distance of 30.67 feet;

Thence North 34°22'24" East, parallel with and offset 25.00 feet northwesterly of the southeasterly line of said parcel, a distance of 575.43 feet to the beginning of a tangent curve to the left;

Thence northerly, along the arc of said curve to the left, an arc distance of 13.71 feet, said curve having a radius of 10.00 feet, a central angle of 78°34'13" and a chord bearing of North 04°54'43" West, a distance of 12.66 feet;

Thence North 44°11'49" West, parallel with and offset 40.00 feet southwest of the northeasterly line of said parcel, a distance of 253.36 feet;

Thence North 50°50'50" West, a distance of 129.24 feet to the beginning of a tangent curve to the left;

Thence westerly, along the arc of said curve to the left, an arc distance of 146.50 feet, said curve having a radius of 140.00 feet, a central angle of 59°57'21" and a chord bearing of North 80°49'31" West, a distance of 139.91 feet;

Thence South 40°11'36" West, parallel with and offset 40.00 feet southeasterly of the northwesterly line of said parcel, a distance of 114.98 feet;

Thence South 02°26'50" West, a distance of 34.11 feet to the beginning of a non-tangent curve to the right;

Thence southwesterly, along the arc of said curve to the right, an arc distance of 172.81 feet, said curve having a radius of 50.00 feet, a central angle of 198°01'12" and a chord bearing of South 55°55'03" West, a distance of 98.77 feet;

Thence North 49°48'24" West, perpendicular to the northwesterly line of said parcel, a distance of 34.11 feet to said northwesterly line;

Thence North $40^{\circ}11'36''$ East, coincident with said northwesterly line, a distance of 380.05 feet to a 5/8" rebar with plastic cap PLS 10729 marking the northerly corner of said parcel;

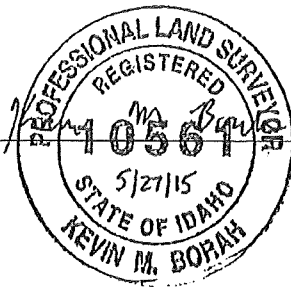
Thence South $44^{\circ}11'49''$ East, coincident with the northeasterly line of said parcel, a distance of 573.40 feet to the **POINT OF BEGINNING**.

The above described parcel contains 62,585 square feet or 1.437 acres, more or less.

Together with and subject to covenants, easements, and restrictions of record.

The basis of bearings for this parcel is Grid North, Idaho State Plane Coordinate System, West Zone.

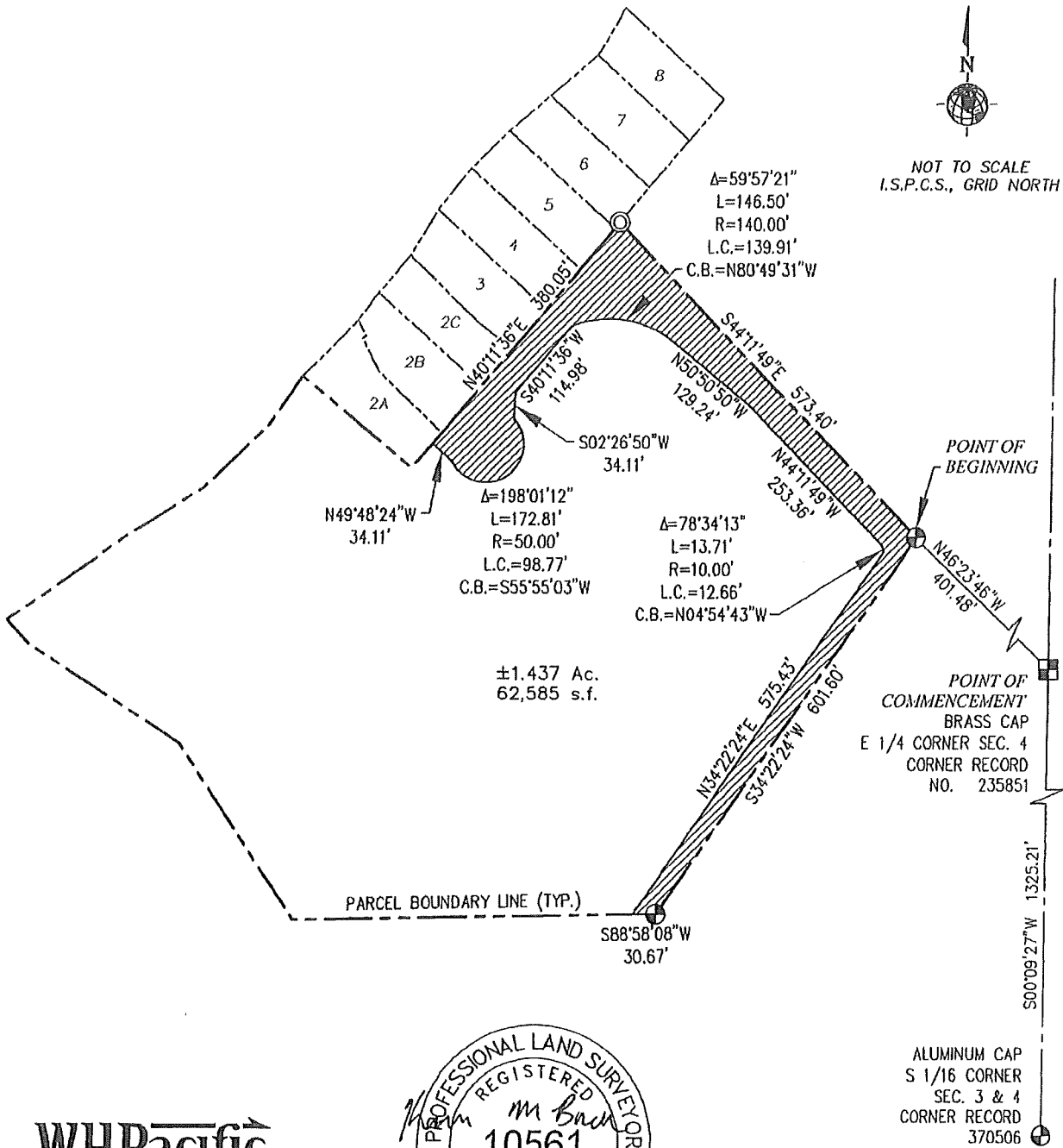
Kevin Borah, P.L.S.



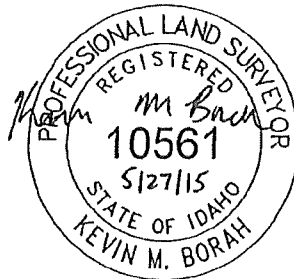
License No. 10561

Exhibit F

A PARCEL OF LAND BEING A GOVERNMENT LOT 1,
SECTION 4, T. 18 N., R. 3 E., BOISE MERIDIAN,
VALLEY COUNTY, IDAHO
2015



WHPacific
3130 S Owyhee Street
Boise, ID 83705
208-342-5400 Fax 208-342-5353
www.whpacific.com



CONSENT AGENDA
JUNE 15, 2017

SUBJECT

Idaho Experimental Program to Stimulate Competitive Research (EPSCoR)
Committee Appointment

REFERENCE

October 2014	Board appointed Dr. Todd Allen as the INL Representative to the Idaho EPSCoR Committee (Replacing Dr. Hill)
February 2015	Board appointed Senator Tibbits to the Idaho EPSCoR Committee (Replacing Senator Goedde)
April 2015	Board appointed Dr. Cornelis J. Van der Schyf to the Idaho Experimental Program to Stimulate Competitive Research (replacing Dr. Howard Grimes)
October 2015	Board reappointed Representative Maxine Bell and Doyle Jacklin and appointed Gynii Gilliam and Senator Roy Lacey (replacing Doug Chadderdon and Senator Tippits, respectively)
June 2016	Board appointed Dr. Kelly Beierschmitt to the committee (replacing Todd Allen)
December 2016	Board reappointed Laird Noh, and appointed Dr. David Hill, and Skip Oppenheimer to the committee.
April 2017	Board appointed Senator Nye to the committee, replacing Senator Lacey.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.W.

BACKGROUND/DISCUSSION

The Experimental Program to Stimulate Competitive Research (EPSCoR) represents a federal-state partnership to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. As a participating state, Idaho EPSCoR is subject to federal program requirements and policy established by the Idaho State Board of Education (Board). The purpose of EPSCoR is to build a high-quality, academic research base to advance science, technology, engineering and mathematics (STEM) to stimulate sustainable improvements in research and development capacity and competitiveness.

Idaho EPSCoR is guided by a committee of sixteen (16) members appointed by the Board for five (5) year terms. The membership of this committee is constituted to provide for geographic, academic, business and state governmental representation as specified in Board policy including the Vice Presidents of Research from the University of Idaho, Boise State University, and Idaho State University who serve as ex-officio members. Members are allowed to serve up to three (3) consecutive terms. Ex-officio members serve without terms.

CONSENT AGENDA
JUNE 15, 2017

The Idaho EPSCoR Committee is requesting the re-appointment of David Tuthill and Leo Ray.

ATTACHMENTS

Attachment 1 – Current Committee Membership	Page 3
Attachment 2 – David Tuthill – Letter of Interest/Resume	Page 4
Attachment 3 – Leo Ray – Letter of Interest/Resume	Page 11

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to reappoint David Tuthill and Leo Ray to the Experimental Program to Stimulate Competitive Research - Idaho Committee as representatives of the private sector, effective immediately and expiring on June 30, 2022.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

CONSENT AGENDA **JUNE 15, 2017**

EPSCoR Committee Members

VOTING MEMBERS (16 members)

Member Name	Original Appt.	Re-appointment	Expires	Representing	Position	Board Approval
Barneby, David G.	9/9/2008	1/1/2014	6/30/2019	Private Sector	(Retired)VP Nevada Power	12/19/2013 2/27/2014
Beierschmitt, Kelly	6/16/2016		Ex-officio	INL		6/16/2016
Bell, Maxine	12/13/2006	10/22/2015	6/30/2020	House of Rep	House of Rep.	4/22/2005 10/22/2015
Borud, Matt	4/17/2014		Ex-officio	Commerce	Idaho Department of Commerce	4/17/2014
Dave Tuthill	8/16/2012		6/30/2015	Private Sector		8/16/2012
Gilliam, Gynii	10/22/2015		6/30/2019	Private Sector		10/22/2015
Jacklin, Doyle	12/13/2006	2/18/2010 10/22/2015	6/30/2020	Private Sector		4/22/2005 2/18/2010 10/22/2015
Nelson, Janet	12/15/2016		Ex-officio	VPR	UI - VPR	12/15/2016
Noh, Laird	12/13/2006	7/1/2011 7/1/2016	6/30/2021	Private Sector	Vice-Chair	(6/27/2012) 12/9/2010 12/15/2016
Nye, Mark	4/20/2017		6/30/2020	Senate	State Senate	4/20/2017
Oppenheimer, Skip	12/15/2016		6/30/2021	Private Sector		12/15/2016
Ray, Leo	12/16/2006	7/1/2011	6/30/2016	Private Sector	Fish Breeders	(6/27/2002) 12/9/2010
Rudin, Mark	12/13/2006		Ex-officio	VPR	BSU - VPR	
Shreeve, Jean'ne	12/13/2006	2/21/2013	6/30/2019	Private Sector	UI - Professor	4/22/2005 2/21/2013
Stevens, Dennis	(1/23/01) 4/22/2005	4/22/2005 2/18/2010 10/22/2015	6/30/2020	Private Sector	Physician	4/22/2005 2/18/2010 10/22/2015
Van der Schyf, Cornelius "Neels"	4/16/2015		Ex-officio	VPR	ISU - VPR	4/16/2015

NON-VOTING MEMBERS (2 members)

Member Name	Original Appt.		Expires		Position	
TBD	----		Ex-officio		Representative from Governors Office	
David Hill	12/15/2016		Ex-officio		Idaho State Board Members	12/15/2016

**CONSENT AGENDA
JUNE 15, 2017**



2918 N. El Rancho Place
Boise, Idaho 83704
www.idahowaterengineering.com
info@idahowaterengineering.com

Office: (208) 378-1513
Cell: (208) 870-0345
Fax: (888) 538-7703

May 17, 2017

Dr. Laird Noh
Chair, Idaho EPSCoR Committee
PO Box 443029
Moscow, ID 83844-3029

Sent via email

RE: Request to be Considered for Re-appointment to the Idaho EPSCoR Committee

Dear Dr. Noh,

It is my understanding that I am being considered for re-appointment to the Idaho EPSCoR Committee, and I am pleased to submit this letter expressing my interest in this re-appointment.

The activities of the EPSCoR program in Idaho have amassed an impressive breadth and depth of research in the more than 20 years that the program has been funded. During my career with water resources in the State of Idaho, first in the public sector and more recently in the private sector, I have had an opportunity to observe many of these projects that deal with water and climate. These projects certainly address Idaho EPSCoR's objective to stimulate research in niche areas that can become fully competitive in the disciplinary and multidisciplinary research programs of the National Science Foundation and other relevant agencies.

In addition to working in the public and private sectors, it has been my privilege to have been associated with Idaho's academic community, as a graduate student at the University of Idaho from 1994 to 2002, as a member of the Higher Education Research Council from 2008-2011, as adjunct faculty since 2008, and as a member of the State EPSCoR Committee since 2012. This affiliation has provided many opportunities to observe and appreciate the important research that is being supported and funded by EPSCoR.

I have enjoyed being a member of the Committee, and I would be honored to be re-appointed to the Idaho EPSCoR Committee.

Sincerely,

A handwritten signature in black ink that reads "David R. Tuthill, Jr." with a stylized flourish at the end.

David R. Tuthill, Jr., Ph.D., P.E.
Owner

Enclosure: Resumé

**CONSENT AGENDA
JUNE 15, 2017**

SUBJECT

Idaho Indian Education Committee Appointments

REFERENCE

June 18, 2014	The Board approved the appointment of Dani Hansing to the Committee.
August 14, 2014	The Board approved the appointment of Kathy Albin and Bill Picard.
October 16, 2014	The Board approved the appointment of Mitzi Sabori to the Committee.
February 19, 2015	The Board approved the appointment of Pete Putra and Will Fanning.
June 18, 2015	The Board approved the appointment of Nolan Goubeaux.
October 22, 2015	The Board approved the appointment of Donovan Chase and Shawna Daniels.
April 14, 2016	The Board approved the appointment of Tomas Puga and reappointments of Selena Grace, Bob Sobotta, and Chris Meyer.
October 20, 2016	The Board approved the appointment of Sharee Anderson, Donna Bollinger, Jessica James-Grant, and Hank McArthur.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.P.

BACKGROUND/DISCUSSION

The Idaho Indian Education Committee serves as an advisory committee to the State Board of Education (Board) and the State Department of Education (Department) on educational issues and how they impact Idaho's American Indian student population. The committee also serves as a link between Idaho's American Indian tribes.

Pursuant to Board Policy I.P. the Idaho Indian Education Committee consists of 19 members appointed by the Board. Each member serves a term of five years. Appointments to vacant positions during a previous incumbent's term are filled for the remainder of the open term. The membership consists of:

- One representative from each of the eight public postsecondary institutions
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education affiliations (K-12)
- One representative from each of the two Bureau of Indian Education schools
- One representative from the State Board of Education, as an ex-officio member

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Eastern Idaho Technical College (EITC) has forwarded Dr. Sharee Anderson's name for consideration as their representative. Dr. Anderson is the Vice President of Instruction and Student Services at EITC.

The University of Idaho (UI) has forwarded Dr. Yolanda Bisbee's name for reappointment as their representative. Dr. Bisbee is the Chief Diversity Officer and Executive Director for Tribal Relations at the UI.

IMPACT

Two existing members would be reappointed to the Indian Education Committee.

ATTACHMENTS

Attachment 1 – Current Committee Membership	Page 3
Attachment 2 – Nomination Letters	Page 5

STAFF COMMENTS AND RECOMMENDATIONS

In October 2016, the Board approved Dr. Sharee Anderson as EITC's representative on the committee, which consisted completing the vacated term scheduled to end on June 30, 2017. Dr. Anderson has expressed interest in continuing her service on the committee. A letter of support from the EITC's President is included. If approved, Dr. Anderson's would serve a new five-year term to run from July 1, 2017 – June 30, 2022.

Dr. Yolanda Bisbee has served on the Idaho Indian Education Committee as the UI's representative since 2013. Dr. Bisbee's term will expire on June 30, 2017 and has expressed interest in continuing her service on the committee. A letter of support from the UI's President is included. If approved, Dr. Anderson's would serve a new five-year term to run from July 1, 2017 – June 30, 2022.

BOARD ACTION

I move to appoint Dr. Sharee Anderson, representing Eastern Idaho Technical College and Dr. Yolanda Bisbee, representing the University of Idaho, to the Idaho Indian Education Committee effective July 1, 2017 and expiring June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**State Board of Education
Indian Education Committee**

Dr. Yolanda Bisbee is the Chief Diversity Officer and Executive Director of Tribal Relations at the University of Idaho (UI). Term: July 1, 2013 – June 30, 2017.

Selena Grace is the Associate Vice President for Institutional Effectiveness at Idaho State University (ISU). Term: July 1, 2016 – June 30, 2021.

James Anderson is the Vice President for Enrollment Services in the Division of Student Affairs at Boise State University (BSU). Term: July 1, 2013 – June 30, 2018

Bob Sobotta, Jr. is the Director of Native American/Minority Student Services at Lewis-Clark State College (LCSC). Term: July 1, 2016 – June 30, 2021

Sharee Anderson is the Vice President of Instruction and Student Services at Eastern Idaho Technical College (EITC). Term: July 1, 2013 – June 30, 2017

VACANT College of Southern Idaho (CSI). Term: July 1, 2013 – June 30, 2018

Tomas Puga is the Coordinator, Advising and New Student Services at the College of Western Idaho (CWI). Term: July 1, 2016 - June 30, 2019

Evanlene Melting-Tallow is an Advisor for American Indian students at North Idaho College (NIC). Term: July 1, 2013 – June 30, 2017

Jennifer Porter is the chairperson's designee for the Kootenai Tribe. Term: July 1, 2013 – June 30, 2017

Dr. Chris Meyer is the Director of Education for the Coeur d'Alene tribe and serves as the Tribal Chairperson's designee for the Coeur d'Alene Tribe. Term: July 1, 2016 – June 30, 2021

Shawna Daniels is the High School Coordinator for the Coeur d'Alene tribe and serves as the K-12 Representative for the Tribe. Term: July 1, 2016 – June 30, 2021

Bill Picard is a member of the Nez Perce Tribal Executive committee and serves as the Tribal Chairperson's designee. Term: July 1, 2013 – June 30, 2018

Joyce McFarland is the Education Manager for the Nez Perce tribe and serves as the K-12 representative for the Nez Perce tribe. Term: July 1, 2013 – June 30, 2018

Donna Bollinger is the Tribal Chairperson's designee for the Shoshone-Bannock Tribes. Vacant Term: July 1, 2013 – June 30, 2017

Jessica James-Grant is the K-12 representative for the Shoshone-Bannock Tribes. Term: July 1, 2016 – June 30, 2021

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Pete Putra is a member of the Shoshone-Paiute Tribes and serves as the Tribal Chairperson's designee for the Shoshone-Paiute Tribes. Term: July 1, 2013 – June 30, 2018

Shana Thomas is the Owhyee Combined School Counselor for the Shoshone-Paiute Tribes and serves as the K-12 representative for the Shoshone-Paiute Tribes. Term: July 1, 2013 – June 30, 2017

Donovan Chase is the Superintendent of the Coeur d'Alene Tribal School and serves as one of the Bureau of Indian Education school representatives. Term: July 1, 2016 – June 30, 2021

Hank McArthur is with the Shoshone-Bannock Jr-Sr High School and serves as one of the Bureau of Indian Education school representatives. Term: July 1, 2013 – June 30, 2018

**CONSENT AGENDA
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May 9, 2016

Thank you for the opportunity to be involved in the Idaho Indian Committee for 2017-18 academic year. I would like to nominate Dr. Sharee Anderson as the Eastern Idaho Technical College representative. She is the Vice President of Instruction and Student Service. She has been with the College for over 10 years as an Instructor, Division manager of Healthcare and now in the current role of Vice President. She was awarded the Idaho Biology Teacher by the National Association of Biology Teachers in 2000 and received the Science Scholastic Award from Idaho State University in 2007.

Dr. Anderson is excited to provide opportunities to all students in Idaho and work with the Idaho Indian Committee to expand those opportunities.

Sincerely

A handwritten signature in red ink, appearing to read "Rick Aman", followed by a long horizontal flourish.

Rick Aman, PhD

President, Eastern Idaho Technical College

Office of the President

875 Perimeter Drive MS 3151
Moscow, ID 83844-3151

president@uidaho.edu
www.uidaho.edu/president
(208) 885-6365

May 9, 2017

Patty Sanchez
Academic Affairs Program Manager
Idaho State Board of Education
650 W. State St. #307
Boise, ID 83720-0037

Dear Ms. Sanchez:

Thank you for the opportunity to be involved in the Idaho Indian Education Committee for 2017-18 academic year. I would like to nominate Dr. Yolanda Bisbee as the University of Idaho representative. She serves as our Chief Diversity Officer, overseeing our diversity efforts. She also serves as Executive Director for Tribal Relations, where she oversees our Native American Student Center and coordinates relationships with our 10 MOU tribes. Having her in these roles has been critical to the health and strength of these relationships.

I believe her efforts directly relate to the increases we experience in our Native student enrollment at the University of Idaho. I also believe that she is a leader in understanding critical issues, such as tribal identification and its independence from racial/ethnic self-identification. Dr. Bisbee would be a great asset to the Idaho Indian Education Committee.

Sincerely,



Chuck Staben
President

**CONSENT AGENDA
JUNE 15, 2017**

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho State Rehabilitation Council Appointment

REFERENCE

December 2016	Board appointed Robert Atkins to the Council as a representative for business/industry and labor for a term of three years.
April 2017	Board appointed two new members to the Council and re-appointed three current members to the Council

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.G.
Federal Regulations 34 CFR §361.

BACKGROUND/DISCUSSION

Federal Regulations (34 CFR §361.17), set out the requirements for the State Rehabilitation Council, including the appointment and composition of the Council.

The members of the Council must be appointed by the Governor or in the case of a State that under State law vests authority for the administration to an entity other than the Governor, the chief officer of that entity. Section 33-2303, Idaho code designates the State Board for Career-Technical Education as that entity.

Further federal regulations establish that the Council must be composed of at least fifteen (15) members, including:

- i. At least one representative of the Statewide Independent Living Council, who must be the chairperson or other designee of the Statewide Independent Living Council;
- ii. At least one representative of a parent training and information center established pursuant to section 682(a) of the Individuals with Disabilities Education Act;
- iii. At least one representative of the Client Assistance Program established under 34 CFR part 370, who must be the director of or other individual recommended by the Client Assistance Program;
- iv. At least one qualified vocational rehabilitation counselor with knowledge of and experience with vocational rehabilitation programs who serves as an ex officio, nonvoting member of the Council if employed by the designated State agency;
- v. At least one representative of community rehabilitation program service providers;
- vi. Four representatives of business, industry, and labor;

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- vii. Representatives of disability groups that include a cross section of (a) Individuals with physical, cognitive, sensory, and mental disabilities; and (b) Representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;
- viii. Current or former applicants for, or recipients of, vocational rehabilitation services;
- ix. In a state in which one or more projects are carried out under section 121 of the Act (American Indian Vocational Rehabilitation Services), at least one representative of the directors of the projects;
- x. At least one representative of the state educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;
- xi. At least one representative of the state workforce investment board; and
- xii. The director of the designated state unit as an ex officio, nonvoting member of the Council.

Additionally, federal regulations specify that a majority of the council members must be individuals with disabilities who meet the requirements of 34 CFR §361.5(b)(29) and are not employed by the designated state unit. Members are appointed for a term of no more than three (3) years, and each member of the Council, may serve for not more than two consecutive full terms. A member appointed to fill a vacancy occurring prior to the end of the term must be appointed for the remainder of the predecessor's term. A vacancy in membership of the Council must be filled in the same manner as the original appointment, except the appointing authority may delegate the authority to fill that vacancy to the remaining members of the Council after making the original appointment.

The Council currently has one (1) nomination for Board approval. The Council is nominating Joe Anderson to serve as a current or former applicant for, or recipients of, vocational rehabilitation services. Other upcoming and current vacancies: Rachel Damewood will complete her second/final term on the council as of June 30, 2017, in the capacity of a representative of Business, Industry and Labor and is no longer eligible for Council membership. David Miles is no longer a Director for the Nez Perce Tribal VR program and is therefore not eligible to serve as a representative of an American Indian Vocational Rehabilitation Services Program (Section 121 of the Rehab Act) for the Council.

IMPACT

The above nomination and two (2) vacancies will bring the Council membership to a total of sixteen (16) with one vacancy on the council for a representative of Business, Industry and Labor. Minimum composition for the council is fifteen (15) members.

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ATTACHMENTS

Attachment 1 - Current Council Membership
Attachment 2 – Joe Anderson

Page 5
Page 6

STAFF COMMENTS AND RECOMMENDATIONS

The requested appointments and reappointments meet the provisions of Board policy IV.G. State Rehabilitation Council, and the applicable federal regulations.

Staff recommends approval.

BOARD ACTION

I move to approve the appointment of Joe Anderson to the State Rehabilitation Council as a current or former applicants for, or recipients of, vocational rehabilitation services for a term of three years effective June 1, 2017 and ending May 31, 2020.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

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<u>Jun-17</u>	Members Shall Represent:	Number of Representatives Required	Name	Term Ends	Serving Term # (maximum 2)
1	Former Applicant or Recipient	Minimum 1	VACANT		
2	Parent Training & Information Center...	Minimum 1	Angela Lindig	6/30/2018	2
3	Client Assistant Program	Minimum 1	Dina Flores -Brewer	no end date	No Limit
4	VR Counselor	Minimum 1	Suzette Whiting	6/30/2018	1
5	Community Rehabilitation Program	Minimum 1	Lori Gentillon	6/30/2018	2
6	Business, Industry and Labor	Minimum 4	Lucas Rose	6/30/2020	2
7			Rachel Damewood	6/30/2017	2
			Ron Oberleitner	3/31/2020	1
9			Robert Atkins	12/31/2020	1
10	Disability Advocacy groups	No minimum or maximum	Molly Sherpa	3/31/2020	2
			Janice Carson	3/31/2020	1
11			Mike Hauser	2/28/2018	1
13	State Independent Living Council	Minimum 1	Mel Leviton	9/30/2018	1
14	Department of Education	Minimum 1	Kenrick Lester	6/30/2020	2
15	Director of Vocational Rehabilitation	Minimum 1	Jane Donnellan	No end date	No Limit
16	Idaho's Native American Tribes	Minimum 1	Ramona Medicine Horse	No end date	No Limit
			David Miles	no end date	No Limit
18	Workforce Development Council	Minimum 1	Gordon Graff	8/31/2018	2
	5/8/2017 revised date				Total Members 17



STATE REHABILITATION COUNCIL NOMINATION FORM

Nominee's Name: Joe Anderson

Mailing Address: _____

Please explain why you would like to serve on the State Rehabilitation Council

I would like to serve on the SRC to help make services better for individuals with disabilities. I can offer a unique perspective as a youth with a disability on accessibility both physically and accessibility to services, as well as assistive technology.

What Boards, Commissions, Councils, or Task Forces, etc., have you previously, or currently served on?

Name: Lewiston High School Drama Club Term Date: Jan 2017 - Present

Name: FCCLA Term Date: Sept 2016 - Present

Name: St. Joseph's RMC/Volunteer Term Date: Summer 2015

Name: Ambassador Lewiston Term Date: Fall 2013 - Present

How many hours per month would you be able to commit to State Rehabilitation Council activities?

☐ 1 to 3 hours ☐ 4 to 6 hours ☐ 7 to 9 hours ☒ 10 or more hours

CFR 361.17(c)(1) Requires a majority of the Council members be individuals with disabilities. While your disclosure is voluntary, it would be a benefit to the Council in determining membership compliance.

Disability

☐ No

RETURN TO:

IDAHO STATE REHABILITATION COUNCIL

ATTN: Membership Chair

650 West State Street, Room 150

P.O. Box 83720

Boise, Idaho 83720-0096

Joe Anderson

Objectives

To obtain a position as a member of the Idaho State Rehabilitation Council

Education

Lewiston High School,

Anticipated graduation: June 2018 High School Diploma

Member of LHS Drama Club

FCCLA Member- Nationals qualifier

Experience

Lewis-Clark State College

Disability Services Assistant, 02/2017 – present

Modifying documents to ensure accessibility for students with visual impairments

Reviewing captions and speech for clients with hearing impairments and visual impairments

Assisting staff with various tasks as directed

Volunteer at St. Joseph Regional Medical Center

Volunteer, Summer 2016

Answering visitor questions

Directing people to desired destinations

Opportunities Unlimited

Production worker, Fall Semester 2016-

Shred paper

Label bags

Scrape core plugs for Avista Utilities

String laundry bags

Additional Information

4-H 2 blue ribbons and grand champion for poultry

Muscular Dystrophy Association ambassador for Lewiston, Idaho

Presidential award winner in 2015

FCCLA (family, career and community leaders of America)-silver medal at local and state, accepted to nationals

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SUBJECT

Data Management Council Appointment

REFERENCE

June 2016

The Board reappointed Georgia Smith, Don Coberly, Chris Campbell, Matthew Rauch, and Shari Ellertson and appointed Connie Black to the Data Management Council.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.O.

BACKGROUND/DISCUSSION

The Data Management Council (Council) is tasked with making recommendations on the oversight and development of the Educational Analytics System of Idaho (EASI) and oversees the creation, maintenance and usage of this P-20 and Workforce system. There are 12 seats on the Council. The Council consists of representatives from the Office of the State Board of Education, public postsecondary institutions, a registrar, State Department of Education, school districts, the Division of Career Technical Education, and the Department of Labor.

Each year half of the seats are up for appointment. Each term is two years commencing on July 1st. The candidates for reappointment are:

Tami Haft (North Idaho College)
Carson Howell (Office of the State Board of Education)
Todd King (State Department of Education)
Heather Luchte (Career Technical Education)
Vince Miller (Idaho State University)

IMPACT

Appointment of these individuals will fill all but one seat on the Data Management Council. A seat reserved for a small, rural school district will be open July 1. The Data Management Council is currently seeking names of individuals who would be willing to fill that role.

ATTACHMENTS

Attachment 1 – Current Council Membership

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

All of the individuals being considered for reappointment have been active members of the Council and have expressed an interest in continuing to serve. For the open seat, the Data Management Council has requested names of colleagues that are familiar with data security and might be willing to serve on the Council. Those identified individuals are then contacted and asked to provide a

CONSENT AGENDA
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letter of interest and qualifications. The Data Management Council will then meet to discuss the materials provided and vote on a name to bring forward to the Board for later appointment.

Staff recommends approval.

BOARD ACTION

I move to approve the reappointment of Tami Haft, Carson Howell, Todd King, Heather Luchte, and Vince Miller to the Data Management Council for terms from July 1, 2017 to June 30, 2019.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**Idaho State Board of Education
DATA MANAGEMENT COUNCIL
Current Membership**

Georgeanne Griffith
Lakeland School District
Term: July 1, 2015 – June 30, 2017

Connie Black
College of Western Idaho
Term: July 1, 2016 – June 30, 2018

Tami Haft
North Idaho College
Term: July 1, 2015 – June 30, 2017

Chris Campbell
State Department of Education
Term: July 1, 2016 – June 30, 2018

Carson Howell - Chair
Office of the State Board of Education
Term: July 1, 2015 – June 30, 2017

Don Coberly
Boise School District
Term: July 1, 2016 – June 30, 2018

Todd King
State Department of Education
Term: July 1, 2015 – June 30, 2017

Shari Ellertson
Boise State University
Term: July 1, 2016 – June 30, 2018

Heather Luchte – Vice Chair
Career Technical Education
Term: July 1, 2015 – June 30, 2017

Matthew Rauch
Kuna School District
Term: July 1, 2016 – June 30, 2018

Vince Miller - Secretary
Idaho State University
Term: July 1, 2015 – June 30, 2017

Georgia Smith
Department of Labor
Term: July 1, 2016 – June 30, 2018

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SUBJECT

Accountability Oversight Committee Appointments

REFERENCE

April 2010	Board approved second reading of Board Policy III.AA, creating the Accountability Oversight Committee
August 2015	Board approved the appointment of Deborah Hedeem and the reappointment of John Goedde and Jackie Thomason.
April 2016	Board approved second reading of amendment to Board Policy I.Q. to revise the Accountability Oversight Committee membership by adding a fifth at-large member who has a background in special education.
May 2016	Board approved the appointment of Roger Stewart and Julian Duffey.
June 2016	Board approved the appointment of Rob Sauer.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q.
Accountability Oversight Committee

BACKGROUND/DISCUSSION

The Accountability Oversight Committee was established in April 2010 as an ad-hoc committee of the Idaho State Board of Education. It provides oversight of the K-12 statewide assessment system, ensures effectiveness of the statewide system, and recommends improvements or changes as needed to the Board.

The committee consists of:

- The Superintendent of Public Instruction or designee,
- Two Board members, and
- Five at-large members appointed by the Board, one of whom must have a special education background.

John Goedde and Jackie Thomason have served on the committee as at-large members since the committee's inception. Their current appointments ended June 30, 2017; the committee has recommended them for reappointment.

John Goedde is a former State Senator with a long history of civic engagement. He represented District 3 in the State Legislature from 2000 to 2002 and District 4 from 2002 to 2014. John was the Chair of the Senate Education Committee for ten years, from 2004 to 2014. He was also the Vice Chair of the State Legislatures Education Committee for the National Conference of State Legislatures from 2007 to 2010. Prior to serving in the legislature, John spent three years as a School Board Trustee for the Coeur d'Alene School District (1997 to 2000).

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Jackie Thomason is a retired educator with 38 years of experience in public schools as a classroom teacher, Title I Coordinator, Assessment and Accountability Director, and Assistant Superintendent of West Ada School District. Her awards include the Presidential Award for Excellence in Science and Mathematics Teaching, Teacher of the Year Award, and the Apple Computer Innovative Technology Award. Her research on the use of data for school improvement was selected for presentation at the 2006, 2007, and 2008 American Educational Research Association Conferences. Jackie earned a bachelor's degree in elementary education from Boise State University, and both masters and education specialist degrees from the University of Idaho in Education Leadership.

IMPACT

Approval of John Goedde and Jackie Thomason will fill all the at-large seats on the Committee through June 30, 2018.

ATTACHMENTS

Attachment 1 – Current Membership List

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.Q., terms run from July 1 through June 30 of the applicable year. In making at-large appointments to the Accountability Oversight Committee, consideration should be given to the appointees' background, representative district / school size, and regional distribution. Staff recommends approval of the re-appointment of John Goedde and Jackie Thomason.

BOARD ACTION

I move to approve the reappointment of John Goedde and Jackie Thomason to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2017 and ending on June 30, 2019.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**ACCOUNTABILITY OVERSIGHT COMMITTEE
APRIL 2017**

State Board of Education Member –
Ex-Officio

Debbie Critchfield

State Board of Education Member –
Ex-Officio

Linda Clark

Superintendent of Public Instruction or Designee –
Ex-Officio

Pete Koehler
Deputy Superintendent
State Department of Education

Member At Large and Committee Chair
Term: July 1, 2015- June 30, 2017

Jackie Thomason
Former Chief Academic Officer
West Ada School District #2

Member At Large
Term: July 1, 2015-June 30, 2017

John Goedde
Former Idaho State Senator
Former School Board Trustee, Coeur d'Alene District
#271

Member At Large
Term: May 19, 2016 - June 30, 2018

Roger Stewart
Professor, College of Education
Boise State University

Member At Large
Term: July 1, 2016 - June 30, 2018

Rob Sauer
Superintendent
Homedale School District #370

Member At Large (Special Education)
Term: May 19, 2016 - June 30, 2018

Julian Duffey
Special Education Director
Bonneville Joint School District #93

Board Staff Support

Alison Henken
K-12 Accountability and Projects Program Manager
Office of the State Board of Education
alison.henken@osbe.idaho.gov
208-332-1579

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IDAHO STATE UNIVERSITY

SUBJECT

Approval to change the name of the Research & Innovation in Science & Engineering (RISE) building, located at 1999 Alvin Ricken Drive, Pocatello, ID to William M. and Karin A. Eames Advanced Technical Education and Innovation Complex.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section: I. K. Naming/Memorializing Building and Facilities

BACKGROUND/DISCUSSION

Mr. William Eames has been closely affiliated with Idaho State University (ISU) for a quarter of a century or so. His generous financial and other support to the University has included the Kasiska Division of Health Sciences, the College of Pharmacy, the College of Technology and several other academic and nonacademic programs. Mr. Eames has served on the Idaho State University Foundation Board of Directors for 10 years, a two-year term as President of the Foundation, followed by two years as Chairman of the Board of Directors. He has made numerous gifts to the University including a current pledge of \$2.5 million. In recognition past contributions and the current pledge, ISU respectfully requests State Board of Education consideration, allowing ISU to rename the Rise Complex the "William M. and Karin A. Eames Advanced Technical Education and Innovation Complex."

IMPACT

The current \$2.5 million gift represents the lead gift to a \$5 million campaign by the College of Technology intended to support enhancements to the facilities. To date, Mr. Eames has assisted the College of Technology in securing an additional commitment of \$250,000. The leadership gift and name recognition will be influential in executing a successful campaign. Approval of the name change will allow ISU to update the signage during the planned building enhancements.

ATTACHMENTS

Attachment 1 – Memo to President Vailas approving the renaming Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.K.1.b naming of a building, facility, or administrative for other than a former employee of the system of higher education to honor and memorialize a specific individual who has made a distinguished contribution to the university. Naming for an individual in recognition of gift can be considered when no commitment for naming has been made to a prospective donor of the gift without prior Board approval and the nature of the proposed gift and is

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significance to the institution, the eminence of the individual whose name is proposed and the individual's relationship to the institution is considered.

BOARD ACTION

I move to approve the request by Idaho State University to rename the "RISE Building," located at 1999 Alvin Ricken Drive, Pocatello, ID, to "William M. and Karin A. Eames Advanced Technical Education and Innovation Complex."

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State
UNIVERSITY

Office of Finance and Administration
821 South 8th Avenue, Stop 8219 • Pocatello, Idaho 83209-0219

May 11, 2017

President Arthur Vallas
Idaho State University
921 S. 8th Ave
Pocatello, ID 83209

Arthur Vallas *Vallas*
O.K.

Dear President Vallas,

Our University Naming Committee has met and has reviewed the proposal to name the former RISE Complex the **"William M. And Karin A. Eames Advanced Technical Education and Innovation Complex."** This proposed name comes as a result of a gift/pledge from Mr. William M. and Mrs. Karin A. Eames. After considering the gift instrument and discussion among our committee, we have decided to unanimously recommend to you that the facility be named after the Eames family and recommend that this proposal go forward before the State Board of Education for consideration.

Sincerely,



Brian Hickenlooper
Interim Chief Financial Officer
Chair of Naming Committee
Idaho State University

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JUNE 15, 2017

SUBJECT

President Approved Alcohol Permits Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

BACKGROUND/DISCUSSION

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by, and in compliance with, Board policy. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

The last update presented to the Board was at the April 20, 2017 Board meeting. Since that meeting, Board staff has received seventeen (17) permits from Boise State University, five (5) permits from Idaho State University, and eighteen (18) permits from the University of Idaho.

Board staff has prepared a brief listing of the permits issued for use. The list is attached for the Board's review.

ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution

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BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

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**APPROVED ALCOHOL SERVICE AT
BOISE STATE UNIVERSITY
March 2017 – June 2017**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Henry Fork Foundation Reception	Student Union Building		X	3/30/2017
Henry Fork Foundation Dinner and Auction	Stueckle Sky Center		X	3/31/2017
Albertson's CO Sales Meeting	Stueckle Sky Center		X	4/3/2017
International Business Program	Stueckle Sky Center	X		4/4/2017
Brian Wilson	Morrison Center	X		4/6/2017
Gene Harris Jazz Festival	Morrison Center	X		4/7/2017
Philharmonic Classic 8	Morrison Center	X		4/8/2017
Wassmuth Center for Human Rights	Morrison Center		X	4/11/2017
Annual Event of AHL	Yankee Gallery	X		4/13/2017
Idaho Association of Health Underwriter	Student Union Building		X	4/18/2017
Highway Safety Summit	Gene Bleymeier Recruiting Lounge		X	4/18/2017
Peter Pan Ballet	Morrison Center	X		4/21-22/2017
Northwest H.S. and College Counselors Conference	Student Union Building	X		5/17-18/2017
Northwest H.S. and College Counselors Conference	Stueckle Sky Center	X		5/18/2017
Fish and Game In-Service Training	Student Union Building		X	5/23-24/2017
Celtic Woman	Morrison Center	X		6/3/2017
Robert Wood Johnson Foundation/AARP	Stueckle Sky Center		X	6/28/2017

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**APPROVED ALCOHOL SERVICE AT
IDAHO STATE UNIVERSITY
March 2017 – June 2017**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Gem Legacy Donor Recognition Dinner	Stephens' Performing Arts Center	X		3/31/2017
Rounder40	Stephens' Performing Arts Center		X	4/25/2017
Southeast Idaho Military Ball	PSUB Ballroom	X		4/28/2017
Chamber After Hours	College of Business Lobby	X		6/29/17
Idaho Falls City Club Annual Dinner	Bennion Multi-Purpose		X	6/29/2017

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**APPROVED ALCOHOL SERVICE AT
UNIVERSITY OF IDAHO
March 2017 – August 2017**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Progressive Benefit Dinner	UI-Prichard Art Gallery	X		3/25/2017
2017 Idaho Law Review Symposium Closing Reception	University of Idaho – Boise	X		3/31/2017
Idaho Law Review Award Banquet	University of Idaho – Boise	X		4/1/2017
Borah Reception	Bruce Pitman Center	X		4/5/2017
Global Student Success Program Familiarity Trip Dinner	UI Education Building	X		4/17/2017
Provost's Dinner	Bruce Pitman Center	X		4/18/2017
ORED-CLASS Research Expo Reception	IRIC Auditorium	X		4/19/2017
Navitas Pre-Dinner	Prichard Art Gallery	X		4/20/2017
Idaho Pitch Competition	Panorama Summit	X		4/21/2017
CALS Awards Banquet	Bruce Pitman Center	X		4/24/2017
EXPO Dean's Reception	Bruce Pitman Center	X		4/27/2017
UI College of Art & Architecture	Prichard Art Gallery	X		5/5/2017
President's VIP Commencement Dinner	Education Building – 5 th Floor	X		5/11/2017
President's Commencement Dinner	Bruce Pitman Center	X		5/12/2017
Outstanding Awards Ceremony	Courtyard Between J.A. Albertstons and Administration Buildings	X		5/12/2017
Hilarity for Charity	University of Idaho – Boise	X		6/15/2017
UEC Gold Scramble	Bogey's Grille	X		
2017 Men's Golf League	Golf Course	X		8/17/2017

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SUBJECT

Coeur d'Alene School District – School District Boundary

REFERENCE

February 2015

Board approved the annexation/excision of property from the Lakeland School District to the Coeur d'Alene School District and forwards the request to the electorate.

April 2015

Board approved the annexation/excision of property from the Post Falls School District to the Coeur d'Alene School District and forwards the request to the electorate.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-307, Idaho Code

BACKGROUND/DISCUSSION

Section 33-307, Idaho Code prescribes the requirements for correcting or altering school district boundaries and authorizes the State Board of Education to make corrections due to errors in the legal description of the boundaries.

At the February 2015 Board meeting the Board approved the annexation/excision of property from the Lakeland School District to the Coeur d'Alene School District. The request was forwarded to the affected electorate on May 19, 2015 and passed.

At the April 2015 Board meeting the Board approved the annexation/excision of property from the Post Falls School District to the Coeur d'Alene School District. The request was forwarded to the affected electorate on November 3, 2015 and passed.

The legal description provided by the petitioners for the April 2015 boundary change contained a technical error in the drafting of the language for the new property being annexed into the Coeur d'Alene School District and omitted the property annexed into the school district during the February 2015 Board meeting. A corrected legal description has been provided and the Board is requested to find the current legal description is in error and approve the new legal description.

IMPACT

Upon approval of the corrected legal description, the Department of Education will send a corrected order to the Coeur d'Alene Board of Trustees in accordance with Section 33-307(2), Idaho Code. Once the order is received by the school district, the school district shall notify the State Tax Commission. Within thirty (30) days of receipt of the order, the State Tax Commission and the County Assessor shall correct or alter the legal description of the school.

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ATTACHMENTS

Attachment 1 – Coeur d’Alene School Boundary – Corrected Legal Description	Page 3
Attachment 2 – West Landing Annexation Map	Page 5
Attachment 3 – Balsar Annexation Map	Page 6

STAFF COMMENTS AND RECOMMENDATIONS

Representatives of the Coeur d’Alene School District have contacted the Board office regarding an error in the legal description of the school districts boundary. Staff have verified the error in the legal description and have received a corrected legal description certified by a State of Idaho registered land survey or qualified to write property legal descriptions.

The highlighted text in the corrected legal description is the corrected language for the two annexations. No errors were identified in the legal descriptions for the Lakeland School Districts and the Post Falls School Districts.

Staff recommends approval.

BOARD ACTION

I move to approve the corrected boundary legal description for the Coeur d’Alene School District as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Coeur d'Alene School District #271

Corrected boundary after Balsar and West Landings Annexations

Beginning at the north $\frac{1}{4}$ corner of Sec. 5, Twp. 50 N, R 4 W BM; thence east approximately 1 mile to the north $\frac{1}{4}$ corner of Sec. 4, said township and range; thence north approximately ~~$2\frac{1}{2}$ mile~~ $1\frac{1}{2}$ miles to the center of Sec. 28, Twp. 51 N, R 4 W BM; thence west approximately $\frac{1}{2}$ mile to the west $\frac{1}{4}$ corner of Sec. 28, said township and range; thence north approximately $\frac{1}{2}$ mile to the SW corner of Sec. 21, said township and range; thence east approximately $\frac{1}{2}$ mile to the south $\frac{1}{4}$ corner of Sec. 21, said township and range; thence north $\frac{1}{2}$ mile to the center of Sec. 21, Twp., 51 N, R 4 WBM; thence east approximately $\frac{1}{2}$ mile to the east $\frac{1}{4}$ corner of Sec. 21, said township and range; thence North approximately ~~$4\frac{1}{2}$ miles~~ $\frac{3}{16}$ mile to the SE corner of the north $\frac{1}{2}$ of the NE $\frac{1}{4}$ of the SE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21; Thence west $\frac{1}{8}$ mile to the SW corner of said north $\frac{1}{2}$ of the NE $\frac{1}{4}$ of the SE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21 ; Thence south $\frac{1}{16}$ mile to the SE corner of the east $\frac{1}{2}$ of the NW $\frac{1}{4}$ of the SE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21; Thence west $\frac{1}{16}$ mile to the SW corner of said east $\frac{1}{2}$ of the NW $\frac{1}{4}$ of the SE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21; Thence north $\frac{1}{8}$ mile to the NW corner of said east $\frac{1}{2}$ of the NW $\frac{1}{4}$ of the SE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21; Thence west $\frac{1}{16}$ mile to the SW corner of the SW $\frac{1}{4}$ of the NE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21; Thence north $\frac{1}{8}$ mile to the NW corner of said SW $\frac{1}{4}$ of the NE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of sec. 21; Thence east $\frac{1}{8}$ mile to the NE corner of said SW $\frac{1}{4}$ of the NE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21; Thence north $\frac{1}{16}$ mile to the NW corner of the south $\frac{1}{2}$ of the NE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21; Thence east $\frac{1}{8}$ mile to the NE corner of said south $\frac{1}{2}$ of the NE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of the NE $\frac{1}{4}$ of said sec. 21; Thence north $1\frac{1}{16}$ miles to the SW corner of Sec. 10, said township and range; thence east approximately $1\frac{1}{2}$ miles to the south $\frac{1}{4}$ corner of Sec. 11, said township and range; thence north to the center of said Sec. 11; thence east approximately $\frac{1}{2}$ mile to the east $\frac{1}{4}$ corner of said Sec. 11; thence north approximately $\frac{1}{4}$ mile to the NW corner of the SW $\frac{1}{4}$ of the NW $\frac{1}{4}$ of Sec. 12, said township and range; thence east approximately $\frac{1}{2}$ mile to the NE corner of the SE $\frac{1}{4}$ corner of the NW $\frac{1}{4}$ of said Sec. 12; thence north approximately $\frac{3}{4}$ mile to the center of Sec. 1, said township and range; thence east approximately $\frac{1}{2}$ mile to the east $\frac{1}{4}$ corner of said Sec. 1; thence north approximately $\frac{1}{2}$ mile to the NW corner of Sec. 6, Twp. 51 N, R 3 WBM; thence east $3\frac{1}{4}$ miles, more or less, to the center of Hayden Lake; thence north approximately 1 mile to the mouth of Hayden Creek; thence north along the center thread of Hayden Creek to the north boundary of Sec. 34, Twp. 52 N, R 3 WBM; thence east approximately $2\frac{3}{4}$ miles to the NE corner of Sec. 36, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 36; thence east $14\frac{1}{4}$ miles, more or less, to the Shoshone County line; thence south 5 miles, more or less, along the Kootenai-Shoshone County line to the SE corner of the SW $\frac{1}{8}$ of Sec. 27, Twp. 51 N, R 1 EBM, on the Shoshone County line; thence west approximately $8\frac{3}{4}$ miles to the north $\frac{1}{4}$ corner of Sec. 31, Twp. 51 N, R 1 WBM; thence south approximately 7 miles to the south $\frac{1}{4}$ corner of Sec. 31, Twp. 50 N, R 1 WBM; thence west approximately $\frac{1}{2}$ mile to the NW corner of Sec. 6, Twp. 49 N, on the range line between Ranges 1 & 2 WBM; thence south 3 miles, more or less, to the SE corner of Sec. 13, Twp. 49 N, on the range line; thence west approximately 9 miles to the SW corner of Sec. 15, Twp. 49 N, R 3 WBM; thence north approximately $\frac{1}{2}$ mile to the west $\frac{1}{4}$ corner of said Sec. 15; thence west approximately $1\frac{1}{2}$ miles to the center of Sec. 17, said township and range; thence north approximately $1\frac{1}{2}$ miles to the south $\frac{1}{4}$ corner of Sec. 5, said township and range; thence west $1\frac{1}{2}$ miles, more or less, to the center of Coeur d'Alene Lake; thence south and west, continuing along the center

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thread of Coeur d'Alene Lake and Windy Bay to a point where it intersects the west line of Sec. 30, Twp. 48 N, R 4 WBM; thence north approximately 2 ½ miles to the SW corner of Sec. 7, said township and range; thence west approximately 1 mile to the SW corner of Sec. 12, Twp. 48 N, R 5 WBM; thence north approximately 5 miles to the NW corner of Sec. 24, Twp. 49 N, R 5 WBM; thence west approximately 1 mile to the NE corner of Sec. 22, said township and range; thence south approximately 1 mile to the SE corner of said Sec. 22; thence west 4 miles, more or less, to the Washington-Idaho State line; thence north approximately 3½ miles to the west ¼ corner of Sec. 1, Twp. 49 N, R 6 WBM; thence east 1½ miles, more or less, to the center of Sec. 5, Twp. 49 N, R 5 WBM; thence south 1 mile to the center of Sec. 8, said township and range; thence east approximately 1½ miles to the east ¼ corner of Sec. 9, said township and range; thence north approximately 2 ½ miles to the NW corner of Sec. 33, Twp. 50 N, R 5 WBM; thence east ½ mile to the north ¼ corner of said Sec. 33; thence north approximately 1 mile to the north ¼ corner of Sec. 28, said township and range; thence east approximately 2 miles to the north ¼ corner of Sec. 26, said township and range; thence north approximately ½ mile to the center of Sec. 23, said township and range; thence east approximately 1½ miles to the west ¼ corner of Sec. 19, Twp. 50 N, R 4 WBM; thence north 2 miles, more or less, to the center thread of the Spokane River; thence east 1½ miles, more or less, along the center thread of the Spokane River to a point where the river intersects the north-south center line of Sec. 8, Twp. 50 N, R 4 WBM; thence north 1 ½ miles, more or less, to the point of beginning.

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STATE DEPARTMENT OF EDUCATION

SUBJECT

Request for Waiver of 103% Student Transportation Funding Cap for Six (6) School Districts.

REFERENCE

June 2014	Board approved the request for six (6) school districts to receive a funding cap waiver for the 2013-2014 school year.
June 2015	Board approved the request for ten (10) school districts to receive a funding cap waiver for the 2014-2015 school year.
June 2016	Board approved the request for eight (8) school districts to receive a funding cap waiver for the 2015-2016 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, Idaho Code

BACKGROUND/DISCUSSION

During the 2001 session, the Idaho Legislature amended Section 33-1006, Idaho Code. The amendment created a student transportation funding cap; affecting school districts that exceed the statewide average cost per mile and cost per rider by 103%. The 2007 and 2009 Legislatures further amended this language to provide clear, objective criteria that defines when a district may qualify to be reimbursed for expenses above the cap, and by how much. These new criteria designate certain bus runs as “hardship” runs and allow the district to receive a higher cap, based on the percentage of the district’s bus runs that are so categorized.

As of April 19, 2017, 18 school districts and charter schools were negatively affected by the pupil transportation funding cap:

011	MEADOWS VALLEY DISTRICT	(\$15,380)
044	PLUMMER-WORLEY JOINT DISTRICT	(\$36,698)
061	BLAINE COUNTY DISTRICT	(\$75,316)
071	GARDEN VALLEY DISTRICT	(\$61,072)
171	OROFINO JOINT DISTRICT	(\$21,777)
192	GLENNS FERRY JOINT DISTRICT	(\$8,004)
193	MOUNTAIN HOME DISTRICT	(\$27,967)
271	COEUR D'ALENE DISTRICT	(\$93,074)

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281	MOSCOW DISTRICT	(\$70,659)
291	SALMON DISTRICT	(\$7,357)
391	KELLOGG JOINT DISTRICT	(\$16,970)
393	WALLACE DISTRICT	(\$11,049)
401	TETON COUNTY DISTRICT	(\$16,168)
421	MCCALL-DONNELLY JT. SCHOOL DISTRICT	(\$61,431)
456	FALCON RIDGE CHARTER SCHOOL	(\$6,998)
458	LIBERTY CHARTER	(\$1,106)
463	VISION CHARTER SCHOOL	(\$6,046)
475	SAGE INTERNATIONAL SCHOOL OF BOISE	(\$17,687)

Of these 18, only six (6) districts have routes meeting the statutory requirements of a hardship bus run, which would allow the Board to grant a waiver. These include Garden Valley, Kellogg, Moscow, Orofino, Plummer-Worley, and Wallace. All six (6) of these districts have applied for a waiver of the student transportation funding cap.

Garden Valley School District

Garden Valley School District submitted three (3) school bus routes that met the required criteria. This represents 30% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 133%.

Kellogg Joint School District

Kellogg Joint School District submitted four (4) school bus routes that met the required criteria. This represents 43.40% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 107.34%.

Moscow School District

Moscow School District submitted four (4) school bus routes that met the required criteria. This represents 15.60% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 118.60%.

Orofino Joint School District

Orofino Joint School District submitted two (2) school bus routes that met the required criteria. This represents 35% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 138%.

Plummer-Worley Joint School District

Plummer-Worley Joint School District submitted two (2) school bus routes that met the required criteria. This represents 16.66% of the bus runs operated by the

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district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 119.66%.

Wallace School District

Wallace School District submitted two (2) school bus routes that met the required criteria. This represents 20% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 123%.

IMPACT

The approval of the cap waivers percentages allows districts to be reimbursed for routes that meet the hardship criteria. The financial impact of this is estimated to be \$149,721.

ATTACHMENTS

Attachment 1 – Summary of Funding Cap Spreadsheet

Page 5

Attachment 2 – District Cap Waiver Applications

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STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by Garden Valley School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 133% for a total of \$61,072 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Kellogg Joint School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 107.34% for a total of \$16,970 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Moscow School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 118.60% for a total of \$70,659 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Orofino Joint School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year

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2016 of 138% for a total of \$21,777 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Plummer-Worley Joint School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 119.66% for a total of \$36,698 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Wallace School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 123% for a total of \$11,049 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider			
Fiscal Year 2015-2016 Data - Approved Costs Reimbursed in Fiscal Year 2016-2017 (Thirteenth Capped Year)			
Set percentage cap to apply to statewide average	103%	Riders per Mile	1.7
Revised: April 19, 2017			
Statewide Averages before cap	Cost Per Mile	Cost Per Rider	
	\$3.72	\$811	
Statewide Averages after cap	\$3.83	\$835	
Total Savings From Cap	\$554,759	Capped Reimb.	Actual Reimb.
Savings Following Appeals & State Board Action	\$405,038	\$75,234,556	\$75,789,315
Estimated Impact of Funding Cap Waivers	\$149,721		

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact	Total 100% Reimbursable Costs Eligible at 50%	Funding Cap Penalty Waived	% Hardship Bus Run Waived	Final Payment Amount
044	PLUMMER-WORLEY JOINT	\$36,698	23.0%	\$164,695	TRUE	0.167	\$213,293
071	GARDEN VALLEY	\$61,072	40.9%	\$0	TRUE	0.300	\$167,714
171	OROFINO JOINT	\$21,777	6.3%	\$331,680	TRUE	0.350	\$491,914
281	MOSCOW	\$70,659	16.2%	\$442,205	TRUE	0.156	\$556,249
391	KELLOGG JOINT	\$16,970	3.7%	\$455,808	TRUE	0.434	\$597,724
393	WALLACE	\$11,049	6.3%	\$178,446	TRUE	0.200	\$245,050

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STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

SHERRI YBARRA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

103% Funding Cap Appeal Application for Fiscal Year:

Use Tab Key To Enter Data

2016

District Name:

Garden Valley

Number:

71

Date:

January 18, 2017

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:

(Please check all applicable boxes by using mouse key).

- ☒ Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).
- ☒ Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road
- ☒ Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of 30.00 % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically. Submit to SDE by February 17, 2017.**

Loman and Southfork are hardship routes:

Loman am run meets the requirements for the funding cap appeal as checked above. This route averages 16 riders per 73 miles daily run which equals .22 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Loman am run travels 73 miles a day, of which 11 miles has a slope of 5% or greater which equals 15% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

Loman pm run meets the requirements for the funding cap appeal as checked above. This route averages 19 riders per 73 miles daily run which equals .15 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Loman pm run travels 73 miles a day, of which 11 miles has a slope of 5% or greater which equals 15% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

Southfork PM run meets the requirements for the funding cap appeal as checked above. This route averages 7 riders per 9 miles daily run which equals .78 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). It has 9 miles of road with 7.5 unpaved which equals .83, which is more than the majority on unpaved surface.

We have 10 runs; therefore, these runs represent 30% of our routes.

Superintendent Signature:

Date:

1/18/17

Shaded Area Below is for State Department of Education Use Only

The State Board of Education approved _____ disapproved _____ the district's appeal and request at its regularly scheduled meeting on _____ at a Funding Cap Rate of _____ % greater than the 103% percentage rate limit, necessary to eliminate the funding cap penalty.

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STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

SHERRI YBARRA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

103% Funding Cap Appeal Application for Fiscal Year:

Use Tab Key To Enter D

2016

District Name: Kellogg Jt.

Number: 391

Date: January 26, 2017

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:

(Please check all applicable boxes by using mouse key).

☒ ☐ Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).

☐ ☐ Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road

☒ ☐ Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of 4.34 % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. Save document prior to submitting electronically. Submit to SDE by February 17, 2017.

Route 2 pm is a hardship route:

Route 2 pm run meets the requirements for the funding cap appeal as checked above. This route averages 13 riders per 16 miles daily run which equals .81 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 2 pm run travels 16 miles a day, of which 8 miles has a slope of 5% or greater which equals 50% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

We have 23 runs; therefore, these runs represent 4.34 of our routes.

Superintendent Signature: William Hooper

Date: 01-27-17

Shaded Area Below is for State Department of Education Use Only

The State Board of Education approved ☐ disapproved ☒ the district's appeal and request at its regularly scheduled meeting on ☐ at a Funding Cap Rate of ☐ % greater than the 103% percentage rate limit, necessary to eliminate the funding cap penalty.

CONSENT AGENDA

JUNE 15, 2017



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

SHERRI YBARRA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

103% Funding Cap Appeal Application for Fiscal Year:

Use Tab Key To Enter Data

2016

District Name: **Moscow**

Number: **281**

Date: **Jan 18, 2017**

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:

(Please check all applicable boxes by using mouse key).

- XX ☐ Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).
- XX ☐ Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road
- XX ☐ Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of **15.60** % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically. Submit to SDE by February 17, 2017.**

101, 102 and 110 are hardship routes:

101 am run meets the requirements for the funding cap appeal as checked above. This route averages 31 riders per 47 miles daily run which equals .66 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). 101 am run travels 47 miles a day, of which 16 miles has a slope of 5% or greater which equals 34% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

101 pm run meets the requirements for the funding cap appeal as checked above. This route averages 22 riders per 50 miles daily run which equals .44 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). 101 pm run travels 50 miles a day, of which 16 miles has a slope of 5% or greater which equals 32% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

102 pm run meets the requirements for the funding cap appeal as checked above. This route averages 25 riders per 34 miles daily run which equals .74 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). 102 pm run travels 34 miles a day, of which 5.5 miles has a slope of 5% or greater which equals 16% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

110 am run meets the requirements for the funding cap appeal as checked above. This route has 30 miles of road with 16 unpaved which equals .53%, which is more than the majority on unpaved surface. This route averages travels 30 miles a day, of which 7 miles has a slope of 5% or greater which equals 23% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

110 pm run meets the requirements for the funding cap appeal as checked above. This route has 29 miles of road with 15 unpaved which equals .52%, which is more than the majority on unpaved surface. This route averages travels 29 miles a day, of which 7 miles has a slope of 5% or greater which equals 24% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

We have 32 runs; therefore, these runs (5) represent 15.6% of our routes.

Superintendent Signature: *Sherry Ybarra*

Date: *1/20/17*

Shaded Area Below is for State Department of Education Use Only

The State Board of Education approved ☐ disapproved ☐ the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % greater than the 103% percentage rate limit, necessary to eliminate the funding cap penalty.

**CONSENT AGENDA
JUNE 15, 2017**



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

SHERRI YBARRA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

103% Funding Cap Appeal Application for Fiscal Year:

Use Tab Key To Enter

2016

District Name: **Orofino Jt.**

Number: **171**

Date: **January 19, 2017**

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:

(Please check all applicable boxes by using mouse key).

☒ Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).

☒ Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road.

☒ Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of **35.00** % more than the 103% percentage rate limit, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically. Submit to SDE by February 17, 2017.**

Routes 1, 2, 3, 10, 11, 14, are hardship routes:

Route 1 am run meets the requirements for the funding cap appeal as checked above. This route averages 11 riders per 29 miles daily run which equals .38 riders per mile, which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 1 am run travels 29 miles a day, of which 9 miles has a slope of 5% or greater which equals 31% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

Route 1 pm run meets the requirements for the funding cap appeal as checked above. This route averages 8 riders per 23 miles daily run which equals .35 riders per mile, which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 1 pm run travels 23 miles a day, of which 9 miles has a slope of 5% or greater which equals 39% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

Route 2 am run meets the requirements for the funding cap appeal as checked above. This route has 30 miles of road with 18 unpaved which equals .60%, which is more than the majority on unpaved surface. This route averages travels 30 miles a day, of which 14 miles has a slope of 5% or greater which equals 47% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

Route 2 pm run meets the requirements for the funding cap appeal as checked above. This route has 23 miles of road with 18 unpaved which equals .78%, which is more than the majority on unpaved surface. This route averages travels 30 miles a day, of which 14 miles has a slope of 5% or greater which equals 47% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

**CONSENT AGENDA
JUNE 15, 2017**

the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

Route 3 am run meets the requirements for the funding cap appeal as checked above. This route averages 16 riders per 39 miles daily run which equals .41 riders per mile, which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 3 am run travels 39 miles a day, of which 34 miles has a slope of 87% or greater which equals 87% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

Route 8 am run meets the requirements for the funding cap appeal as checked above. This route averages 22 riders per 33 miles daily run which equals .67 riders per mile, which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 8 am run travels 33 miles a day, of which 17 miles has a slope of 52% or greater which equals 52% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

Robert P. Vieri

Superintendent Signature: _____

1-31-2017

Date: _____

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The State Board of Education approved _____ disapproved _____ the district's appeal and request at its regular scheduled meeting on _____ at a Funding Cap Rate of _____ % greater than the 103% percent rate limit, necessary to eliminate the funding cap penalty.

CONSENT AGENDA

JUNE 15, 2017



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

SHERRI YBARRA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

103% Funding Cap Appeal Application for Fiscal Year:

Use Tab Key To Enter Data

2016

District Name: Plummer Worley Jt.

Number: 44

Date: January 21, 2017

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:
(Please check all applicable boxes by using mouse key).

☒ Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).

☐ Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road

☒ Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of 16.66 % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. Save document prior to submitting electronically. Submit to SDE by February 17, 2017.

Route Carl is a hardship route:

Route Carl am run meets the requirements for the funding cap appeal as checked above. This route averages 25 riders per 38 miles daily run which equals .66 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route Carl am run travels 38 miles a day, of which 9.4 miles has a slope of 5% or greater which equals 25% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

Route Carl pm run meets the requirements for the funding cap appeal as checked above. This route averages 29 riders per 38 miles daily run which equals .76 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route Carl pm run travels 38 miles a day, of which 9.4 miles has a slope of 5% or greater which equals 25% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

We have 12 runs; therefore, these runs represent 16.66% of our routes.

Superintendent Signature: Jude Sharrett

Date: 1/20/17

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The State Board of Education approved ☐ disapproved ☐ the district's appeal and request at its regularly scheduled meeting on ☐ at a Funding Cap Rate of ☐ % greater than the 103% percentage rate limit, necessary to eliminate the funding cap penalty.

CONSENT AGENDA

JUNE 15, 2017



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

SHERRI YBARRA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

103% Funding Cap Appeal Application for Fiscal Year:

Use Tab Key To Enter Data

2016

District Name: **Wallace**

Number: **393**

Date: **January 19, 2017**

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:

(Please check all applicable boxes by using mouse key).

- ☒ Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).
- ☐ Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road
- ☒ Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of **20.00** % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically. Submit to SDE by February 17, 2017.**

Route 11 is a hardship route:

Route 11 am run meets the requirements for the funding cap appeal as checked above. This route averages 6 riders per 21 miles daily run which equals .29 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 11 am run travels 21 miles a day, of which 10 miles has a slope of 5% or greater which equals 47% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

Route 11 mid-day run meets the requirements for the funding cap appeal as checked above. This route averages 8 riders per 30 miles daily run which equals .27 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 11 mid-day run travels 30 miles a day, of which 6 miles has a slope of 5% or greater which equals 20% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

Route 11 pm run meets the requirements for the funding cap appeal as checked above. This route averages 2 riders per 20 miles daily run which equals .10 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 11 pm run travels 20 miles a day, of which 10 miles has a slope of 5% or greater which equals 47% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

We have 15 runs; therefore, these runs represent 20% of our routes.

Superintendent Signature: *B. B. Ravello*

Date: **1-20-17**

Shaded Area Below is for State Department of Education Use Only

The State Board of Education approved ☐ disapproved ☐ the district's appeal and request at its regularly scheduled meeting on ☐ at a Funding Cap Rate of ☐ % greater than the 103% percentage rate limit, necessary to eliminate the funding cap penalty.

CONSENT AGENDA
JUNE 15, 2017

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**CONSENT AGENDA
JUNE 15, 2017**

STATE DEPARTMENT OF EDUCATION

SUBJECT

Requests for approval to transport students less than one and one-half miles for the 2016-2017 school year.

REFERENCE

June 2014	Board approved the request for 99 school districts and 10 charter schools to transport students less than one and one-half miles for the 2013-2014 school year.
June 2015	Board approved the request for 95 school districts and 13 charter schools to transport students less than one and one-half miles for the 2014-2015 school year.
June 2016	Board approved the request for 98 school districts and 13 charter schools to transport students less than one and one-half miles for the 2015-2016 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, Idaho Code

BACKGROUND/DISCUSSION

Pursuant to Section 33-1006, Idaho Code, "The state board of education shall determine what costs of transporting pupils, including maintenance, operation and depreciation of basic vehicles, insurance, payments under contract with other public transportation providers whose vehicles used to transport pupils comply with federal transit administration regulations, "bus testing," 49 CFR part 665, and any revision thereto, as provided in subsection (4)(d) of this section, or other state department of education approved private transportation providers, salaries of drivers, and any other costs, shall be allowable in computing the transportation support program of school districts."

The transportation support program of a school district shall be based upon the allowable costs of transporting pupils less than one and one-half (1½) miles as provided in Section 33-1501, Idaho Code, when approved by the State Board of Education.

The *Standards for Idaho School Buses and Operations* states, "All school districts submitting applications for new safety busing reimbursement approval shall establish a board policy for evaluating and rating all safety busing requests. The State Department of Education staff shall develop and maintain a measuring instrument model, which shall include an element for validating contacts with responsible organizations or persons responsible for improving or minimizing hazardous conditions. Each applying district will be required to annually affirm

CONSENT AGENDA
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that conditions of all prior approved safety busing requests are unchanged. The local board of trustees shall annually, by official action (33-1502, Idaho Code), approve all new safety busing locations. School districts that receive state reimbursement of costs associated with safety busing will re-evaluate all safety busing sites at intervals of at least every three years using the local board adopted measuring or scoring instrument. In order to qualify for reimbursement the local school board will, by official action, approve the initial safety-busing request and allow the students in question to be transported before the application is sent to the state. Consideration for reimbursement is contingent on the application being received by the State Department of Education Transportation Section on or before March 31 of the school year in which the safety busing began.”

All requests are submitted on the Safety Busing form found in the Idaho Bus Utilization System (IBUS) Portal. Reminders are emailed to all districts and charter schools prior to March 31. All requests recommended for approval are compliant with Section 33-1006, Idaho Code.

Ninety-nine (99) school districts and thirteen (13) charter schools affecting 24,564 students applied for safety busing using the correct form and are being recommended for approval.

IMPACT

Safety busing is included in transportation reimbursement, which is paid in the following fiscal year. Based on 2015-2016 reimbursement claims currently in process, we estimate the fiscal impact for 2016-2017 to be \$670,000 - \$700,000.

Safety busing contributes to the safety and well-being of thousands of students each school year.

ATTACHMENTS

Attachment 1 – 2016-2017 Safety Busing Requests

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

State Department of Education staff annual reviews school district requests and forwards on those meeting all of the requirements for Board consideration staff recommends approval.

BOARD ACTION

I move to approve the requests by ninety-nine (99) school districts and thirteen (13) charter schools for approval to transport students less than one and one-half miles as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT AGENDA
JUNE 15, 2017**

MEMORANDUM



SHERRI YBARRA
SUPERINTENDENT OF
PUBLIC INSTRUCTION

650 W. STATE STREET
P.O. BOX 83720
BOISE, IDAHO 83720-0027

OFFICE: 208-332-6800
FAX: 208-334-2228
SPEECH/HEARING
IMPAIRED: 1-800-377-3529
WWW.SDE.IDAHO.GOV

To: Helen Price, Program Specialist, Board Materials
Idaho Department of Education

From: Doug Scott, Director, Student Transportation

Date: April 19, 2017

Subject: Item to State Board of Education Requests for Approval to Transport
Students Less than One and One-half Miles

The attached requests to transport students less than one and one-half (1½) miles
are submitted to the State Board of Education for approval.

The attachment contains recommendations for approval for the following school
districts that applied for safety busing.

**CONSENT AGENDA
JUNE 15, 2017**

2016-2017 Safety Busing Requests

Boise Independent School District No. 1

This request involves 794 students attending grades K through 9.

West Ada School District No. 2

This request involves 1,312 students attending grades K through 12.

Kuna Jt. School District No. 3

This request involves 450 students attending grades K through 6.

Marsh Valley Jt. School District No. 21

This request involves 75 students attending grades K through 12.

Pocatello School District No. 25

This request involves 1,596 students attending grades K through 12.

Bear Lake Co. School District No. 33

This request involves 114 students attending grades K through 5.

St. Maries Jt. School District No. 41

This request involves 120 students attending grades K through 8.

Plummer/Worley Jt. School District No. 44

This request involves 75 students attending grades K through 12.

Snake River School District No. 52

This request involves 241 students attending grades K through 12.

Blackfoot School District No. 55

This request involves 506 students attending grades K through 12.

Aberdeen School District No. 58

This request involves 88 students attending grades K through 12.

Fifth School District No. 59

This request involves 40 students attending grades K through 12.

Shelley Jt. School District No. 60

This request involves 293 students attending grades K through 6.

Blaine Co. School District No. 61

This request involves 602 students attending grades K through 12.

Garden Valley School District No. 71

This request involves 8 students attending grades K through 12.

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Basin School District No. 72

This request involves 31 students attending grades K through 12.

Horseshoe Bend School District No. 73

This request involves 46 students attending grades K through 12.

West Bonner Co. School District No. 83

This request involves 69 students attending grades K through 8.

Lake Pend Oreille School District No. 84

This request involves 169 students attending grades K through 6.

Idaho Falls School District No. 91

This request involves 1,127 students attending grades K through 12.

Swan Valley Elementary School District No. 92

This request involves 15 students attending grades K through 12.

Bonneville Jt. School District No. 93

This request involves 2,163 students attending grades K through 12.

Boundary County School District No. 101

This request involves 59 students attending grades K through 12.

Butte County Jt. School District No. 111

This request involves 54 students attending grades K through 12.

Nampa School District No. 131

This request involves 1,799 students attending grades K through 12.

Caldwell School District No. 132

This request involves 1,078 students attending grades K through 12.

Wilder School District No. 133

This request involves 112 students attending grades K through 12.

Middleton School District No. 134

This request involves 257 students attending grades K through 12.

Notus School District No. 135

This request involves 134 students attending grades K through 12.

Melba Jt. School District No. 136

This request involves 15 students attending grades K through 12.

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Parma School District No. 137

This request involves 137 students attending grades K through 5.

Vallivue School District No. 139

This request involves 751 students attending grades K through 12.

Grace Jt. School District No. 148

This request involves 20 students attending grades K through 12.

North Gem School District No. 149

This request involves 21 students attending grades K through 12.

Soda Springs Jt. School District No. 150

This request involves 182 students attending grades K through 12.

Cassia Co. Jt. School District No. 151

This request involves 723 students attending grades K through 12.

Clark County. Jt. School District No. 161

This request involves 16 students attending grades K through 12.

Orofino Jt. School District No. 171

This request involves 22 students attending grades K through 7.

Challis Jt. School District No. 181

This request involves 15 students attending grades K through 12.

Mackay Jt. School District No. 182

This request involves 29 students attending grades K through 12.

Glenns Ferry Jt. School District No. 192

This request involves 115 students attending grades K through 12.

Mountain Home School District No. 193

This request involves 288 students attending grades K through 12.

Preston Jt. School District No. 201

This request involves 253 students attending grades K through 8.

West Side Jt. School District No. 202

This request involves 29 students attending grades K through 12.

Fremont Co. Jt. School District No. 215

This request involves 233 students attending grades K through 12.

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Emmett Independent School District No. 221

This request involves 66 students attending grades K through 9.

Gooding Jt. School District No. 231

This request involves 332 students attending grades K through 12.

Wendell School District No. 232

This request involves 51 students attending grades K through 12.

Hagerman Jt. School District No. 233

This request involves 42 students attending grades K through 12.

Bliss Jt. School District No. 234

This request involves 41 students attending grades K through 12.

Cottonwood Jt. School District No. 242

This request involves 39 students attending grades K through 8.

Salmon River Jt. School District No. 243

This request involves 4 students attending grades K through 9.

Mountain View School District No. 244

This request involves 109 students attending grades K through 12.

Jefferson Co. Jt. School District No. 251

This request involves 289 students attending grades K through 12.

Ririe School District No. 252

This request involves 181 students attending grades K through 12.

West Jefferson School District No. 253

This request involves 69 students attending grades K through 12.

Jerome Jt. School District No. 261

This request involves 291 students attending grades K through 8.

Coeur d'Alene School District No. 271

This request involves 324 students attending grades K through 8.

Lakeland School District No. 272

This request involves 149 students attending grades K through 12.

Post Falls School District No. 273

This request involves 626 students attending grades K through 12.

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Kootenai School District No. 274

This request involves 1 students attending grades K through 12.

Moscow School District No. 281

This request involves 287 students attending grades K through 12.

Genesee School District No. 282

This request involves 36 students attending grades K through 12.

Potlatch School District No. 285

This request involves 36 students attending grades K through 12.

Troy School District No. 287

This request involves 49 students attending grades K through 9.

Salmon School District No. 291

This request involves 189 students attending grades K through 12.

South Lemhi School District No. 292

This request involves 6 students attending grades K through 12.

Kamiah Jt. School District No. 304

This request involves 67 students attending grades K through 12.

Shoshone Jt. School District No. 312

This request involves 108 students attending grades K through 12.

Dietrich School District No. 314

This request involves 1 students attending K through 11.

Richfield School District No. 316

This request involves 16 students attending K through 12.

Madison School District No. 321

This request involves 353 students attending grades K through 12.

Sugar-Salem Jt. School District No. 322

This request involves 112 students attending grades K through 12.

Minidoka Co. Jt. School District No. 331

This request involves 516 students attending grades K through 8.

Lapwai School District No. 341

This request involves 77 students attending grades K through 12.

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Culdesac School District No. 342

This request involves 4 students attending grades K through 12.

Oneida Co. School District No. 351

This request involves 128 students attending grades K through 12.

Marsing Jt. School District No. 363

This request involves 76 students attending grades K through 7.

Bruneau-Grand View Jt. School District No. 365

This request involves 15 students attending grades K through 12.

Homedale Jt. School District No. 370

This request involves 220 students attending grades K through 8.

Payette Jt. School District No. 371

This request involves 487 students attending grades K through 12.

New Plymouth School District No. 372

This request involves 64 students attending grades K through 10.

Fruitland School District No. 373

This request involves 166 students attending grades K through 12.

American Falls Jt. School District No. 381

This request involves 125 students attending grades K through 8.

Rockland School District No. 382

This request involves 25 students attending grades K through 12.

Kellogg Jt. School District No. 391

This request involves 24 students attending grades K through 5.

Wallace School District No. 393

This request involves 175 students attending grades K through 12.

Teton Jt. School District No. 401

This request involves 81 students attending grades K through 5.

Twin Falls School District No. 411

This request involves 368 students attending grades K through 12.

Buhl Jt. School District No. 412

This request involves 216 students attending grades K through 12.

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Filer School District No. 413

This request involves 160 students attending grades K through 12.

Kimberly School District No. 414

This request involves 283 students attending grades K through 12.

Hansen School District No. 415

This request involves 36 students attending grades K through 12.

Castleford Jt. School District No. 417

This request involves 10 students attending grades K through 12.

Murtaugh Jt. School District No. 418

This request involves 70 students attending grades K through 9.

McCall-Donnelly Jt. School District No. 421

This request involves 108 students attending grades K through 12.

Cascade School District No. 422

This request involves 18 students attending grades K through 12.

Weiser School District No. 431

This request involves 324 students attending grades K through 12.

Midvale School District No. 433

This request involves 7 students attending grades K through 12.

Victory Charter No. 451

This request involves 5 students attending grades K through 12.

Compass Public Charter No. 455

This request involves 29 students attending grades K through 12.

Falcon Ridge Charter No. 456

This request involves 23 students attending grades K through 8.

Liberty Charter No. 458

This request involves 2 students attending grades K through 8.

Vision Charter No. 463

This request involves 183 students attending grades K through 12.

North Valley Academy Charter No. 465

This request involves 70 students attending grades K through 12.

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Legacy Charter No.478

This request involves 5 students attending grades K through 8.

Heritage Academy Charter No.479

This request involves 2 students attending grades K through 8.

Heritage Community Charter No.481

This request involves 92 students attending grades K through 8.

Idaho Stem Academy Charter No.485

This request involves 119 students attending grades K through 10.

North Star Charter No.783

This request involves 2 students attending grades K through 10.

Thomas Jefferson Charter No.787

This request involves 31 students attending grades K through 12.

Idaho Arts Charter No. 788

This request involves 68 students attending grades K through 12.

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Lewis-Clark State College; Proposed Psychology Teaching Endorsement Program and Communication Arts Speech and Debate Teaching Endorsement Program

REFERENCE

April 2015	Board accepted the recommendation of the Professional Standards Commission to conditionally approve the Online Teaching Endorsement program offered through Lewis-Clark State College.
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APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code
IDAPA 08.02.02.100, Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

Psychology Teaching Endorsement and Communication Arts Speech and Debate Teaching Endorsement

The Standards Committee of the Professional Standards Commission (PSC) conducted New Program Approval Desk Reviews of the Psychology and Communication Arts Speech and Debate Teaching Endorsement programs proposed by Lewis-Clark State College (LCSC). Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho Psychology, Communication Arts Foundation Standards, and the Speech and Debate Teacher Standards would be met and/or surpassed through the proposed programs.

During its March 2017 meeting, the Professional Standards Commission voted to recommend Conditional Approval of the proposed Psychology Teaching Endorsement and Communication Arts Speech and Debate Teaching Endorsement programs offered through LCSC. With the conditionally approved status, LCSC may admit candidates to the Psychology and Communication Arts Speech and Debate Teaching Endorsement programs, and the programs will undergo full approval once students complete the program.

IMPACT

In order to maintain status as an Idaho approved program and produce graduates eligible for Idaho teacher certification, LCSC must have all new programs reviewed for State approval.

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ATTACHMENTS

Attachment 1 – LCSC Psychology Endorsement Packet

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Attachment 2 – LCSC Communication Arts Speech and
Debate Endorsement Packet

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STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission, recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board approved school personnel standards for the applicable programs, that the teacher are prepared to teach the state content standards for their applicable subject areas, as well as the quality of candidates exiting the programs.

The current Board approved accrediting body for teacher preparation programs is the Council for the Accreditation of Education Preparation (CAEP). CAEP was formed in 2013 with the consolidation of National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC). NCATE was the previously recognized accrediting body for approved teacher preparation programs in Idaho. On-site teacher preparation program reviews are conducted every seven (7) years in partnership with CAEP based on a partnership agreement. During a concurrent visit, the CAEP team and the state team collaborate to conduct the review, however each team generates their own reports. New programs are reviewed at the time of application for consideration as an approved teacher preparation program. Current practice is for the PSC to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a “Desk Review” and do not include an on-site review. The PSC review process evaluates whether or not the programs meet or will meet the approved teacher preparation standards for the applicable program and endorsement area. The PSC may recommend to the Board that a program be “Approved,” “Not Approved,” or “Conditionally Approved.” Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the PSC forwards a new recommendation to the Board regarding approval status of the program.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission and to conditionally approve the Psychology Teaching Endorsement program offered through Lewis-Clark State College for teacher certification.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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I move to accept the recommendation of the Professional Standards Commission and to conditionally approve the Communication Arts Speech and Debate Teaching Endorsement program offered through Lewis-Clark State College for teacher certification.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Proposed Degree in Secondary Education: Psychology

The Teacher Education Program at Lewis-Clark State College seeks approval to implement a program of study that leads to endorsement in Psychology. This program of study will consist of existing undergraduate courses. This packet of information contains information about the Lewis-Clark State College Teacher Education Program, the proposed program of study guide, required course descriptions, syllabi, and standards alignment documents.

Thank you for your consideration of our proposal,



Heather Van Mullem, PhD
Chair, Division of Education and Kinesiology
Lewis-Clark State College

Proposed Secondary Education: Psychology Program of Study

Lewis-Clark State College Teacher Education Program

Contents

Lewis-Clark State College Teacher Education Program

 Mission

 Conceptual Framework

 Program Professional Standards for Teaching

Course Descriptions

Program Plan/Design and Standards Alignment Documents (separate document)

Course Syllabi (Separate Document)

Mission

The Lewis-Clark State College Teacher Education programs are designed to prepare competent, caring teachers who have the knowledge, skills, and dispositions needed to be effective in helping all students learn. Through the education experiences gained from college coursework and on-site field placements in schools, Lewis-Clark State College teacher education students develop the knowledge and skills to become highly-qualified teachers. Coursework and field experiences revolve around a focused set of Professional Standards for Teachers. Continual attention to professional standards ensures that the teacher candidate remains focused on the right capabilities to perform successfully in shaping and facilitating the education of young learners.

Conceptual Framework

The Conceptual Framework of the teacher preparation program at Lewis-Clark State College is “to prepare caring professionals who teach for understanding in communities of learning.” The Conceptual Framework communicates the unit’s shared mission and explains how curriculum, instruction, technology, assessment, and evaluation are related. It provides a theoretical construct for the program’s conceptual meanings and generalizations, the policies and procedures, and actual activities and processes that systematically relate to how the physical, natural, social, and human realities of the unit are aligned into a coherent whole.

The Lewis-Clark State College Teacher Education Conceptual Framework is further defined by describing each component of the framework statement:

- **Caring Professionals**

 The term “caring” emphasizes LCSC’s commitment to preparing teachers who recognize the

importance of relationships in the teaching-learning process and who are committed to creating inclusive, safe, and supportive learning environments for all students. The caring teacher values and appreciates diversity and respects students' varied talents and abilities, and uses an understanding of individual and group motivation techniques to encourage positive interaction, active engagement, and self-motivation.

The term "professional" emphasizes LCSC's commitment to preparing teachers who are knowledgeable, dedicated to the profession, and reflective in their practice. Knowledgeable teachers are content area experts who understand the interaction of subject matter and effective teaching strategies in helping students learn. Dedicated teachers understand that teaching and learning extend beyond the classroom, that professional growth is critical, and that it is an ongoing process. In addition, they recognize the value of reflection in the teaching-learning process.

- **Teaching for Understanding**

The phrase "teaching for understanding" emphasizes in-depth learning, generative topics, understanding goals, performances of understanding, and ongoing assessment. Learners are able to demonstrate that they know more than rote-level material. Learning facts is an important aspect of understanding, but learning facts is not sufficient. Students must be able to connect information in meaningful ways and be flexible in applying their knowledge to a variety of situations and settings. In addition to a good repertoire of knowledge, they must have well-developed skills and an understanding of the meaning, significance, and use of what they have studied. Teachers use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. These teachers foster active inquiry, collaboration, and supportive interaction in the classroom.

- **Communities of Learning**

Finally, the phrase "communities of learning" addresses LCSC's belief in the importance of establishing community, both in the classroom and beyond the classroom, and of maintaining professional partnerships and collaborations. Learning communities include all those with an interest in the education of children, adolescents, and adults – teacher candidates, faculty, on-site teacher educators (cooperating teachers), administrative and support personnel, parents, and laypersons. The Lewis-Clark State College teacher education program believes that continual interaction and shared responsibility between and among members of the learning community are essential in the preparation of highly qualified teachers. The program especially values the involvement of on-site teacher educators who provide opportunities for our teacher candidates to apply their formal pedagogical knowledge and skills in actual classroom setting. On-site teacher educators are also involved in providing teacher candidates with new knowledge through on-campus presentations in their particular areas of expertise.

Program Professional Standards for Teaching

Through the educational experiences gained from classroom activities and on-site field placements, teacher education students develop the knowledge and skills of a highly-qualified teacher. This purposeful collection of knowledge and skills is defined by a focused set of Professional Standards for Teaching. The Professional Standards become the foundation of the teacher education curriculum. They ensure that the teacher candidate remains focused throughout preparation to become a teaching professional and can readily demonstrate these competencies to others. LCSC faculty members believe that in order to ensure the continuous intellectual, social and physical development of all learners, the qualified teacher must perform several roles. In preparing for these roles, teacher candidates must demonstrate knowledge, skills, and dispositions related to eight main areas of professional competence. Successful candidates must be:

- **A Dedicated Professional**

The teacher conducts herself/himself in a manner which shows care and concern for children and their learning and a commitment to the profession of education. The teacher exhibits high ethical and professional standards. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

- **A Knowledgeable Professional**

The teacher is knowledgeable of how children, as individuals and in groups, learn and develop how instruction can be provided to support the intellectual, social, and personal development of all types of learners. The teacher understands schools as organizations within the larger community context and the laws and norms that guide their operation.

- **A Content Specialist**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches. The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.

- **An Educational Designer**

The teacher plans and creates learning experiences based upon knowledge of subject matter, students, the community, and curriculum goals to make the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches meaningful for students. The teacher designs and develops learning opportunities which are congruent with how children learn and develop, which utilize well-selected instructional strategies and learning resources, and which are appropriately adapted to diverse learners.

- **An Educational Facilitator**

The teacher utilizes a variety of instructional strategies (methods, techniques, etc.) and resources (media, technologies, etc.), effective classroom organization skills, and effective communication techniques to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students. The teacher fosters active inquiry, collaboration, and supportive interaction in the classroom. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- **An Educational Evaluator**

The teacher understands and uses appropriate, formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. The teacher performs appropriate, comprehensive assessments of the processes of instructional design, facilitation, and evaluation. The teacher adjusts and refines instruction based upon informed analysis.

- **A Culturally Responsive Educator**

The teacher is a culturally responsive educator who understands and embraces the ideas of cultural consciousness, equity and human dignity, and social justice while striving to create learning environments that grant voice and authenticity to the beliefs, opinions, and experiences of students from diverse experiences.

- **A Reflective Professional**

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community). The teacher actively seeks out opportunities to grow professionally.

Through participation in the LCSC teacher preparation program, teacher candidates have opportunities to develop, to nurture, and to demonstrate their professional competence in each of these eight areas.

Course Descriptions

PSYC 101: Introduction to Psychology (3cr)

This general survey of psychology typically explores research methodology, bio-psychology, human development, memory, consciousness, motivation, emotions, personality, mental disorders, therapy, healthy psychology, social psychology, etc.

PSYC 205: Developmental Psychology (3cr)

Helps students gain an understanding of the physical, intellectual, emotional, social and moral development of children and adolescents from a multicultural perspective. Basic theories of child and adolescent development will be addressed to assist the student to learn to set the conditions for human development.

PSYC 226: Biological Bases of Behavior (3cr)

Introduces students to a field of neuroscience that is variously referred to as physiological psychology, biopsychology, behavioral biology, or behavioral neuroscience. The main focus is on gaining and/or demonstrating an understanding of relationships between central nervous system processes and human behavior.

PSYC 240: Historical/Contemporary Issues (3cr)

An examination of issues surrounding the aims, methods, and structure of psychology with attention to (1) the nature of explanation and various philosophical approaches for the discipline, (2) professional and ethical considerations for the psychological practitioner, researcher, and writer, and (3) a survey of historical and contemporary issues in the field. The course aims to assist students to acquire a professional orientation to the discipline of psychology by gaining knowledge about variety of issues, synthesizing and evaluating this knowledge, and applying it toward development and communication of informed positions and opinions relevant to these issues.

PSYC 300: Statistical Methods (3cr)

Survey of descriptive and inferential statistical concepts commonly used in the treatment of data in social science research. The understanding and application of the concepts will be emphasized. Topics covered will include: measures of central tendency, measures of variability, correlation methods, hypothesis testing and simple analysis of variance.

PSYC 311 Abnormal Psychology (3cr)

Study of conceptualization and treatment of psychological difficulties including: anxiety disorders, mood disorders, schizophrenia, and personality disorders. Issues related to multiculturalism and gender, and issues of controversy are also explored.

PSYC 320: Social Psychology (3cr)

Provides students with knowledge of a representative sampling of topics and issues in social psychology plus an understanding of the methodology used by social psychologists. Covers the ways in which people or groups affect others and in turn are affected by them. Topics will include social perception, beliefs, attitudes, values, persuasion, interpersonal attraction, altruism, cooperation, competition, social power, group performance, conflict and resolution.

PSYC 385: Research Methods (3cr)

Develops students' ability to design an empirical study within the ethical constraints of human research and to understand the results of research in professional journals. Specific research designs covered include archival research, experimental designs, naturalistic observation,

participant observation, quasi-experimental designs, single subject designs, and survey research. Integrates (1) analytical and evaluative thinking, (2) descriptive, explanatory, and critical writing, and (3) basic knowledge of the theory and application of qualitative and quantitative research design.

PSYC 485: Advanced Research Seminar (3cr)

Provides experience in carrying out research projects in the social sciences, nursing and other disciplines. The emphasis will be on the active participation in seminar discussions to develop an understanding of the design and completion of all phases of selected research projects. Each student will design a study, obtain ethical approval, collect and analyze data and write a research report summarizing the results of their study. In addition, each student will assist other seminar members in selected aspects of their studies.

PSYC 494: Internship in Psychology (3cr)

Emphasizes the development of basic helping skills through a supervised non-chemical dependency internship.

PSYC 495: Practicum in Psychology (3cr)

Emphasizes the development of the basic helping skills and/or psychological research skills through a supervised field experience. Learning plans and goals will be defined to target students desiring a specific field experience in various settings utilizing addictions professionals and programs.

PSYC 499: Research Project and Seminar in Psychology (3cr)

Provides a capstone experience that includes the conduct of psychological research designed by each student. A quantitative or qualitative research paper or project is required.

ED 214: Principles of Education (3cr)

An introduction to the teaching profession through consideration of relevant principles including the importance of education and teaching, the purpose of schools, teaching orientations and styles, trends in education, international influences on American education, the changing nature of American education, the administration and governance of schools, school funding, social issues affecting education and learning, schools and their environs, and education in other societies. Includes twenty hours of field experience in area elementary and secondary schools.

ED 224: Media & Technologies for Living in a Digital World (2cr)

Media & Technologies for Living in a Digital World is a course to address the design, development, and implementation of current media and technologies for communication and learning purposes. Through participation in this course, students will develop the knowledge and skills necessary to effectively design, develop, and use a variety of types of media and to select and implement a variety of current technologies as tools to create and deliver media effectively. Students will also become familiar with the issues and implications of being a successful and safe citizen in a digital world and develop digital literacy skills.

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ED/PSYC 318: Assessment of Learning (3cr)

An introduction to the theory of assessment. Presents the foundational concepts, principles, and procedures needed to systematically acquire, organize, and apply information about learners and learning. This course is a component in the elementary teacher education program's technology strand and is designated as technology-intensive.

ED/PSYC 321: Educational Psychology (3cr)

Builds on knowledge gained in Developmental Psychology to further the understanding of various theories of learning, teaching, developmental theories and processes.

ED 345: Culturally Relevant Teaching (3cr)

This course is designed for classroom teachers and future teachers and will provide information for the selection of teaching strategies suited to the learners culture, literacy, language proficiency, and communication skills. The course will examine issues related to working with diverse peoples, deepen levels of awareness regarding individual differences and develop an understanding of the challenges of language acquisition in the classroom setting. Specific teaching strategies for students whose first language is not English.

SE 322: Inclusion Strategies, K-12 (3cr)

Designing strategies for teaching and assisting individuals with learning differences or disabilities in school settings. Emphasizes standards of performance related to teaching and team responsibilities of professionals working to assist students with individual strengths or needs.

ED 445: Instructional Strategies and Classroom Management, 6-12 (3cr)

This course familiarizes students with a variety of research-based instructional models and practices, classroom management strategies, and the building of learning communities to meet the needs of students in grades 6-12. Students demonstrate pedagogical knowledge, skills, and dispositions through microteaching and various forms of presentation. Students also develop products that demonstrate understanding of key aspects of classroom management, discipline, and motivation. Includes 20 hours of field experience in area secondary schools.

ED 449: Teaching Methods in the Content Area (3cr)

This course combines theoretical and practical learning experiences in pedagogical content knowledge. Students demonstrate requisite knowledge, skills, and dispositions through authorship of content-specific unit plans consisting of course rationale, syllabus, and lesson plans based upon local, state, and national standards. Special emphasis is placed on research-based teaching methods and strategies relevant to a content area. Provides a meaningful pre-internship practicum experience in the content area for students.

ED 424: Media & Technologies for Teaching, K-12 (2cr)

Media & Technologies for Teaching, K-12 is a course to address the strategies for integrating media and current technologies into teaching and learning. This course is designed to give you, the teacher candidate, formal experiences in the development of knowledge and skills that will

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enable you to effectively integrate media and technologies into teaching and learning. Course content and activities address the design, development, implementation, and evaluation of a variety of current forms of instructional media and technologies for the purpose of enhancing learning. Through participation in this course, students will also become prepared to foster sound principles of digital citizenship in teaching and learning environments.

RE 422: Reading in the Content Area, K-12 (3cr)

Taught from a multicultural perspective, this course emphasizes the teaching of content using literacy strategies in classes at the intermediate, middle, and secondary levels. Focuses on practical ways to help students increase comprehension when reading content materials.

ED 452: Internship Seminar (1cr)

This seminar promotes self-reflection and the successful transition into the teaching profession through opportunities for interns to address and reflect upon their internship experiences and contemporary and perennial issues that affect and inform their praxis.

ED 460: Professional Internship in Education, 6-12 (3-12cr)

The integration and application of pedagogical knowledge, skills, and dispositions necessary to successfully design, develop, deliver, and evaluate instruction during a semester-long internship with an on-site secondary teacher educator. Interns are asked to utilize a variety of traditional and contemporary teaching strategies, aids, materials, and activities to meet the needs of a culturally and intellectually diverse classroom population. Interns will participate in regular seminars, lectures, and/or laboratory sessions in support of their internship activities.

Idaho Standards for Psychology Teachers (2017)

Based on standards set by the American Psychological Association

Knowledge	Coursework/Experience	Artifacts/Evidence
Standard #1 - <i>The teacher of psychology knows and can explain the major theoretical approaches, research findings, and historical and contemporary trends in the science of psychology.</i>		
<p>The teacher should be able to:</p> <ol style="list-style-type: none"> 1. Describe, compare, and contrast major theoretical approaches in psychology (e.g., behavioral, biological, cognitive, psycho-analytic, and social). 2. Explain the contributions of the major theoretical approaches in psychology (e.g., behavioral, biological, cognitive, psycho-analytic, and social). 3. Discuss emerging areas in psychology such as cross-cultural and evolutionary psychology. 4. Describe applications of psychology such as human factors and health psychology. 	<p>PSYC 101: Introduction to Psychology (1, 2, 3, 4)</p> <p>PSYC 205: Developmental Psychology (1, 2, 3)</p> <p>PSYC 240: Contemporary and Historical Issues (1, 2, 3)</p> <p>PSYC 311: Abnormal Psychology (1, 4)</p> <p>PSYC 320: Social Psychology (1, 2, 3)</p> <p>ED 321: Educational Psychology (1,2)</p>	<p>Objective 1: PSYC 101: Exams PSYC 205: Quizzes, Case Studies, Reading Guides PSYC 240: Exams PSYC 311: Exams PSYC 320: Exams; Writing Assignment ED 321: Theorist Essays</p> <p>Objective 2: PSYC 101: Exams PSYC 205: Quizzes, Case Studies, Reading Guides PSYC 240: Reading, Debates; Exams PSYC 320: Reading, Exams ED 321: Theorist Essays</p> <p>Objective 3: PSYC 101: Exams PSYC 205: Quizzes, Reading Guides PSYC 240: Debates, Exams PSYC 320: Exams, Writing Assignments</p> <p>Objective 4: PSYC 101: Exams</p>

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			PSYC 205: Quizzes, Case Studies, Reading Guides PSYC 311: Exams, Writing Assignments
Standard #2 - <i>The teacher of psychology demonstrates how psychologists use major research methods including design, data analysis, and interpretation.</i>			
<p>The teacher should be able to:</p> <ol style="list-style-type: none"> 1. Locate theories, methodologies, and empirical findings necessary to plan, conduct, and interpret results of research studies. 2. Formulate a testable research hypothesis. 3. Design basic studies to address psychological questions using different research methodologies. 4. Adhere to APA guidelines for the ethical treatment of human and nonhuman research participants. 5. Explain how validity and reliability of observations and measurements relate to data analysis. 6. Collect and analyze data designed to answer a psychological question using basic descriptive and inferential 	<p>PSYC 300: Statistics [1, 2, 6]</p> <p>PSYC 385: Research Methods (1, 2, 3, 4, 5, 7)</p>		<p>Objective 1: PSYC 385: Annotated Bibliography Assignment PSYC 300: Exams 3, 4</p> <p>Objective 2: PSYC 385: Research Question Statement Assignment PSYC 300: Classroom Activity</p> <p>Objective 3: PSYC 385: Method Section Assignment</p> <p>Objective 4: PSYC 385: Ethical Training Assignment</p> <p>Objective 5: PSYC 385: Exam 3</p> <p>Objective 6: PSYC 300: Classroom Activities, Homework, Exams</p> <p>Objective 7: All papers in all our Psychology courses are written APA style</p>

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statistics.			
7. Report the results in American Psychological Association style.			
Standard #3 - <i>The teacher of psychology applies the major theoretical approaches in psychology to reality-based educational, emotional, ethical, motivational, organizational, personal, and social issues.</i>			
<p>The teacher should be able to:</p> <p>1. Suggest psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment.</p> <p>2. Explain the various etiologies and ethical treatments for abnormal behaviors.</p> <p>3. Discuss the uses and ethical implications of psychological assessment.</p> <p>4. Incorporate knowledge and research findings concerning human motivation and emotion when teaching in the areas of stress, coping, and health.</p> <p>5. Diffuse diversity issues throughout the psychology curriculum and demonstrate cultural competence.</p>	<p>PSYC 205: Developmental (1, 5)</p> <p>PSYC 240: Historical & Contemporary Issues (1, 6)</p> <p>PSYC 311: Abnormal (1, 2, 3, 4, 5,6)</p> <p>PSYC 320: Social Psychology (5, 6)</p> <p>ED/PSYC 318: Assessment of Learning (3)</p> <p>ED/PSYC 321: Educational Psychology (1)</p>		<p>Objective 1: PSYC 205: Action Case Studies PSYC 240: Ethical Analysis Writing Assignment PSYC 311: Exams, Writing Assignments ED/PSYC 321: Theorists Essays</p> <p>Objective 2: PSYC 311: Exams, Writing Assignments</p> <p>Objective 3: PSYC 311: Exams</p> <p>Objective 4: PSYC 311: Exams, Writing Assignments</p> <p>Objective 5: PSYC 205: Quizzes, Reading Guides PSYC 320: Exams, Writing Assignments PSYC 311: Exams</p> <p>Objective 6:</p>

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6. Identify sociocultural factors in the application of psychological research.			PSYC 240: Exams, Debate PSYC 320: Exams, Writing Assignment PSYC 311: Exams, Writing Assignments
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BACHELOR OF ARTS/SCIENCE PSYCHOLOGY WITH SECONDARY EDUCATION CERTIFICATION 2017-2018

Draft

GENERAL EDUCATION CORE		REQ	COMP	NEED
Written Communication				
ENGL 101 & 102		6		
ENGL 109				
Oral Communication - Choose 1				
COMM 101, 202, 203, 204		3		
Mathematical Ways of Knowing - Choose 1				
MATH 123, 130, 147 (or 147A &B), 170, 253, 257		3-5		
MTHPT 129, 130, 137				
Humanistic & Artistic Ways of Knowing				
ENGL 150, ENGL 257, ENGL 258		3		
ART 100, HUM 101, HUM 150 THEA 101		3		
Scientific Ways of Knowing - Choose 1 course from 2 disciplines; 1 lab				
BIOL 102, 120, 175, 252		7-8		
CHEM 102, 105, 111				
CS 108 or FSCI 101 or GIS 271				
GEOL 100, 120				
NS 150, 174				
PHYS 111, 171, 205, 211				
Social & Behavioral Ways of Knowing				
PSYC 101		3		
Select one of the following:				
ANTH 102, 120, or 170		3		
ECON 201 or 202				
GEOG 102				
HIST 101, 102, 111, 112				
HRPT/SS 184 or 185				
POLS 101, 285				
SOC 101, 102				
Diversity - Choose 1				
ANTH 102, 120, 170, 360		3		
COMM 345, ENGL 258 or 474, GEOG 102				
HIST 101, 102, 111, 112				
HRPT/SS 184				
NP 101, 102				
POLS 285, SOC 101				
SPAN 101, 102, 201, 202				
Integrative Seminar: Ethics & Values				
ID 300A-300T (see course descriptions/options in catalog)		3		
ID 301A				
TOTAL		37-40		
FOREIGN/HERITAGE LANGUAGE		REQ	COMP	NEED
101	Take 16 credits of language if selecting Bachelor of Arts degree. May also count as Diversity.			
102				
201				
202				
TOTAL		16		

No grade lower than a C- is accepted in general education core, and no grade lower than a B- will be accepted in any Secondary Education course numbered at the 300-400 level.

Candidates must maintain a minimum 3.0 gpa overall and a minimum 3.0 gpa in the content area.

Additional requirements must be met for teacher certification. See your Education advisor for assistance.

MAJOR COURSES		REQ	COMP	NEED
PSYC 101	Intro to Psychology	CORE		
PSYC 205	Developmental Psychology	3		
PSYC 226	Biological Bases of Behavior	3		
PSYC 240	Historical/Contemporary Issues	3		
PSYC 300	Statistical Methods	3		
PSYC 311	Abnormal Psychology	3		
PSYC 320	Social Psychology	3		
PSYC 385	Research Methods	3		
PSYC 485	Advanced Research Seminar	3		
PSYC 494	Internship			
PSYC 495	Practicum			
PSYC 499	Senior Research Project	3		
PSYCHOLOGY SELECTIVES				
ED/PSYC 318	Assessment of Learning	SEE BELOW		
ED/PSYC 321	Educational Psychology	SEE BELOW		
PSYC		3		
PSYC		3		
PSYC		3		
TOTAL PSYCHOLOGY PROG CREDITS		36		
ELECTIVES				
		8		
TOTAL ELECTIVES		8		
SECONDARY EDUCATION CERTIFICATION REQUIREMENTS				
<i>Application for admission to the Teacher Education Program is required after successful completion of Phase I courses.</i>				
PHASE I - Professional Foundations of Education		REQ	COMP	NEED
ED 214	Princ of Educ/Field Experience	3		
ED 224	Techs in Digital World	2		
ED 318	Assessment of Learning	3		
ED 321	Educational Psychology	3		
<i>The following course may be taken in Phase I or Phase II:</i>				
ED 345	Culturally Relevant Teaching	3		
SE 322	Inclusion Strategies K-12	3		
PHASE II - Professional Studies in Education				
ED 445	Instrc Strat/Clrm Mgmt 6-12	3		
ED 449	Teaching Methods in Content Area	3		
ED 424	Media & Tech for Tchg K-12	2		
RE 422	Reading in the Content Area	3		
PHASE III - Professional Internship (taken as your final semester)				
ED 452	Internship Seminar	1		
ED 460	Professional Internship in Educ 6-12	12		
TOTAL SECONDARY CERTIFICATION PROG		41		
SUMMARY				
GENERAL EDUCATION		37		
PSYCHOLOGY PROGRAM		36		
ELECTIVES		8		
SECONDARY EDUCATION CERTIFICATION		39		

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SYLLABUS for STATISTICAL METHODS

DATE: Fall 2016

COURSE NUMBER AND TITLE: PSYC/SS/ECON 300.01/.02 Statistical Methods

CREDIT HOURS: 3

TIME AND PLACE: Section 02 1:30 p.m. – 2:45 p.m. Mon/Wed, SAC 148

Section 01 12:00 p.m. - 1:15 p.m. Tues/Thurs, ADM 203

INSTRUCTOR: Teri Rust, Ph.D.

OFFICE: Spalding Hall 273, phone: 792-2276, e-mail: trust@lcsc.edu

OFFICE HOURS: T & TH 10:30-11:45, 1:30-2:45, and by appointment

Course Description: This course is designed to provide students with a basic understanding of the fundamentals of statistics. The emphasis will be on understanding, application, and problem solving, not on extensive computations and the memorization of formulas. The concepts considered in this course are those related to the representation of information (descriptive statistics and graphs) and those concepts related to drawing conclusions based on sample data (inferential statistics, including probability, the normal distribution, and hypothesis testing—*independent t*, *dependent t*, correlation, chi square, ANOVA).

Text: Basic Statistical Concepts, 4th ed., by Bartz.
"Worksheets" booklet available at bookstore.

Required Equipment: A calculator with a square root key, and one YOU know how to operate. You may NOT use a calculator on a phone or other communication/internet device.

A note to persons with disabilities. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location and office hours are printed above.

Prerequisite: Completion of the general education math requirement prior to enrollment.

General Course Objectives

Upon completion of the course, the student:

1. will be familiar with the various scales of measurement;
2. will be able to create and evaluate frequency distributions and various graphing techniques;
3. will be familiar with the calculations, uses, and interpretations of the three measures of central tendency;
4. will be familiar with the calculations, uses, and interpretations of measures of variability;
5. will be familiar with the calculations, uses, and interpretations of percentile ranks;
6. will be familiar with the normal curve model, using the normal curve table, and the basics of probability;
7. will be familiar with the basic theory behind hypothesis testing, including the concept of statistical significance;
8. will be able to follow the steps to carry out different types of t-tests and interpret the results;
9. will be familiar with the concepts of Type I and Type II errors;
10. will demonstrate an understanding of correlation, including the limitations of conclusions that can be drawn;
11. will be able to follow the steps to carry out one-way and two-way chi square analyses and interpret the results;
12. will be able to follow the steps to carry out a one-way ANOVA and interpret the results;
13. will be able to select the appropriate inferential analysis;

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Attendance: Attendance is extremely important. Everything is cumulative, so if you miss class you will have a difficult time. Attendance is taken every day. It is YOUR responsibility to sign in. If you know you will be gone, please let me know in writing (on sign-in sheet or e-mail) or leave a voice-mail message. If you miss class, please do not delay a future class asking me to cover what you missed. Those questions are more appropriate in my office. Attendance is expected, and 8 absences will result in an F regardless of points earned. If there are circumstances that will interfere with your attendance, please register for the online version of the course. **No texting, cell phones ringing, or internet activity** during class. Using a computer to take notes is not allowed, given the nature of formulas and computations.

Assignments: Most class periods end with an outside assignment. These are to facilitate your understanding of the concepts. It is highly unlikely you can pass the course without doing the homework. Anticipate spending approximately 3 hours outside of class for every class period. Some homework assignments will be submitted for points. They are due IN CLASS the day after they have been assigned. Late assignments are accepted for up to 1 week, but they lose 10% for every day they are late. I DO NOT accept ANY submissions after 5:00 p.m. on the Friday before finals' week (Dec 9, 2016).

I will try to explain concepts thoroughly in class. I am happy to address questions during class and outside of class. Do not expect to be able to satisfactorily complete this course just by coming to class--READING THE BOOK AND extra work are CONSISTENTLY required. You must be able to complete the homework worksheets without using your notes, text, or previously worked problems. You must be able to understand the vocabulary of statistics.

Tests: The four exams include a combination of multiple choice and worked problems. The only acceptable reasons to miss an exam are extreme illness, absence while representing the college, or death in the family. In any case, I **MUST** be notified prior to the beginning of class to take a make-up. Make-ups are taken in the Testing Center in the Library building. The Testing Center requires an appointment for proctored exams. A 24hr notice and ID are required (208-792-2100, 1-800-879-0453, testingcenter@lsc.edu). **ALL EXAMS ARE CUMULATIVE!!!!** If English is not your first language, you may use a translation dictionary.

Test 1, Chpts 1-3 (80 pts)

Test 2, Chpts 4-5, + (90 pts)

Test 3, Chpts 6 & 9 (100 pts)

FINAL, Mon Dec 12 OR Thurs Dec 15, Chpts 7, part of 13, 11 (130 pts)

Do NOT to leave for home or vacation before the final and expect to take it early. I do not allow tests to be taken early. I also do not allow students to do anything "more" once final exam week begins.

Quizzes: There are 3 e-mail quizzes worth 5 points each. They will follow within a week of tests 1, 2, and 3. There will also be multiple in-class quizzes, and I will count your 5 highest scores. Research shows that testing/quizzing improves retention of information (McDaniel, Anderson, Derbish, & Morrisette, 2007).

Withdrawing: The deadline for withdrawing from the class with a W on your transcript is Thursday, November 5. After that, a petition is required, it costs money, and it is not necessarily approved. Withdrawing can now negatively impact your financial aid, so please be aware of all consequences.

Grading: You may figure 90%, 80%, 70% cut-offs for grades. I do use +/- grading for scores that fall close to the cutoffs. Other grading criteria include your mature approach to the subject as evidenced by attendance and behavior. You can monitor your grades through Blackboard.

3 e-mail quizzes @ 5 pts each	15	Total	565
5 in-class quizzes @ 5 pts each	25		
Big 5 Personality	10	Grades and what they mean:	
Homework for points	115	(500-555) A Distinguished (Exceptional)	
Tests	<u>400</u>	(444-499) B Superior	

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(389-443) **C** Average (Minimal Expectation) (...-323) **F** Failing
(333-388) **D** Below Average

Please feel free to stop by my office, call, or e-mail, if you need any assistance.

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LEWIS-CLARK STATE COLLEGE Syllabus Addendum

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at <http://www.lcsc.edu/consumer-information/>

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://webdev.lcsc.edu/catalog>) and the LCSC Student Handbook (<http://www.lcsc.edu/media/2157659/Student-Handbook.pdf>) for more information.

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs' web page (<http://www.lcsc.edu/student-affairs/student-code-of-conduct/>).

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard Learn) systems.

Student Work

Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by VP for Student Affairs & Provost 7/07/2015

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	A	B	C	D	E
1		Fall	2016	Introduction to Statistics MonWed	
2	Day	Weekday	Date	Topic	
3	1	Mon	Aug 22	Intro--SRQ Alert (Appendix 2)	
4	2	Wed	Aug 24	NOIR, SRQ (Ch 1 1-13)	
5	3	Mon	Aug 29	Freq Distr: Terms, Simple (Ch 2 19-28)	
6	4	Wed	Aug 31	Group Freq Distr,Histo,Freq Poly (Ch 2 28-36)	
7		Mon	Sept 5	Labor Day--no classes	
8	5	Wed	Sept 7	Skews, Mean, Mdn, Mode (Ch 3 59-71)	
9	6	Mon	Sept 12	Grand Mean, pop vs sample, video (Ch3 72-74)	
10	7	Wed	Sept 14	Test 1: Ch 1-3	
11	8	Mon	Sept 19	Calc & Interpret PR (not in text)	
12	9	Wed	Sept 21	Variability (Ch 4 83-95)	
13	10	Mon	Sept 26	Variability, z & T scores, video (Ch 5 95-103)	
14	11	Wed	Sept 28	NC Table (Ch 5 111-117)	
15	12	Mon	Oct 3	NC & Application (Ch 5 118-123)	
16	13	Wed	Oct 5	NC & Application	
17	14	Mon	Oct 10	Finish & probability (Ch 5 123-127)	
18	15	Wed	Oct 12	Test 2: Ch 4-5	
19	16	Mon	Oct 17	logic; CI (Ch 6; Skip: RANDOM SAMPLES; MORE ON SAMPLING;	
20				SOME TRIAL ESTIMATES OF mu; RANDOM VS REPRES SAMPLES	
21	17	Wed	Oct 19	CI, single sample (Ch 9 258-260)	
22	18	Mon	Oct 24	t-test single sample (Ch 9 255-260)	
23	19	Wed	Oct 26	Independent t-test (Ch 9 229-247)	
24	20	Mon	Oct 31	Dependent t-test (Ch 9 248-251)	
25	21	Wed	Nov 2	Type I & II errors (Ch 9 251-254)	
26	22	Mon	Nov 7	Test 3: Ch 6 & 9	
27	23	Wed	Nov 9	Intro correlations (Ch 7 163-172, no calculations)	
28	24	Mon	Nov 14	Calc Spearman & interpret corr (Ch 7 178-181)	
29	25	Wed	Nov 16	con't; Symbols Quiz (Ch 7 172-177; 182-187)	
30		Mon-Fri	Nov 21-25	Thanksgiving -- No classes	
31	26	Mon	Nov 28	One- & Two-way chi square (Ch 13 341-351)	
32	27	Wed	Nov 30	One-way ANOVA (Ch 11 287-299)	
33	28	Mon	Dec 5	One-way ANOVA (Ch 11 299-300)	
34	29	Wed	Dec 7	Selecting tests; finish	
35					
36					
37	Fina	Mon	Dec 12	Test 4: Ch 7, part of 13, 11	
38	Fina	Thurs	Dec 15	12:00-2:00 ADM 203 (Alternative time option)	

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	A	B	C	D	E
1		Fall	2016	Introduction to Statistics TuesThurs	
2	Day	Weekday	Date	Topic	
3	1	Tues	Aug 23	Intro--SRQ Alert (Appendix 2)	
4	2	Thurs	Aug 25	NOIR, SRQ (Ch 1 1-13)	
5	3	Tues	Aug 30	Freq Distr: Terms, Simple (Ch 2 19-28)	
6	4	Thurs	Sept 1	Group Freq Distr,Histo,Freq Poly (Ch 2 28-36)	
7	5	Tues	Sept 6	No class, so we stay with MW class	
8	6	Thurs	Sept 8	Skews, Mean, Mdn, Mode (Ch 3 59-71)	
9	7	Tues	Sept 13	Grand Mean, pop vs sample, video (Ch3 72-74)	
10	8	Thurs	Sept 15	Test 1: Ch 1-3	
11	9	Tues	Sept 20	Calc & Interpret PR (not in text)	
12	10	Thurs	Sept 22	Variability (Ch 4 83-95)	
13	11	Tues	Sept 27	Variability, z & T scores, video (Ch 5 95-103)	
14	12	Thurs	Sept 29	NC Table (Ch 5 111-117)	
15	13	Tues	Oct 4	NC & Application (Ch 5 118-123)	
16	14	Thurs	Oct 6	NC & Application	
17	15	Tues	Oct 11	Finish & probability (Ch 5 123-127)	
18	16	Thurs	Oct 13	Test 2: Ch 4-5	
19	17	Tues	Oct 18	logic; CI (Ch 6; Skip: RANDOM SAMPLES; MORE ON SAMPLING;	
20				SOME TRIAL ESTIMATES OF mu; RANDOM VS REPRES SAMPLES	
21	18	Thurs	Oct 20	CI, single sample (Ch 9 258-260)	
22	19	Tues	Oct 25	t-test single sample (Ch 9 255-260)	
23	20	Thurs	Oct 27	Independent t-test (Ch 9 229-247)	
24	21	Tues	Nov 1	Dependent t-test (Ch 9 248-251)	
25	22	Thurs	Nov 3	Type I & II errors (Ch 9 251-254)	
26	23	Tues	Nov 8	Test 3: Ch 6 & 9	
27	24	Thurs	Nov 10	Intro correlations (Ch 7 163-172, no calculations)	
28	25	Tues	Nov 15	Calc Spearman & interpret corr (Ch 7 178-181)	
29	26	Thurs	Nov 17	con't; Symbols Quiz (Ch 7 172-177; 182-187)	
30		Mon-Fri	Nov 21-25	Thanksgiving -- No classes	
31	27	Tues	Nov 28	One- & Two-way chi square (Ch 13 341-351)	
32	28	Thurs	Dec 1	One-way ANOVA (Ch 11 287-299)	
33	29	Tues	Dec 6	One-way ANOVA (Ch 11 299-300)	
34	30	Thurs	Dec 8	Selecting tests; finish	
35					
36					
37	Final	Thurs	Dec 15	Test 4: Ch 7, part of 13, 11	
38	Final	Mon	Dec 12	1:30-3:30 SAC 148 (Alternative time option)	

SYLLABUS for Developmental Psychology [v1]

DATE: Spring 2017

COURSE NUMBER AND TITLE: PSYC 205-01 Developmental Psychology

CREDIT HOURS: 3

TIME AND PLACE: MW 9:00 – 10:15 a.m. in ACW 135

GENERAL EDUCATION COMPETENCY AREA: Social and Behavioral Ways of Knowing

PROFESSOR: Rhett Diessner, Ed.D.

OFFICE: Administration Bldg., Room 16 (basement), ph.# 792-2338, diessner@lcsc.edu*

OFFICE HOURS: 1-2pm M, Tu, Wed, & Th; email for an appt. if these times don't work for you

* Please keep your emails to me to 3 sentences or less; for longer communication, come to my office hours. The college wishes you to use your lmail.edu address; it is to everyone's advantage if you do so.

**Although I believe in a small carbon footprint, please do not send me assignments by email; only give them to me in hardcopy. Thanks.

Course Description/Purpose

This course is designed to help the student gain an understanding of the physical, cognitive, emotional, social and moral development of children and adolescents. Basic theories of child and adolescent development will be studied to assist the student in the *practice* of understanding humans.

GENERAL EDUCATION LEARNING OUTCOMES (GELOs): Upon successful completion of this course, you should be able to demonstrate the following competencies:

1. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline, in this case, Developmental Psychology
2. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history culture, institutions, and ideas.
3. Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experience.
4. Evaluate how reasoning, history, or culture informs and guides **individual**, civic, or global decisions.
5. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

A note to persons with disabilities. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible. My office location and office hours are printed above.

General Course Goals/Objectives of PSYC 205

I. Demonstrate recall memory, and *understanding* of the central concepts from influential theories in developmental psychology as a Western disciplinary science.

- A. Cognitive Science (Gardner, 1999a);
- B. Positive Psychology (Peterson & Seligman, 2004);
- C. Praise Theory (Gunderson, Gripshover, Romero, Dweck, Goldin-Meadow, & Levine, 2013; Brophy, 1981).
- D. Cognitive Developmental (Piaget, 1950; Kohlberg, 1984);
- E. Psychosocial/Psychoanalytic (Erikson, 1950);
- F. Synthesis of social psychology, neuroscience, and evolutionary theory in Moral Foundations Theory (Haidt, 2007; Graham, Haidt, & Nosek, 2009)

II. Demonstrate knowledge of non-mainstream, non-Western, and non-masculine-centered approaches to human development.

- A. Feminist/Care approach (Gilligan, 1982; Belenky, Clinchy, Goldberger, & Tarule, 1986; Noddings, 1992);
- B. Buddhist and Hindu (Wilber, 1986);
- C. Native American/Cheyenne (Sootkis, 1976);
- D. Evolution of African American Psychology (Akbar, 1991)

III. Demonstrate "understanding" (Gardner, 1999b) of, and critical thinking (Dewey, 1910/1991) about, human development by accurately and meaningfully interpreting (Belenky, et al., 1986) exemplar "case studies" of children and adolescents, using the central concepts from various schools of psychology. This will be done both individually and in small cooperative groups.

IV. Demonstrate "understanding" of (Gardner, 1999b), and critical thinking about (Dewey, 1910/1991), a individual child or youth's development by meaningfully interpreting (Belenky, et al., 1986) your "field notes", recorded from observing and interacting with a child or youth, through the use of important concepts from various schools of developmental psychology; or take a comprehensive case-study exam.

V. Demonstrate awareness of a variety of information regarding human development through accurately responding to brief quizzes concerning readings in a multi-cultural developmental psychology textbook.

Note: Lectures by Diessner, addressing most of the main theories for this class, are available "free" to anyone that has iTunes on their hard drive; they can also be accessed with an iPod:

<http://deimos.apple.com/WebObjects/Core.woa/Browse/lcsc.edu>

1. Assignments

Your grade in this course will be based on the following, which correspond to the GELOs as noted parenthetically at the end of each assignment.

- 1. Quizzes and case studies addressing knowledge and *understanding* of major developmental psychology theories, and as well developmental psychology facts and concepts. {GELOs i, ii, iii, iv, v}
- 2. Midterm Exam {GELO i}
- 3. Final Exam {GELO i}
- 4. Reading Guides to Knowledge of Non-traditional theories (Feminist, Cheyenne, East Asian, African-American) {GELOs i, ii, iii, iv, v}
- 5. Case Analysis/Critical Thinking: either "Real-life" Child/Youth Analysis or In-class Comprehensive Case Analysis Exam {GELOs i, ii, iii, v}

Assignments by which students will demonstrate achievement of the General Educational Learning Outcomes

General Educational Learning Outcome	Assignments through which students will demonstrate the Expected Learning Outcome
i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline; in this case, Psychology.	<ul style="list-style-type: none"> • Final Exam • Midterm Exam • Quizzes and case studies addressing knowledge and <i>understanding</i> of major developmental psychology theories as well as facts and concepts of developmental psychology • Reading Guides to Knowledge of Non-traditional theories (Feminist, Cheyenne, East Asian, African-American) • Case Analysis/Critical Thinking: either “Real-life” Child/Youth Analysis or In-class Comprehensive Case Analysis Exam
ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.	<ul style="list-style-type: none"> • Quizzes and case studies addressing knowledge and <i>understanding</i> of major developmental psychology theories as well as facts and concepts of developmental psychology • Reading Guides to Knowledge of Non-traditional theories (Feminist, Cheyenne, East Asian, African-American) • Case Analysis/Critical Thinking: either “Real-life” Child/Youth Analysis or In-class Comprehensive Case Analysis Exam
iii. Utilize Social Science approaches, such as research methods, inquiry, or problem solving, to examine the variety of perspectives about human experiences.	<ul style="list-style-type: none"> • Quizzes and case studies addressing knowledge and <i>understanding</i> of major developmental psychology theories as well as facts and concepts of developmental psychology

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	<ul style="list-style-type: none"> • Reading Guides to Knowledge of Non-traditional theories (Feminist, Cheyenne, East Asian, African-American) • Case Analysis/Critical Thinking: either “Real-life” Child/Youth Analysis or In-class Comprehensive Case Analysis Exam
iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.	<ul style="list-style-type: none"> • Quizzes and case studies addressing knowledge and <i>understanding</i> of major developmental psychology theories as well as facts and concepts of developmental psychology • Reading Guides to Knowledge of Non-traditional theories (Feminist, Cheyenne, East Asian, African-American)
v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.	<ul style="list-style-type: none"> • Quizzes and case studies addressing knowledge and <i>understanding</i> of major developmental psychology theories as well as facts and concepts of developmental psychology • Reading Guides to Knowledge of Non-traditional theories (Feminist, Cheyenne, East Asian, African-American) • Case Analysis/Critical Thinking: either “Real-life” Child/Youth Analysis or In-class Comprehensive Case Analysis Exam

Course Goal / Connection with Teacher Education Standards

This course is designed to help students meet the LCSC teacher education program's standard #2: "The teacher is knowledgeable of how children, as individuals and in groups, learn and develop and how instruction can be provided to support the intellectual, social, and personal development of all types of learners."

Required Texts:

1. Jafari, N., Donham, C., & Piper-Mandy, E. (2016). *Child and adolescent development: A multidisciplinary, multicultural perspective*. Charlotte, NC: Kona Publishing. ISBN: 978-1-935987-68-0
2. Diessner, R. (Ed.). (2008). *Classic edition sources: Human development* (3rd ed.). Dubuque, IA: McGraw-Hill. ISBN-13: 978-0073379685

Evaluation Specifics

STRATEGIC RULE: Do not give a peer or a professor any kind of paper unless you have kept a copy! The professor reserves the right to ask for a second copy of anything you have handed in.

Summary of MAXIMUM number of points possible per activity:

Central Activities:

I. Recall of Basic Concepts & "Facts"

A. Quizzes on Theories 5 @ 20 pts.	100
B. Quizzes from Textbook 12 @ 10	120
C. Final Exam	120

II. Knowledge of Non-traditional theories

A. Reading Guides 4 @ 10	40
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III. Case Analysis/Critical Thinking

You have a choice of A&B or C:

A. "Real-life" Child/Youth Analysis	480
B. Permission Form	20 & its REQUIRED before observing a child/youth

OR C. In-class Comprehensive Case Analysis Exam 500 points

IV. Know your own top character strengths

Complete VIA questionnaire	10
Complete MFQ	10

V. Strength Spotting & Praising Forms 10@10 100

Supplemental Activities ("extra credit"):

I. Photo & Demography	10
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Course Grades

Distinguished, A, or Excellent	= 950 point total AND 94% on final exam; and an A on the child observation paper or comprehensive case study exam; and a 90% average on the textbook quizzes; and 90% average on the theory quizzes (it can be done!)
Near-Excellent, A-	= 920 points
Superior, B, or Very Good	= 850 or more
Average, C, or Good	= 750-849
Below Average, D, or Unsatisfactory	= 650-749
Failing, F, or No academic credit	= 649 or fewer

KEEP TRACK OF YOUR OWN POINTS, SO THAT AS THE SEMESTER NEARS THE END, YOU KNOW HOW WELL YOU NEED TO DO ON THE FINAL WITHOUT ASKING THE PROFESSOR TO CALCULATE YOUR SCORE. THANKS.

NOTE WELL. To earn an "A" in this course, a point total is not sufficient. In addition to a 950 point total, a student must: 1) average 90% or better on the theory quizzes; 2) average 90% or better on the quizzes from the Lightfoot, Cole, & Cole (2013) textbook; 3) score 94%≤ on the midterm; 4) complete the final at 94%≤ accuracy; and 5) and be assigned an "A" on the child interpretation paper or the comprehensive case exam. *A point total of 850 or better can "guarantee" a "B" grade for the course, but not an "A" grade.*
A note to Education & Psychology Majors: A minimum of a grade of "C-" is required of you in this class to continue in your major.

Work Load and Description of Activities

The State Board of Education expects you to be in class approximately 45 hours, and to work about 90 hours outside class, for a standard 3-credit college class. Although "time" spent often correlates with "effort", actual accomplishments (performances, outcomes) are critically important. In a performance outcome model, time is not as important as demonstration of skills. Some of you will need more than 135 hours to accomplish the four outcome performances described above, others of you will need less. My best guess is that it will take most of you about that much time-effort to accomplish these outcomes.

As a general rule, all papers and exercises must be typed, with a few exceptions that are noted below (such as the demography from, which may be handwritten).

I. Concept Quizzes. Quizzes tapping recall knowledge of influential concepts in developmental psychological **theories** will be offered. They will be given as a measure of your memory of basic vocabulary and concepts in the field of developmental psychology. Each quiz will have some questions from the previous theory quiz on it. For example, we will initially have a quiz over Gardner's theory of multiple intelligences. The 2nd theory quiz will be over Piaget's cognitive developmental concepts; but there will be a couple questions about Gardner's theory on the Piaget quiz.

Quizzes must be completed within 10 minutes, and will be graded by a "random" fellow student. Bring colored pen or pencil to class. When grading the quizzes, write the correct answers on the test.

There will also be quizzes based on the readings in the textbook. These quizzes will be mainly based on your own ability to read and remember the main points. Most of the material in the textbook will not be discussed in class, but the topics that will be on the quiz will be posted in class every week. Class time will be reserved primarily for instruction on the central theories of the discipline.

Make-ups for quizzes can be arranged during the professor's *office hours*.

Electronic dictionaries, which are non-programmable (no words can be entered in them by the user), are acceptable for use during quizzing.

II. The "Reading Guides" are for gaining knowledge of non-mainstream, non-Western, and non-masculine-centered theories of human development. The three Reading Guides are near the end of this syllabus. Fill them out in your most legible handwriting (or keyboard your answers and attach it to the form).

Study these with your blank reading guide handy, so you can complete it while you read. Missing class on the day they are discussed will cause a 50% reduction in points on the "reading guide" due that day, regardless of the reason you missed class. You may bring the "blank" reading guide to class, complete it during class and receive 50% credit (be sure to check the box on the top of the Reading Guide, indicating you completed it during class).

The following articles, upon which the reading guides are based, are in your textbook: Diessner, R. (Ed.). (2008). *Classic edition sources: Human development* (3rd ed.). Dubuque, IA: McGraw-Hill:

Wilber, K. (2008). The spectrum of development. In R. Diessner (Ed.), *Classic edition sources: Human development* (3rd ed.) (pp. 59 – 61). Dubuque, IA: McGraw-Hill. [This reading addresses issues related to Hindu and Buddhist views of development.]

Akbar, N. (2008). The evolution of human psychology for African Americans. In R. Diessner (Ed.), *Classic edition sources: Human development* (3rd ed.) (pp. 70 – 82). Dubuque, IA: McGraw-Hill. [This reading emphasizes aspects of psychology that are particular to African Americans, but that are also human universals.]

Gilligan, C. (2008). Woman's place in man's life cycle. In R. Diessner (Ed.), *Classic edition sources: Human development* (3rd ed.) (pp. 28 – 36). Dubuque, IA: McGraw-Hill. [Carol Gilligan, in the 1980s, noticed that nearly all theories of human development were written from a male point of view... yet does it not seem that females and males develop somewhat differently?]

The following reading will be sent to you by email in .pdf format. Feel free to remind the professor to email it to you.

Sootkis, R. (1976). *The Cheyenne Journey*. Ashland, MT: Religion Research Center. [This reading addresses one specific Native view of human development.]

Guidelines for Child/Youth Observation

III. Apply the knowledge of developmental psychology to demonstrate understanding of the development of a particular child or youth.

****Save your case study handouts from class, and your notes about "H-D-W-I" (Hypothesis-Data-Warrant-Invitation to Inquire) from practicing the case-study analysis in class.** These will be your models and examples about how to analyze the child you observe.

Do not use binders or folders. One staple in the upper left corner is best. Include a cover page with your name and a title for your paper.

The professor has a copy of an "A" paper that you may have; ask him for it. It was written in a previous semester by a very hardworking education major. Every semester I change some details of the assignment, so you can't assume everything in this example paper is 100% correct – but it will give you good sense of what a great paper for this course looks like.

Students have often suffered a lower grade than I would like to assign them because they did not read these guidelines carefully, or failed to apply them. Don't make that mistake!

1. Find a child or youth that you can spend a total of at least two hours with; and observe them at least two different times. Five hours over 5 different times would be preferable; the basic principle is: the more the better.

This child or youth should be about the age of children that you intend to work with for your living; but any child between the ages of 5 1/2 and seventeen (not in college) is acceptable. Several of you will want to observe babies or toddlers; avoid that temptation, as it is very difficult to complete this assignment on a child younger than age 6, because they have not gone through many of the stages that I wish for you to analyze.

If you can't access a child through your personal network, you can do so through:

- 1) Our on-campus daycare. Many students in PS 205 use this resource, so they are accustomed to your observations.
- 2) The Valley Boys and Girls Clubs in the Orchards, Clarkston, or Lapwai. You need to call these places before you go (bring your permission form with you). When performing your observation dress your best and have your very best manners ☺ I apologize for saying this, but we can lose our privileges if we do not do this. You will be representing LCSC and our class!

It is perfectly acceptable to study your own child. The goal of the assignment is not simply "scientific objectivity" but rather: a) to understand a child better, b) apply the principles and concepts from the theories we study in a meaningful way.

2. Get the permission form signed and turned in by the date on the class calendar, even if it's a relative that you will be studying.
After I return the permission form to you, save it and staple it to the end of your paper.

3. Take a pad of paper with you when interacting with the child. Take "field notes". Your field notes will be in two forms: 1) actual observations you make, and 2) observations reported by informants (parents, child-care workers, siblings, etc.). Simply observe the child in as many different natural settings as possible. Record what you see. Feel free to talk to and interact with the child, or people that know the child. Record your questions, the answers, and relevant observations. Field notes do not have to be perfect sentences; but they should be "data rich". **They will be the appendix to your interpretive paper** (that means you will staple them to the end of your paper). The relationship of the field notes to the paper you write is analogous to the relationship between the case studies we do in class and the analyses of those cases. You will quote from your field notes in the body of your analysis, as "data," the same as we quote from the case studies as "data."

Write your field notes in "behavioral" style, that is, only write down behaviors that you have seen the child perform, or that your informant describes.

Observe the child, and ask questions, etc., such that you can answer these questions, or address these issues, in the paper:

- A. Identify and explain the subject's use of any three of the intelligences described by Gardner's Theory of Multiple Intelligences.
- B. Evaluate the child's cognitive developmental stage (re: Piaget). In what cognitive developmental stage is this child or youth?
- C. Evaluate the child's moral reasoning stage (re: Kohlberg). In what moral reasoning stage is she or he? [Note the "Heinz dilemma" is on p. 474-5 in Lightfoot et al. (2013).] Don't "settle" for the first reason they give;

continue to ask “why.” “Why is that a good reason?” “Why should he do that?” etc.

D. What else is important about this child’s development that isn’t addressed in 1, 2, and 3 above? In this section of the paper you should draw upon your own creative interpersonal intelligence and analyze some aspect of the child’s development that you have not analyzed earlier in the paper. Feel free to use the Lightfoot, Cole, & Cole (2013) text to get ideas. Do, however, write it in the HDW format. [If you prefer, you may analyze your subject using Erikson’s psychosocial approach. Analyze either one stage that they have already gone through, or their current psychosocial stage; perform your analysis as practiced in our class.]

>> Aim to obtain 3 separate units of data for each hypothesis.

It will be very beneficial for you to save the Case Study handouts from class. At the top of each case study is explained the manner in which you should analyze your data, based on a particular theory.

****Also include in the paper an introductory paragraph, introducing the child as a subject under your study, particularly noting their age (include information similar to that on the demography form that you may have completed for this class).**

Please use a “made up name” (pseudonym) for the child and anyone else that you mention in the actual paper (and blank their names in your field notes). The permission form states that you will only show me the paper, and destroy it at the end of the semester. So do that.

3a. References and Citations. As you were taught in EN 102, each time you introduce a theorist or author, make a citation in the paper; also each time you introduce a major idea, you should make a citation in the paper. Then, make a full reference to the citation on your Reference page. For example: “Erikson (Lightfoot et al., 2013) has identified eight psychosocial stages, or crises.” or “George is in formal operations (Piaget, 2008).”

On your reference page you would then have:

Lightfoot, C., Cole, M., & Cole, S. R. (2013). *The development of children* (7th ed.). NY: Worth Publishers.

Piaget, J. (2008). The mental development of the child. In R. Diessner (Ed.), *Classic edition sources: Human development* (3rd ed.) (pp. 173 – 175). Dubuque, IA: McGraw-Hill.

4. Grading:

"B" papers will answer all the questions, A-D, in #3 above. The answers will include hypotheses, very concrete data supporting the claims, and warrants explaining why the data support the claims. The “B” paper will use a standard reference style (preferably APA, but any is acceptable), and **include references and citations to the theories and theorists**, from our two textbooks. Referencing and citations should be similar to what you learned in EN 102, or your high school English class, or as in our textbooks, or as in your syllabus! This paper will be well organized, and have almost no errors demonstrating understanding of the concepts and relating them to your field notes.

"C" papers will come close to the "B" standards, but not meet them. "A" papers will meet all the "B" standards, but do so in an excellent, or outstanding, manner (creativity, very meaningful interpretations, copious and detailed behavioral field notes, highly accurate yet concise interpretations; plenty of relevant citations to textbooks and journal articles retrieved from the library).

In-class Comprehensive Case Analysis Exam 500 points

You will be given a case study that is about 1 ½ pp. long. During your 75 minute class you will be invited to follow the procedures for analyzing case study data that you were taught in this class. Specifically you will be asked to:

1. Analyze any one person, at any one point in time in the case, for their Piaget cognitive developmental stage, and explain your answer;
2. Analyze any one person, at any one point in time in the case, for their Kohlberg moral reasoning stage, explain your answer.
3. Analyze any one person, at any one point in time in the case, and describe the resolution of one of Erikson's psychosocial stages and explain your response.

N.B. You will select any of TWO of items #1-3 above. (1 & 2, 1 & 3 or 2 & 3); and then also do #4:

4. Analyze any one person, at any one point in time in the case, and identify the use of one of the intelligences described by Gardner (but **NOT** linguistic, logical/mathematical or bodily-kinesthetic – choose one of the other 5).

Each of the above analyses may be completed on the same person in the case, or each one may be concerning a different person in the case.

It is not an "open-book" exam, but you may bring one piece of 8 1/2 x 11 paper with any notes of any kind on it.

Write your answers **legibly**. Feel free to print. **Double space.**

>> Bring your own paper (and if it's torn out of binder, please trim the edges).

Note: It is very helpful to save all the Case Study handouts in class and to review them, especially their directions, before taking this exam.

IV. Know your own top character strengths

Log on to <http://www.authentichappiness.org/>, and register yourself there, and then complete the *VIA Signature Strengths Survey*. This adult version of the questionnaire has 240 questions, so be patient and expect to use an hour to complete it. After you click the final "submit" button, your five greatest character strengths (virtues) will appear on the screen. Print that page out, and turn it in with your name on it, and write the 5 strengths on your class name card, in LARGE print, for 10 points. The professor will give you a card to write your name on (if he doesn't, ask him for a card). **This is due the 2nd day of class.** If you completed the VIA sometime within the last year, and can remember your password for the site, you can print that out and turn it in. However, it a good idea to re-take it anyway, and see if you have any changes in your strength profile.

* * *

Ancillary Performance ("extra credit"):

1. **Photograph & Demography.** This assignment is to help me get to know you and understand our class as a whole. Ask the professor to hand out these forms in class. Take the form and staple or glue any photograph of yourself, which is fairly current, to the form. I plan to keep this form in my files, indefinitely, so give me a photo I can keep. It is fine to have other people in the photograph, feel free to identify who they are (family, friends, tourists...). The questions that I ask on the form are typical "demographic" questions that psychologists and sociologists ask of people that they study. Although I am not studying you for "research", I do believe that the better I understand you, the better I can teach. All questions on the demography are optional; if you think answering a question unduly invades your privacy, leave it blank.

If you completed a demography form in a prior class of mine, you can simply put your name on the form and state the name of the class, year, and semester, which you were in previously, however you will only receive 1/2 credit for so doing. You can receive full credit if you use a new and different picture and add new or amending information.

DUE: Within one month after class starts.

Methods of Instruction and Learning

Lecturing. I will lecture on topics related to each the readings in our course. Research indicates that lecturing is about as good as anything else as an aid to gaining "factual information" (Kulik & Kulik, 1979, p. 71), and that most students prefer some lecturing to no lecturing.

Discussion and Cooperative Learning and Case Studies. Research shows that discussion encourages the higher thinking skills of application, analysis, and evaluation (Bloom et al., 1956) much better than lecturing (Dunkin & Barnes, 1986). Research also indicates that cooperative learning (Johnson and Johnson 1987; Slavin, 1990, 1991) and peer teaching (Goldschmidt & Goldschmidt, 1976) are effective learning methods, as well as morally and democratically responsible.

Frequent Quizzing. Summaries of the research indicate that frequent quizzing increased student retention of subject matter (Kulik, Jaksa, & Kulik, 1978; Dunkin & Barnes, 1986).

CONSENT AGENDA

JUNE 15, 2017

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Critical Thinking. There are many forms of critical thinking. The types we will aim for are:

A. Understanding. "An individual understands a concept, skill, theory, or domain of knowledge to the extent that he or she can apply it appropriately in a new situation (Gardner, 1999b, p. 119)."

B. Reflective thinking. The reflective thinking elements of analysis and synthesis will be emphasized, as summarized by John Dewey, in How We Think, the "intimate interaction between selective emphasis and interpretation of what is selected is found wherever reflection proceeds normally" (1910/1991, p. 115).

C. Interpretation. As emphasized from post-modern philosophy of science, to hermeneutics in literature, "all knowledge is constructed, and the knower is an intimate part of the known" (Belenky, et al., 1986, p. 137). Psychological interpretation involves trying to be "in the shoes" of another, and relating that understanding in a meaningful way to yourself and others.

We will use case studies, cooperative groups, and professor expository methods to gain and/or demonstrate these skills.

Use of the Arts. Besides using music in class, several exercises will involve the visual arts, especially classical, and some modern, paintings. The reasons for this are two-fold: a) some students will pay attention better, and understand topics more deeply, if they are presented in musical or spatial modalities (cf. Gardner, 1999b); b) psychology isn't just about so-called 'dry-logic,' it is also about the human heart and the human spirit. Beautiful art helps create love in our heart, which is the foundation of lived-psychology.

ATTENDANCE

I expect that you will attend every session punctually. If you miss a class, I assume that you had an emergency or a significant priority. I consider it courteous to inform a professor as much in advance as possible if you are going to miss class, and to inform them as soon as possible after an emergency. If you are an education major and you miss several classes, or have a pattern of lateness, consider changing majors.

Please drop or withdraw from this class if you can't attend nearly every session and especially if you think you will miss the final.

Consultation and Cooperative Learning

We will frequently work in small groups in our class. The critical aspect of consultation is that everyone offers their opinion, knowledge or decision. If you are a talkative person, use your assertiveness to draw others out; if you are a quiet person, be sure you speak up. Feel free to offer advice, to disagree, or inquire; feel free to do so in a spirit of friendliness.

A note on academic integrity and honesty:

I encourage cooperative learning, but quizzes and exams must be done from your own memory, and all papers must represent mainly your work (but feel free to use as many advisors, editors, and proofreaders as you can). In all papers, if you use any sources (books, articles, professionals, etc.), you must cite them as a reference, otherwise it may be plagiarism. Never resubmit work in one class that you did for another class or simultaneously submit the same work for two classes, without the professor's knowledge. Never submit work for which you were not the main creator. *Violations of these principles of integrity and honesty can forfeit your entire course credit.*

Academic Honesty:

"Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding."

I encourage cooperative learning, but quizzes and exams must be done from your own memory, and all papers must represent mainly your work (but feel free to use as many advisors, editors, and proofreaders as you can). In all papers, if you use any sources (books, articles, professionals, etc.), you must cite them as a reference, otherwise it may be plagiarism. Never resubmit work in one class that you did for another class or simultaneously submit the same work for two classes, without the professor's knowledge. Never submit work for which you were not the main creator. *Violations of these principles of integrity and honesty can forfeit your entire course credit.*

If I suspect a student has committed an act of academic dishonesty, I document the incident and refer the student to the Dean of Student Services for official disciplinary action

Timeliness

If you miss a quiz or exam, or hope to turn in an assignment "late", you are completely at the professor's "mercy". I realize that different cultures and different people relate to time in different ways than I do. Because I have hundreds of students, however, and handle thousands of pieces of paper every semester, I need to be organized by my own functional system. If you know you will miss something, contact the professor early, preferably with a written note. If you miss class, or are late on an assignment, due to an emergency, explain to the professor ASAP, and/or leave a message on his office phone. *If you ever turn a paper in late, ALWAYS attach a note explaining why it's late. Even if you told the professor in class, or on the phone, don't assume he remembers: attach a note!*

Helpful Hints

I want you to succeed in this course, and so I expect you to read this syllabus carefully, to bring it to each class, and not to lose it. Of course, accidents happen, so if you lose your syllabus send a one-sentence email to Diessner, asking for a copy of the syllabus to be sent to you as a doc, docx, or rtf attachment).

If you miss an exam or quiz it will cost your 5% of the quiz or exam grade to make it up; just come to my office on OFFICE HOURS and tell me which quiz you need to make up, and I'll provide you with a desk and a quiz.

You have the option of keeping track of your own points in this class. If you choose to, you will record them in your PSYC 205 folder (you have a folder for every class you are in, because you are a well-organized student, who expects to graduate eventually). **If you forget to keep track of your points, please do NOT ask the professor to provide you with this information; rather, please wait until the Registrar posts your grades to the warrior-web.**

Please bring an indelible colored pen to class on quiz days. To get in the habit, just bring one to every class.

EXPLANATION DESCRIBED

Note: to be successful in this course, it is critical to understand “explanation.” We will practice many concrete examples of making explanations, in class, to help make it understandable.

When we want to understand something the first thing we encounter is “data.” In real life it’s a problem that we encounter – a real life math story problem (how much gas \$ do I need to drive to Boise and back?), or a real life personal problem (how can I get along better with my mother?), or a real life social problem (how can we get society to pay women the same salary for the same work that men do?). We examine the data for a while, then we begin to analyze it, and then we form a hypothesis of how to solve the problem. When we “write it up,” we begin with the hypothesis (so others can track our conclusion), then show our evidence (the data), and then we give our reasons (the warrant). Then we invite inquiry, that is, we ask others to critique our explanation, so that we can see if we made any mistakes, and thus improve our understanding. In case studies, the written words of the case are our data.

1. **The Hypothesis:** An explanation, that demonstrates *understanding*, begins with an assertion, an advocacy, a claim, or a hypothesis.
2. **The Data.** Next, an explanation presents the evidence or data that led to the hypothesis.
3. **The Warrant. (The Reason.)** Next, an explanation provides a warrant that connects the hypothesis to the data. That is, it “explains” *why* those particular data do support and make sense of the hypothesis. 3a. To do this, one utilizes the definition(s) of the crucial term(s) in the hypothesis to show how the evidence articulates with that definition. Therefore begin the warrant with an explicit definition of the main concept from the hypothesis.
4. **Inviting Inquiry.** Finally, a non-static, open-minded and evolving explanation asks the listener or reader to critique the hypothesis, the data, and/or the warrant.

“Understanding is the goal of explanation and the end-product of successful explanation (Peter Winch, 1990. *The idea of a social science and its relation to philosophy*, 2ed. Atlantic Highlands, NJ: Humanities Press International, p. x).”

“An individual understands a concept, skill, theory, or domain of knowledge to the extent that he or she can apply it appropriately in a new situation (Gardner, 1999b, p. 119).”

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LEWIS-CLARK STATE COLLEGE Syllabus Addendum (AY2016-2017)

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at www.lcsc.edu/consumer-information/

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://webdev.lcsc.edu/catalog>) and the LCSC Student Handbook (www.lcsc.edu/media/2157659/Student-Handbook.pdf or www.lcsc.edu/student-affairs/student-rights-and-responsibilities/) for more information.

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the Vice President for Student Affairs for official disciplinary action.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Vice President for Student Affairs' web page (www.lcsc.edu/student-affairs/student-code-of-conduct/ or www.lcsc.edu/consumer-information/).

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, gender identity, or sexual orientation, you will be treated and respected as a human being.

Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard) systems.

Student Work

Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by Vice President for Student Affairs & Provost / Vice President for Academic Affairs June 2, 2016

Blank page. Make a doodle or draw a dream you had when you were a child.

Blank page

READING GUIDE to Wilber, K. (2008). The spectrum of development. In R. Diessner (Ed.), *Classic edition sources: Human development* (3rd ed.) (pp. 59 – 61). Dubuque, IA: McGraw-Hill. (Worth +10 points)

// **Mark here if completed during class** [for 1/2 credit = 5 pts.]

Your Name:

Briefly describe how the first six stages of consciousness are related to Piaget's stages of cognitive development.

1.

2.

3.

4.

5.

6.

7. What does he mean by "transpersonal"? (Note: This requires critical thinking.)

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READING GUIDE to Akbar, N. (2008). The evolution of human psychology for African Americans. In R. Diessner (Ed.), *Classic edition sources: Human development* (3rd ed.) (pp. 70 – 82). Dubuque, IA: McGraw-Hill. (Worth +10 points)

// **Mark here if completed during class** [for 1/2 credit = 5 pts.]

Your Name:

Akbar names the three stages of evolution of human psychology for African Americans:

A. European-American Psychology

B. Black Psychology

C. African Psychology

Match the stage of evolution to the concept:

1. _____ Reactive to the Euro-centric dominance; “ghetto-centric.” Establishes black norms in black communities. The problem this encounters, such as finding that black youngsters are more capable than white, is that it still uses the white norm to validate the black experience.
2. _____ Normality is based on Euro-centric assumptions. African Americans are unfavorably compared to White Americans.
3. _____ Nature-centric psychology; what is normal is based on human nature and not a statistical average of any group of humans.
4. _____ The value focus of this psychology is “man to object.” “Objective research” is highly valued; people becomes objects or things.
5. _____ The value focus of this psychology is racial, “black to white,” with the racial oppression of the whites as a given, and focus on proving the Black superior. It is a reactive psychology, reacting against the domination of whites in psychology.
6. _____ The value focus of this psychology is on the “centrality of the human being,” with the Divine Creator as the originator and sustainer of man [sic]. Nature and man are in harmony; thus “mastery” over the environment is not sought. Objects and things are never given prominence over people.
7. _____ The concept of self is defined in the context of the collective experience of oppression.
8. _____ The concept of “self” is the individual ego, behavior and consciousness.
9. _____ The self is an unqualified collective phenomenon that respects the uniqueness of the individual self as a component of the collectivity.

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READING GUIDE to Gilligan, C. (2008). Woman's place in man's life cycle. In R. Diessner (Ed.), *Classic edition sources: Human development* (3rd ed.) (pp. 28 – 36). Dubuque, IA: McGraw-Hill. (Worth +10 points)
[rev2008-12-08]

// **Mark here if completed during class** [for 1/2 credit = 5 pts.]

Your Name:

1. "Conceptions of the human life cycle represent attempts to order and make coherent the unfolding experiences and perceptions, the changing wishes and realities of everyday life. But the nature

of such conceptions depends in part on _____."

2. "The fascination with point of view that has informed the fiction of the twentieth century and the corresponding recognition of the relativity of judgment infuse our scientific understanding as well when we begin to notice how accustomed we have become to seeing life through

_____."

3. When citing Nancy Chodorow's work, in regard to women being nearly universally responsible for early child care, Gilligan notes that this early childhood factor is experienced differently by female and male children. She quotes Chodorow as stating that as a result, "in any given society

feminine personality comes to define itself in _____

and _____ to other people more than the masculine personality does."

4. When Gilligan notes that Piaget and Kohlberg state that moral reasoning develops by playing rule-bound games that lead to disputes, and resolving those disputes. Piaget states that the "legal sense," which is essential to moral development is far less developed in little girls than boys. Gilligan points out that "rather than elaborating a system of rules for resolving disputes, girls

subordinated the continuation of the game to continuation of _____."

5. Gilligan notes that Freud believes that girls have a masculine sexuality before puberty, and thus the girl must acknowledge the fact of her castration, and thus puberty causes her to develop "like

a scar, a sense of _____."

6. Gilligan notes that Erikson believes that girls hold off forming an identity in adolescence, because the man she will attract with define her identity by his name and status. Erikson says that identity comes before intimacy, but he admits that only applies to males. What does Erikson say is the relationship between identity and intimacy for females?

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CONSENT AGENDA
JUNE 15, 2017

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Child/Youth Study in PSYC 205 Developmental Psychology
Consent Form: Copy for the Professor [v3]

Course Professor: Dr. Rhett Diessner
Work # : 792 2338

I am a member of a Developmental Psychology Class that requires me to observe and interact with a child or youth and to write a report concerning the development of the child.

My name is (you, the student): _____

My phone # is: _____

I will ask you and your child questions, and perform some safe activities with your child, that will help me understand the:

- 1) development of your child's thinking and various kinds of intelligence,
- 2) development of your child's reasoning about moral problems, and
- 3) emotional development of your child based on issues like trust, mistrust, autonomy, self-doubt, initiative, guilt, competence, inferiority, personal identity and role confusion.

This should not take more than a total of two hours time, and you are welcome to stay with your child the entire time. I will write a report concerning my observation of your child, for class credit, and the only person who will ever see the report is Dr. Diessner, the professor of the course. In the report I will use a false name for your child and keep all information in the report as anonymous as possible. When the course is over I will destroy my report and any records related to your child. I am not a psychologist and my professor has asked me **not** to give you feedback on my observations, as I am a beginning professional in this field and do not have the necessary expertise or credentials to do so.

Participation in this child-observation is entirely voluntary on the part of yourself and your child. You are welcome to refuse to participate at any time, and to withdraw from the study at anytime for any reason. If you have any questions regarding your rights, contact Dr. Rhett Diessner at diessner@lsc.edu, or 208 792 2338, Social Science Division, Lewis-Clark State College. If you have any further questions regarding your rights you may contact the Institutional Review Board at LCSC at 208 792 2291.

If you have any questions about the study please ask me now.

I have read or have had read to me the proceeding information describing the study. All my questions have been answered to my satisfaction and this form is being signed voluntarily by me indicating my desire to participate in the study. I am not waiving any of my legal rights by signing this form. I understand I will receive a copy of this consent form.

I give permission to _____,
(PSYC 205 Developmental Psychology student's name)

to observe and interact with my child, _____,
(child/youth's name)

Parent's or legal Guardian's signature

date

and if at the Kindercollege, in addition to the Parent's signature,

Kindercollege Representative's signature

date

For the Child or Youth:

I have either read this form, or my parent has explained to me that a college student will be spending about 2 hours with me. This college student will ask me questions and give me some tests or play some games with me. I know that I do not have to answer any questions or do anything with this college student unless I want to. I know that I can quit at any time for any reason.

signature of the Child/Youth

date

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CONSENT AGENDA
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Child/Youth Study in PSYC 205 Developmental Psychology
Consent Form: Copy for the Parent [v3]

Course Professor: Dr. Rhett Diessner
Work # : 792 2338

I am a member of a Developmental Psychology Class that requires me to observe and interact with a child or youth and to write a report concerning the development of the child.

My name is (you the student): _____

My phone # is: _____

I will ask you and your child questions, and perform some safe activities with your child, that will help me understand the:

- 1) development of your child's thinking and various kinds of intelligence,
- 2) development of your child's reasoning about moral problems, and
- 3) emotional development of your child based on issues like trust, mistrust, autonomy, self-doubt, initiative, guilt, competence, inferiority, personal identity and role confusion.

This should not take more than a total of two hours time, and you are welcome to stay with your child the entire time. I will write a report concerning my observation of your child, for class credit, and the only person who will ever see the report is Dr. Diessner, the professor of the course. In the report I will use a false name for your child and keep all information in the report as anonymous as possible. When the course is over I will destroy my report and any records related to your child. I am not a psychologist and my professor has asked me **not** to give you feedback on my observations, as I am a beginning professional in this field and do not have the necessary expertise or credentials to do so.

Participation in this child-observation is entirely voluntary on the part of yourself and your child. You are welcome to refuse to participate at any time, and to withdraw from the study at anytime for any reason. If you have any questions regarding your rights, contact Dr. Rhett Diessner at diessner@lsc.edu, or 208 792 2338, Social Science Division, Lewis-Clark State College. If you have any further questions regarding your rights you may contact the Institutional Review Board at LCSC at 208 792 2291.

If you have any questions about the study please ask me now.

I have read or have had read to me the proceeding information describing the study. All my questions have been answered to my satisfaction and this form is being signed voluntarily by me indicating my desire to participate in the study. I am not waiving any of my legal rights by signing this form. I understand I will receive a copy of this consent form.

I give permission to _____,
(PSYC 205 Developmental Psychology student's name)

to observe and interact with my child, _____,
(child/youth's name)

Parent's or legal Guardian's signature

date

and if at the Kindercollege, in addition to the Parent's signature,

Kindercollege Representative's signature

date

For the Child or Youth:

I have either read this form, or my parent has explained to me that a college student will be spending about 2 hours with me. This college student will ask me questions and give me some tests or play some games with me. I know that I do not have to answer any questions or do anything with this college student unless I want to. I know that I can quit at any time for any reason.

signature of the Child/Youth

date

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PSYC 240 - 01: Historical & Contemporary Issues

Lecture: Monday, Wednesday 1:30PM - 2:45PM

Sam Glenn Complex (SGC): Room 121

Professor Contact Information

Professor: Dr. Rachelle Genthos, Ph.D. Room (ADM) 16	Physical Office: Administration Building
Office Phone: 208-792-2631 233)	Office Hours: Monday.....3:00 – 4:45 (SAC
Email: rigenthos@lcmail.lcsc.edu	Other times available by appointment.

Phone Messages: While email is more convenient, if you reach my office voice mail, please included: 1. Your full name
2. The class you are taking with me 3. A detailed explanation for why you are calling. I only check voice mails while in the office.

Email: Please use a relevant subject, but also include “PSY 240 Historical & Contemporary Issues” somewhere in the email and 1) include a salutation, 2) use descriptive, detailed content about why you are emailing in the body, and 3) sign your name. **Please do not assume that I will view an email outside of Monday - Friday; 9:00 a.m. - 5:30 p.m.** If at all possible, please try to plan ahead when sending me requests, notifications, or other information. Example: If you have an assignment that is due on a Thursday, do not expect a speedy response from me if you email Wednesday night at 8:00 p.m. Allow 48 hours before sending me a friendly reminder.

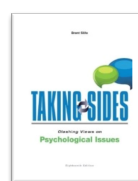
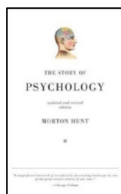
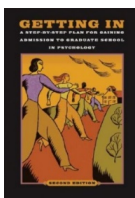
Course Materials

Required Textbooks: These editions will be available at the LCSC bookstore. Click the hyperlinked ISBN to see prices at Half.com.

American Psychological Association (2007). *Getting in: A step-by-step plan for gaining admission to graduate school in psychology (2nd ed.)*. Washington D.C.: Author. ISBN [9781591477990](#)

Hunt, M. (2007). *The story of psychology (updated and expanded ed.)*. New York: Anchor Books. ISBN [9780307278074](#)

Slife, B. (2012). *Taking sides: Clashing views on controversial psychological issues (17th Ed.)*. Guilford, CT: Dushkin/McGraw Hill. ISBN [9780078139420](#)



Course Description & Objectives

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Course Catalog: An examination of issues surrounding the aims, methods, and structure of psychology with attention to (1) the nature of explanation of mind and behavior and the adequacy of various philosophical approaches for the discipline, (2) a survey of historical figures who have impacted the field of psychology, (3) professional and ethical considerations for the psychological practitioner, researcher, and writer, and (4) a survey of contemporary issues in the field (e.g. repressed memories, effects of abortion, effects of pornography, religion and mental health, etc.). The course aims to assist students to acquire a professional orientation to the discipline of psychology by gaining knowledge about a variety of issues, synthesizing and evaluating this knowledge, and applying it toward development and communication of informed positions and opinions relevant to these issues.

This course should help you to:

1. Add to your knowledge of specific terms, principles, concepts, procedures, issues, & individuals associated with the discipline of psychology
2. Relate various philosophical systems to common orientations of psychology with particular attention to explanations of human beings
3. Identify significant professional issues in psychology; specific attention given to the ethics associated with the psychologist as practitioner, educator, & researcher
4. Identify effective strategies to obtain admission into a graduate program in psychology which is congruent with the student's career goals
5. Describe some of the contemporary issues surrounding psychology and derive informed positions and opinions about these issues

Student Responsibilities & Course Requirements

Syllabus Contract/Quiz [10/400 points]. You must turn in your signed PSY 240 Contract (5 points) before your first exam. There will be a brief quiz on the syllabus content the second week of class (5 points).

Ethics Analysis Paper [40/400 points]. Based on the class presentations and discussions of ethical and professional behavior, you are to write a brief essay explaining how you should deal with one of the following scenarios. Your paper should be in APA style: typed, double-spaced, one-inch margins, Times New Roman, 12-pt font. Only your name and PSY 240 in the header. Length ~3-4 pgs. A relevant outline will be passed out as a guide to structure your analysis.

Scenario 1: Your good friend, who is a sophomore with a major in psychology, tells you that she is sexually attracted to one of her professors. She got to know him when she completed his course on perception and sensation last semester. She says she really believes the feelings are mutual. The professor wants her to attend an upcoming conference with him. What a great opportunity she exclaims as this would be a good preparation for the future course on motivation she will be taking from him next fall semester. Isn't it great she asks you? What standards (along with number, title, & brief description) apply to this scenario? What do you say & do? Be as specific as you can in providing recommendations to ethically deal with this situation. Relate the APA Ethics Code to your recommendations to your friend as best you can. Would your recommendations be any different if your friend was male and the professor was female? Would your recommendations change if one or both of the individuals in this scenario were married?

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Scenario 2: Your good friend tells you that she is having an extremely hard time in one of her classes. The professor does not explain things well and is so vague about assignments and criteria for grading. You ask her how this guy could still be teaching here if he is so bad. What kind of an evaluation did you give him? Oh, he is such a nice guy I just could not give him a poor evaluation she says. It would affect his merit pay for next year. She goes on to indicate that she didn't know how she would get her term paper completed and still study for her final until a group of students indicated that they had a plan to sit together so it would be easy to look off of each other's papers on the exam. One of the other students in the group gave her an address to buy a term paper so that was not a problem either. Life is good in the end she says. What standards (along with number, title, & brief description) apply to this scenario? What do you say and do? Be as specific as you can in providing recommendations to ethically deal with this situation. Relate the APA Ethics Code to your recommendations to your friend as best you can.

Historical Figure in Psychology Presentation [50/400 points]

Each student will make a 5 minute presentation to the entire class concerning an historical figure in psychology. Each presentation should provide a summary and discussion of (1) the individual's life, (2) the critical factor(s) which brought the person to the field, (3) the person's basic beliefs about human behavior, (4) the person's activities in psychology and impact on the field, and (5) any other interesting information you have located. Each student should provide two or three references to your figure's life and works for the benefit of your classmates who would like to read more. **Individuals who miss the class for their scheduled presentation may need to write a five page referenced paper describing their historical figure.** Presentations will occur the last two weeks of class at the end of the class period.

Contemporary Issues Debates [50/400 points]

Each student will be involved in a debate of at least one contemporary issues from your Taking Sides text. Each student should be prepared to present a 3-5 minute statement that overviews the side taken and is also designed to persuade the audience. The first statement will be made by the affirmative position and the second statement will be made by the negative position. After both statements have been made, the affirmative and then the negative will provide a 1-2 minute rebuttal. Grades for the debate will be based on the rubric that will be discussed in class. Following the rebuttals the class will have an opportunity to ask questions of the debaters. **Individuals who miss the class for their scheduled debate will need to write an eight page referenced paper outlining their position.** Students will be assigned their debate in the first few weeks of class.

Attendance and Participation [50/400 points]

Students are expected to demonstrate personal responsibility and commitment by regularly attending class, by actively participating, and by completing all assignments on schedule. Students will be awarded credit for attendance and active participation in all class activities.

Exams (3 exams, 100 pts each; 300/400). There will be three closed-book, in-class exams during the semester. Exams will consist of primarily multiple choice, short answer, and matching questions. They will cover material from the assigned readings and lecture / class activities. Although I do lecture with the content from the assigned readings, there may be some information from the text that I do not touch on in class and some lecture material that you will not find in the text. To earn an A, you must be able to demonstrate a deep understanding of the concepts and an ability to apply the concepts; being able to recognize and/or reiterate definitions will not suffice. In general, exams will include only new material covered since the previous exam. However, some topics build on previous topics, and as such, older topics may come up again on later exams (e.g., to answer an exam question about one historical figure, you will need to

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understand those who came before that person). **One exam will be dropped before final grades are computed: no make-ups offered.

Historical & Contemporary Issues (PSYC 240) Evaluation

Assignment	Possible Pts
	_____/
Syllabus Quiz/Contract	10
	_____/
Ethics Analysis Paper	40
Contemporary Issues	_____/
Debate	50
	_____/10
Exam 1	0
	_____/10
Exam 2	0
Historical Figure	_____/
Presentation	50
	_____/
Attendance/Participation	50

Exam 3 (Final) _____/10

0

** Lowest exam dropped from final grade

Total: _____/400

Grading Scale Breakdown

Grade	% of Points	Grade	% of Points
A	93 - 100	C	73 - 76.9
A-	90 - 92.9	C-	70 - 72.9
B+	87 - 89.9	D+	67 - 69.9
B	83 - 86.9	D	63 - 66.9
B-	80 - 82.9	D-	60 - 62.9
C+	77 - 79.9	F	≤ 59.9

Course Policies

Assignment Submission

Writing assignments will be submitted via Blackboard in the form of a Word compatible file titled with last name, first initial, PSY 240 & assignment title (e.g. Genthos_R_PSY240_EthicsAnalysis) by 11:59 p.m. on the relevant due date. It is critical that you factor in the amount of time that it will take you to upload your assignment using the website. Papers that are time stamped past 11:59 will receive an automatic 10% deduction. You may only submit assignments up to 3 days late and 10% will be deducted for each day it is late. If the link to submit the assignment is not available on Blackboard, I will not accept the assignment. **All submissions will be APA style, double-spaced with one inch margins and use 12 point, Times New Roman Font.**

Attendance/Participation

Regardless of who is paying for your education, I believe it is up to you whether or not to come to this class. Remember that 50 points are allotted for attendance/participation. All types of assessments will cover both material covered in the text and in the classroom, thus it would be in your best interest to both attend class and read the assigned material. Because the syllabus is subject to change, it is **your responsibility** to find out from a classmate what has gone on during class, including possible content and date changes.

Lecture Notes

I do not post the lecture notes/slides online, so it is your responsibility to cover the info by getting the notes from a classmate or by reading the textbook. My lectures are more detailed than the text, and contain some information the



text does not. ****You will be allowed one “freebie” during the semester, and I will email you the slides from a class day you missed.** This is for that day your alarm doesn't go off, or you don't feel like dragging yourself out of bed.

Extra Credit

Extra credit will be offered in the following ways: 1) Bonus points offered on each exam that cover detailed material presented only in class, or specific pieces of information that you would only glean from reading the book attentively; 2) Sporadic attendance taken throughout the semester; 3) Contribution to class discussions, etc.; 4) Attending certain LCSC events 5) Visiting the writing center for your writing assignments. 5) Participation in research opportunities offered on campus. Although attendance is not “part” of your grade, because of extra credit, it may become an important part later in the semester when not many points remain. At the end of the semester extra credit points could decide the difference between letter grades for those of you who are on the “fence” between grades. I will not create extra credit specifically for individual students

Make-up/Late Assignments and Exams

Your lowest test grade will be dropped, thus no make – up exams will be offered. I accept writing assignments up to three (3) days late with no questions asked. Other accommodations will only be made under certain, extenuating circumstances (documentation may be requested) if the reason for your absence or late assignment is made known to me within two (2) days of the absence/due date. Circumstances automatically considered valid include documented illness, college-sanctioned travel, death of a loved one, or the observance of a religious holy day. I may also deem certain life events as “extenuating”. For those excuses I deem valid, including those listed above or supported by documentation, no deduction of points will be taken. Every other excuse results in a **10% penalty for each day it is past the deadline/original completion date**. Students are expected to make all reasonable efforts to notify me of their absence in advance. It would be in your best interest to tell me as soon as possible when you expect to be absent or after you have missed an exam or due date. I know that life happens and appreciate honesty. The important thing is that you communicate with me. If you slept in, tell me. If you had a flat tire, it happens. Please do not waste your time, or mine, making up excuses. I will always consider the date you sent the email or called, NOT what day I received your communication.

Classroom Behavior

I expect respectful behavior. I will encourage participation in class, whether that is sharing topic relevant comments, questions, and ideas, responding to other students contributions, or prompting other students for input. Language that is disrespectful based on race/ethnicity, sexual orientation, age, gender, religion, ability, class, or size will not be tolerated. I expect non-classroom related discussion to take place outside of our time together. Please do your best to arrive on time. I-phones, me-phones, widgets and sound-making electronics will be turned off upon entering the classroom unless for extenuating circumstances. If we all follow these basic guidelines, the classroom will be free of distractions that could decrease the chance of learning. If you would like to record my lectures, you will need to gain in-person approval from me beforehand. You may bring your laptop or tablet for notes, but if your screen content becomes a distraction to those around you, I reserve the right to ask you to leave it at home and use the paper and pen method. If technology becomes distracting to me or other students around you, I will ask you to leave the classroom.

Syllabus Addendum (AY2016-2017)



Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page. [Access the consumer information page](http://www.lcsc.edu/consumer-information/) (www.lcsc.edu/consumer-information/)

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should [review the LCSC General Catalog](http://catalog.lcsc.edu/) (http://catalog.lcsc.edu/) and [the LCSC Student Handbook](http://www.lcsc.edu/media/4355870/Student-Handbook.pdf) (www.lcsc.edu/media/4355870/Student-Handbook.pdf). More information can be found on [the Student Affairs webpage](http://www.lcsc.edu/student-affairs/student-rights-and-responsibilities/) (www.lcsc.edu/student-affairs/student-rights-and-responsibilities/).

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, gender identity, or sexual orientation, you will be treated and respected as a human being.

Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.



Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard) systems.

Syllabus Addendum (AY2016-2017)

Statement about Academic Dishonesty, Misconduct, and Consequences

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action. It is the aim of the faculty of Lewis-Clark State College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension or expulsion.

1. Cheating: Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. "Academic exercise" includes all forms of work submitted for credit hours.
2. Fabrication: Intentional and/or unauthorized falsification or invention of any information or the source of any information in an academic exercise.
3. Collusion facilitating academic dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of Academic Dishonesty.
4. Plagiarism: the deliberate adoption or reproduction of ideas, words, or statement of another person as one's own without proper acknowledgement.

If you are suspected of cheating, fabrication, collusion or plagiarism, I will take immediate action. You will first have a meeting with me about the academic exercise in question (exam, writing assignment). Evidence of academic misconduct will result in a failing grade for that assignment for any student(s) involved. You will then be interviewed by Dr. Andrew Hanson, Vice President for Student Affairs, about the incident. The incident will be kept on file by Dr. Hanson's office and may provide stand-alone or supportive evidence for expulsion or suspension.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on [the Vice President for Student Affairs' web page](http://www.lcsc.edu/student-affairs/student-code-of-conduct/) (www.lcsc.edu/student-affairs/student-code-of-conduct/) or [the LCSC Consumer Information web page](http://www.lcsc.edu/consumer-information/) (www.lcsc.edu/consumer-information/).

Syllabus Notes

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6	Wed	2/2 2	Ch. 6 (Hunt) Issue 5.2 (Slife)	Functionalism
7	Mon	2/2 7	Ch. 7 (Hunt) Issue 6.1; 6.2 (Slife)	Psychoanalysis
	Wed	3/1		
8	Mon	3/6	Ch. 8 & 11 Issue 4.2 (Slife)	Quantifiers
	Wed	3/8		
9	Mon	3/1 3	Ch. 4 – 8, 11 (Hunt)	Exam 2
	Wed	3/1 5		
10	Mon	3/2 0	Ch. 9 (Hunt) Issue 1.2 (Slife)	Behaviorists
	Wed	3/2 2		
11	Mon	3/2 7	Spring Break	No Class
	Wed	3/2 9		
12	Mon	4/3	Ch. 10 (Hunt) Issue 4.1 (Slife)	Gestalt Psychology
	Wed	4/5		
13	Mon	4/1 0	Ch. 12 & 15 (Hunt) Issue 7.2 (Slife)	Humanistic Psychology & Developmental Traditions
	Wed	4/1 2		
14	Mon	4/1 7	Ch. 13 & 16 (Hunt) Issue 5.1 (Slife)	Developmental & Cognitive Traditions
	Wed	4/1 9		
15	Mon	4/2 4	<i>Getting In</i> Ch.1, 2, 3 & App B	Preparing for Profession in Psychology
	Wed	4/2 6	<i>Getting In</i> Ch. 4, 5, 6 Issue 7.3 (Slife)	Psychology: Areas of Specialization; Developing a CV & Resume'
16	Mon	5/1	Historical Figure Presentations	
	Wed	5/3		

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Final	Mon	5/8	Ch. 10, 12, 13, 15, 16 (Hunt)	Final 3rd Exam Monday May 8th 1:30 – 3:00 p.m.
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Spring 2017	
Spring admission application deadline	Sunday, Jan 8
New Student Orientation	Friday, Jan 13
Idaho Human Rights Day (campus closed)	Monday, Jan 16
Classes begin	Tuesday, Jan 17
Last day to pay without late fees	Monday, Jan 23
Last day to register/add/drop online	Monday, Jan 23
Instructor approval now required to add classes	Tuesday, Jan 24
Last day to add classes or to drop without 'W' grade on transcript (10 th day)	Monday, Jan 30
Presidents' Day (campus closed)	Monday, Feb 20
Mid-term grades due/posted to WarriorWeb	Friday, Mar 17
Fall/Summer class schedule posted to WarriorWeb	Monday, Mar 20
Spring Break (no classes)	Monday - Friday, Mar 27 - 31
Last day to drop from classes or withdraw from college for the semester	Thursday, Apr 6
Advance registration for Summer/Fall (currently enrolled students only)	Monday - Thursday, Apr 10 - 13
Open registration begins for Summer/Fall (new students)	Friday, Apr 14
Last day to apply for graduation (Fall)	Monday, May 1
No final exam week	Monday - Friday, May 1 - 5
Coeur d'Alene commencement	Sunday, May 7
Final exam period	Monday - Thursday, May 8 - 11
Lewiston Commencement	Friday, May 12
Final grades due at 12:00 PM	Monday, May 15

CONSENT AGENDA
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Spring 2017	
Final grades posted to WarriorWeb	Tuesday, May 16

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PSY 240 Acknowledgement of Contract

By signing this form, I acknowledge that I received a copy the syllabus for PSY 240. I understand and will abide by the course policies stated within the syllabus and will not be allowed to take an exam until this form is turned in (due by start of class 1:30 p.m. 2/13/17)

Please initial next to each policy/course procedure to confirm that you understand it:

_____ The exams in this class are worth slightly less than half (200/400) of the points offered in this class. Attendance, participation, assignments & presentations make up the remainder of the points offered.

_____ If I am disrupting class (using my laptop for non-class use, sleeping, using my cell phone, etc.) I may be asked to leave the classroom.

_____ Class begins at 1:30 p.m. When attendance is taken, if I am not signed in when the sign-in sheet is passed around, I will not receive credit for attendance.

_____ If I am not present for my debate or my historical presentation, I will have to write a written report in place of the assignment (5-8 pages).

_____ The only automatically excused absences will include documented illness, college-sanctioned travel, the death of a family or friend, and the observance of a religious holy day. Documentation of any absence may be requested. I must contact Dr. Genthô s **within 2** days of a missed exam/assignment to petition for an excused make-up or late submission. All other absences not deemed valid at her discretion will result in a 10% per day deduction in points on the relevant assignment/writing submission/exam.

_____ It is my responsibility to get course notes from classmate or use my one "freebie." It is also my responsibility to obtain handouts/activity notes from a classmate or look on Blackboard for any uploaded documents.

_____ My syllabus is my best friend and a road map for this course. I will consult if **first** before attempting to contact Dr. Genthô s for clarification or questions. ☺

Print Name

Date

**CONSENT AGENDA
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Signature

*You will automatically receive 5 points upon submitting this document.

Professor Contact Information

Professor: Dr. Rachelle Genthôs

Office Hours: Mon 3:00 – 4:45 (SAC 233)
By appointment.

Office Phone: 208-792-2631

Office: Administration Building Room 16

Email: rigenthos@lcmail.lcsc.edu**

Phone Messages: While email is more convenient, if you reach my office voice mail, please include: 1. Your full name 2. The class you are taking with me 3. A detailed explanation for why you are calling. I only check voice mails while in the office.

Email: Please use a relevant subject, but also include “**PSY 320 Social Psychology**” somewhere in the email and 1) include a salutation, 2) use descriptive, detailed content about why you are emailing in the body, and 3) sign your name. **Please do not assume that I will view an email outside of Monday – Friday; 9:00 a.m. – 6:00 p.m.** If at all possible, please try to plan ahead when sending me requests, notifications, or other information. Example: If you have an assignment that is due on a Thursday, do not expect a speedy response from me if you email Wednesday night at 8:00 p.m.

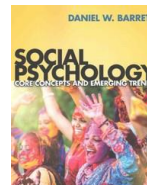
Course Materials

Required Textbook:

Barrett, D.W. (2016). *Social Psychology: Core Concepts and Emerging Trends*. Thousand Oaks, CA: SAGE Publications.

ISBN: 9781506310602

Student Study Site: <http://edge.sagepub.com/barrett>



Course Description & Objectives

This course is designed to expose you to a range of theories and research in social psychology. We will emphasize research from social-cognitive psychology, but psychobiological, evolutionary, cultural, and other perspectives will also receive attention.

The primary goals in this course are for you to:

1. Explain the primary theoretical perspectives of social psychology.
2. Identify and analyze the antecedents of human social behavior.
3. Demonstrate knowledge of the facts, concepts, and principles of social psychology, including in the areas of social cognition, the self, social perception, social influence, persuasion, prosocial behavior, aggression, affiliation, love/romance, prejudice, and group psychology.
4. Demonstrate knowledge of social psychological research methods.
5. Apply the theories and principles of social psychology in the analysis of everyday behavior.
6. Demonstrate proficiency in written and oral communication about social psychology.
7. Develop insight into your own and others' behavior and mental processes.

Student Responsibilities & Course Requirements

Writing Assignments (100/400). Two short writing assignments will be completed, one around midterm and one due before finals. These will be application assignments and a chance for you to integrate the knowledge you have gained in the course to the media, movie characters, everyday interactions and relevant empirical articles. A detailed outline will be provided to help guide your thinking and writing.

Exams (4 exams, 100 pts each; 300/400). There will be four closed-book, proctored exams during the semester. Exams will consist of primarily multiple choice and short answer questions. They will cover material from the assigned readings, videos, PPT slides, and articles. To earn an A, you must be able to demonstrate a deep understanding of the concepts and an ability to apply the concepts; being able to recognize and/or reiterate definitions will not suffice. In general, exams will include only new material covered since the previous exam. However, some topics build on previous topics, and as such, older topics may come up again on later exams (e.g., to answer an exam question about social psychology, you may need to be able to describe and analyze an experiment, which in turn will require you to use terms covered in the research methods chapter).

You will need to schedule a time with the LCSC Testing Center to have the exam proctored, or if you are not a local student, find an approved testing center that is willing to proctor the exam (e.g. local college/university/library). If you wish to take the exam early, please contact me.

****One exam will be dropped before final grades are computed: no make-ups offered.**

Social Psychology Grading Schedule

Assignment	Points	Due Date
Student Info Sheet	____/ 5	Sun 01/22 11:59 p.m.
Ready to Launch Quiz	____/20	Sun 01/22 11:59 p.m.
Writing Assignment 1	____/ 50	Wed 03/08 11:59 p.m.
Writing Assignment 2	____/ 50	Wed 04/26 11:59 p.m.
Exam 1	____/100	Week 4
Exam 2	____/100	Week 8
Exam 3	____/100	Week 12
(Final) Exam 4	____/100	Week 16

** Lowest exam dropped from final grade

Total: ____/425

Grading Scale Breakdown

Grade	% of Points	Points Needed
A	93-100%	395.25 - 425
A-	90-92.9%	382.5 - 395
B+	87-89.9%	369.75 - 382
B	83-86.9%	352.75 - 369.5
B-	80-82.9%	340 - 352.5
C+	77-79.9%	327.25 - 339.5
C	73-76.9%	310.25 - 327
C-	70-72.9%	297.5 - 310
D+	67-69.9%	284.75 - 297
D	63-66.9%	267.75 - 285.5
D-	60-62.9%	255 - 267.5
F	0-59.9%	< 254.5

Course Policies

Assignment Submission

Writing assignments will be submitted [via Blackboard](#) in the form of a [Word compatible file](#) titled with last name, first initial, PSY 320 & assignment title (e.g. Genthos_R.PSY320_WA1) by 11:59 p.m. on the relevant due date. It is critical that you factor in the amount of time that it will take you to upload your assignment using the website. Papers that are time stamped past 11:59 will receive an automatic 10% deduction. *You may only submit assignments up to 3 days late* and 10% will be deducted for each day it is late. If the link to submit the assignment is not available on Blackboard, I will not accept the assignment. **All submissions will be APA style (double-spaced, one-inch margins, Times New Roman Font, 12-pt. font).**

Make-up/Late Assignment and Exam Policy

Your lowest test grade will be dropped before final grades are calculated, thus no make – up exams will be offered. I accept writing assignments up to three (3) days late with no questions asked. Other accommodations will only be made under certain, extenuating circumstances (documentation may be requested) if the reason for your absence is made known to me **within two (2) days of the absence/due date**. These valid circumstances include documented illness, college-sanctioned travel, the observance of a religious holy day, or a life event that I deem excusatory. For those excuses I deem valid, including those listed above or supported by documentation, no deduction of points will be taken. Every other excuse results in a **10% penalty for each day it is past the deadline/original completion** date, for a maximum of three days late, or a 30% penalty (no assignments accepted after 72 hours have past unless under extenuating circumstances). Students are expected to make all reasonable efforts to notify me of their absence in advance. It would be in your best interest to tell me as soon as possible when you expect to be absent or after you have missed an exam or due date. I know that life happens and appreciate honesty. The important thing is that you communicate with me. If you slept in, tell me. If you had a flat tire, it happens. Please do not waste your time, or mine, making up excuses. I will always consider the date you sent the email or called, NOT what day I received your communication.

Online Behavior

Please review the following guidelines for online course netiquette: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Statement about Academic Dishonesty, Misconduct, and Consequences

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action. It is the aim of the faculty of Lewis-Clark State College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension or expulsion.

1. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. “Academic exercise” includes all forms of work submitted for credit hours.
2. **Fabrication:** Intentional and/or unauthorized falsification or invention of any information or the source of any information in an academic exercise.
3. **Collusion facilitating academic dishonesty:** Intentionally or knowingly helping or attempting to help another to commit an act of Academic Dishonesty.
4. **Plagiarism:** the deliberate adoption or reproduction of ideas, words, or statement of another person as one’s own without proper acknowledgement.

If you are suspected of cheating, fabrication, collusion or plagiarism, I will take immediate action. You will first have a meeting with me about the academic exercise in question (exam, writing assignment). Evidence of academic misconduct will result in a failing grade for that assignment for any student(s) involved. You will then be interviewed by Dr. Andrew Hanson, Vice President for Student Affairs, about the incident. The

incident will be kept on file by Dr. Hanson's office and may provide stand-alone or supportive evidence for expulsion or suspension.

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at www.lcsc.edu/consumer-information/

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://webdev.lcsc.edu/catalog>) and the LCSC Student Handbook (www.lcsc.edu/media/2157659/Student-Handbook.pdf or www.lcsc.edu/student-affairs/student-rights-and-responsibilities/) for more information.

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the Vice President for Student Affairs for official disciplinary action.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on

the Vice President for Student Affairs' web page (www.lcsc.edu/student-affairs/student-code-of-conduct/ or www.lcsc.edu/consumer-information/).

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, gender identity, or sexual orientation, you will be treated and respected as a human being.

Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard) systems.

Student Work

Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by Vice President for Student Affairs & Provost / Vice President for Academic Affairs June 2, 2016

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Week	Dates	Unit	Topic → Exams & Assignments in Bold
1	Jan 17 th – 22 nd	Syllabus, Course Introduction 1	Introducing Social Psychology Student Info Sheet; Ready to Launch Quiz Due (1/22) at 11:59 p.m.
2	Jan 23 rd – 29 th	2	The Social Brain
3	Jan 30 th – Feb 5 th	3	Social Cognition
4	Feb 6th – 10th	1-3	Exam 1 Opens 2.6 @ 8:00 a.m.; Closes 2.10 @ 5:00 p.m.
5	Feb 13 th – 19 th	4	What is the Self?
6	Feb 20 nd – 26 th	5	Social Perception
7	Feb 27 th – Mar 5 th	6	Social Influence Writing Assignment #1 Due (3/8) 11:59 p.m.
8	Mar 6th – 10th	4-6	Exam 2 Opens 3.6 @ 8:00 a.m.; Closes 3.10 @ 5:00 p.m.
9	Mar 13 th – 19 th	7	Attitudes & Persuasion
10	Mar 20 nd – 26 th	8	Helping
Spring Break			
11	Apr 3 rd – 9 th	9	Aggression
12	April 10th – 14th	7-9	Exam 3 Opens 4.10 @ 8:00 a.m.; Closes 4.14 @ 5:00 p.m.
13	April 17 th – 23 rd	10	Prejudice, Stereotyping & Discrimination
14	April 24 th – 30 th	11	Affiliation & Love Writing Assignment #2 Due (4/26) by 11:59 p.m.
15	May 1 st – 7 th	12	Group Processes
Finals	May 8th – 11th	10-12	Exam 4 Opens 5.8 @ 8:00 a.m.; Closes 5.11 @ 5:00 p.m.

Abnormal Psychology

Syllabus

Course Information

Course Name: PSYCH 311: Abnormal Psychology
Time: T/TH 1:30-2:45

Credits: 3
Location: Administration 12

Instructor Information

Instructor: Sara Bennett
Phone: (208) 746-4097

Email: sarabennett@cableone.net

*If students need to contact me the most effective way is through email. I do not have office hours on campus due to my work schedule. Students are welcome to call, email or catch me after class.

Textbook

Abnormal Psychology and Life: A Dimensional Approach, 2nd Edition. Chris Kearney

Course Description

- From College Catalog:
 - Study of the conceptualization and treatment of psychological difficulties including: anxiety disorders, mood disorders, schizophrenia, and personality disorders. Issues related to multiculturalism and gender, and issues of controversy are also explored.

Course Goals

- To introduce you to the concepts of "mental illness" and "psychopathology". This includes an understanding of the criteria used to determine whether someone is mentally ill, understanding different theoretical perspectives on the nature of psychological disturbance, and a basic understanding of what contemporary research has to say about various psychological disorders. The *biopsychosocial model* will provide an integrative framework.
- You will gain a basic understanding of the DSM-IV-TR system for categorizing mental illness. We will complete an in depth review of most of the major categories of mental disorders during this course.
- You will gain an understanding of the role that mental health professionals have in treating and working with individuals with mental illnesses.

Evaluation

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▪ Exams (3 @ 100pts each)	300
▪ Video tape and Analysis (1 @100 pts)	100
▪ Movie Write up (1 @ 50 pts)	50
▪ NAMI Write up (1 @ 25 pts)	25
▪ Annotated Bibliography	100
▪ Classroom Participation	<u>25</u>
	Total Regular Classroom Points 600
▪ Extra Credit	
▪ Points Breakdown:	
○ 90%-100% A= 540-600 points	
○ 80%-89% B= 480-539 points	
○ 70%-79% C= 420-479 points	
○ 60%-69% D= 360-419 points	
○ 0%-59% F= 0-359 points	

Course Format

This is a lecture-formatted class. Each student will be expected to participate in discussions and questions. It is to your benefit to actively participate in class in order to understand and interpret the information to fit your personal learning style. I am more than willing to assist students in comprehending the information in different ways if necessary, while I will need students to tell me when that is necessary.

- **Exams (100 pts each):** All exams will be a combination of multiple choice, fill in the blank and short answer. A study guide will be distributed prior to the exam. It is your best opportunity to be prepared for the exam by coming to class. The test will cover materials covered in class lecture and discussion. Assigned readings will also be covered on the exam and may not be discussed in lecture.
- **Annotated Bibliography (100 pts):** Students will choose a mental disorder of interest and write an annotated bibliography focusing on five research articles related to the chosen disorder. Guidelines for the paper include the following:
 - The articles should be current (within the past five years) and should be scholarly in nature (preferably from a research journal). They should not simply be website descriptions of the disorder, but should involve research related to the disorder.
 - Bibliographies should include one title page (with all the proper APA components) to be placed at the beginning of the collection of summaries.
 - Each article should be summarized in a paragraph that describes the content of the article and focuses on the main points.
 - An additional paragraph should be included for each article stating one fact that was learned from the research that was significant to the student, explaining why the fact was significant.

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- Each summary should be formatted in APA style and should include an APA style reference for the featured article at the top of each summary page.
- Photocopies of all five articles must be submitted along with the bibliography. Please place assignments in a pocket folder with bibliography and articles in one side and journal in the other. Article summaries without accompanying article photocopies will receive zero points. It is fine if the articles are written on and/or highlighted.
- **Role-Play Interview and Write-up (100 points) :**

During this course, each of you will have the opportunity to participate in two 20-minute role-play diagnostic interviews with a partner in the class. In one of these interviews you will be playing the client; in the other you will be playing the diagnostician. These interviews will be videotaped, and the tapes turned in to me with your write-up.

 - **Playing the client (15 points).** Everyone must turn in a "client proposal." This paper will be an extensive description of the client you wish to portray.
 - **Playing the diagnostician (20 points).** During class, you will be presented a model of how to write up a formal psychological report. After interviewing your "client," you will use that model to write up a report on your findings (including diagnosis) using DSM-IV diagnostic categories.
 - **Write Up (65 points).** Everyone must turn in a Psychological Assessment, on their client.
- **Movie Write up (50pts):** We will be watching a movie in class that portrays an individual with a mental illness. It will be each student's job to correctly diagnosis the main character. Each student will write up a psychosocial history on the main character. Psychosocial format is attached at the end of the syllabus.
- **NAMI Write up (50 pts):** Each student will attend a NAMI meeting, following the meeting you will write up a description of what you learned and how NAMI can be useful to the community. NAMI meetings are held the 2nd Wednesday of the month at SJRMC Conference center.
- **Classroom Activities (25pts):** Classroom activities will be used to provide a different learning style than lecture. These assignments will be distributed during class for your own reference. These will not be graded.
- **Extra Credit:** Students have two options available for extra credit if they choose. Each student can turn in a maximum of five extra credit assignments for a total of fifteen extra credit points per semester.
 - **Cartoons** (up to 3 points each). Find a cartoon from a newspaper or magazine that illustrates a psychological concept discussed in class. Type up a brief summary (3-5 sentences) of how the cartoon illustrates the concept and turn in the summary with the cartoon.

- **Articles** (up to 3 points each). Find an article from a newspaper or magazine that discusses psychological research pertaining to some concept from class. Type up a brief (5-7 sentences) discussion of the article. Include both the main point of the article and a critical evaluation of the research that is presented.

All assignments are given in advance and due dates are listed in the syllabus. It is your responsibility to hand in all assignments on time. Late work is considered any assignment that is handed in after the due date. Papers will be graded down 10% for each week that they are late.

I expect all students to spell check and grammar check their work before it is handed in. I recommend that you allow another student, family member, or friend to read assignments prior to handing them in to check for grammar or spelling errors. The writing lab is available to all students who would like assistance with papers and editing. Poor quality work will be graded down.

I expect all students to use APA style in all papers assigned. It is expected to use correct citations of references within each paper. I am more than happy to assist you in understanding APA style.

Academic Honesty

Part of the mission of Lewis-Clark State College is to educate students to be ethical. Students share with the faculty the responsibility for academic honesty and integrity. The college expects its students to do their own academic work. In addition, it expects active participation and equitable contributions of students involved in group assignments. Violation of the Academic Integrity Statement, in whole or part, could result in an "F" grade for the course. The following acts of academic dishonesty are not acceptable:

* **Cheating:** using or attempting to use unauthorized materials, information, or study aids in any academic exercise (e.g., an exam).

* **Fabrication:** unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).

* **Plagiarism:** representing the words or ideas of another as one's own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).

* **Facilitating academic dishonesty:** helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

Students with Disabilities

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment to talk with me.

**CONSENT AGENDA
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Class Schedule (Tentative)

Week of:	Topic	Chapter Reading	Assignment and Due Dates
Aug. 22	Introductions Definition of Abnormal Psychology/ Stigma	Chapter 1 & 2	
Aug. 29	Classification and Diagnosis	Chapter 4	
Sept. 5	Anxiety & Trauma related Disorders	Chapter 5	
Sept. 12	Mood Disorders	Chapter 7	
Sept. 19	Depression/Suicide	Chapter 7	Client Proposal Due
Sept. 26	Test Prep/ EXAM		First Exam (Sept. 29)
Oct. 3	Guest Speaker/ NAMI meeting		
Oct. 10	Substance Related Disorders	Chapter 9	
Oct. 17	Schizophrenia	Chapter 12	NAMI paper DUE
Oct. 24	Eating Disorders & Developmental/Disruptive Disorders	Chapter 8 & 13	
Oct. 31	Test Review/EXAM		Second Exam (Nov. 3)
Nov. 7	Case Study Movie		
Nov. 14	Personality Disorders	Chapter 10	Case Study Write up Due
Nov. 21	Thanksgiving Break	No Class	
Nov. 28	Miscellaneous Disorders of the DSM		Video Tape and Analysis Due
Dec. 5	Treatment and Ethical Issues	Chapter 2 and 15	Annotated Bibliography Due
Dec. 12			Final Exam

Psychosocial History

1. Identifying data, and source of information
For example, age, ethnicity, sex, current level of employment
2. Psychiatric History
For example, any previous exposure to the mental health system, previous diagnosis, previous hospitalizations
3. Family and home background
For example, parents, siblings, client's perception of home environment and relationships within the family, critical family incidents
4. Educational history
For example, highest level of education attained, performance in academic settings, need for special services
5. Physical health history (includes medications they're on, what is being treated, and side effects)
6. Substance Use, History and Treatment
For example, what substances have been used, when was the last use of each substance, was there any IV drug use, history of treatment programs and dates
7. Social interactions
For example, client's perception, and/or your perception of the quality of client's social interactions and interpersonal relationships
8. Testing assessment
For example, psychosocial assessments, intelligence assessments, educational assessments, vocational assessments
9. Occupational history
For example, jobs held, reasons for job changes, quality of work, satisfaction and interest
10. Learning Barriers
For example, are there any learning disabilities present or previously diagnosed, how well do they track and discuss information
11. Trauma/Loss History
For example, have they experienced anything traumatic like abuse or neglect, have they lost anyone significant in their life
12. Hobbies, recreational activities, strengths and weaknesses
For example, what they do for fun, what they are proud of about themselves and what do they want improvement on

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Professor Contact Information

Professor: Rachelle Genthôs, Ph.D.
Office Hrs: Tues 10:30 – 11:50
Wed 3:00 – 4:20
By appointment.

Office Phone: 208-742-2631
Office: Spalding Hall 274
Email: righenthos@lcmail.lcsc.edu**
righenthos@lcsc.edu

Voice Mail Messages: Please leave the following information: 1. Your full name 2. The class you are taking with me 3. Your message 4. A number where I can reach you if you want me to return your call. This info will help me get back to you as soon as possible.

Email: Use a relevant subject, but also include “**PSY 485 Research Methods**” somewhere in the email. Include 1) a salutation 2) descriptive, detailed content about why you are emailing in the body, and 3) a signature. Please do not assume that I will view an email outside of Monday – Thursday; 9:00 a.m. – 6:00 p.m. If at all possible, please try to plan ahead when sending me requests, advice, or other information. Example: If you have a writing assignment that is due on a Wednesday, please do not expect a speedy response from me if you email Tuesday night at 8:00 p.m.

Course Materials

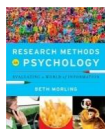
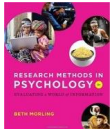
Required Text:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: APA.

For Review/On Reserve in the Library:

Morling, B. (2012). *Research Methods in Psychology: Evaluating a World of Information*. New York, NY: W.W. Norton. ISBN: 978-1-285-07703-1

Wilson-Doenges, G. (2014). *SPSS for Research Methods: A Basic Guide*. New York, NY: W. W. Norton. ISBN: 978-0393938821*should come packaged with main text, but can also be ordered individually



Course Description & Objectives

Provides experience in carrying out research projects in the social sciences, nursing and other disciplines. The emphasis will be on the active participation in seminar discussions to develop an understanding of the design and completion of all phases of selected research projects. Each student will write a research report, propose hypotheses, obtain ethical approval, & collect/analyze data. In addition, each student will assist other seminar members in selected study aspects.

At the end of this course, you should be able to:

1. Define and describe the major elements of the research process in detail.
2. Demonstrate knowledge of methodologies used in psychological research and the logic behind those methods.
3. Describe strengths and weaknesses behind certain methodologies.
4. Identify major controversial topics in psychology regarding research practices.
5. Develop a research hypothesis in reference to specific topic areas.
6. Take into consideration ethical concerns when evaluating research and constructing research designs.
7. Differentiate the major research designs & determine their appropriateness for certain types of research questions.
8. Evaluate measures in terms of their reliability and validity and understand how methods of surveying and sampling affect a research project's impact.
9. Write the sections of research report.
10. Prepare a research presentation.

Student Responsibilities & Course Requirements

Group work. Student responsibilities will be split up into two types: individual submissions & group submissions. You will be assigned to a group of 2-3 in the first week of class. Individually-submitted course requirements will have an asterisk (*) in front of the item. One grade on group submissions will be given to all group members.

***Ethical Trainings (40 points).** Two online ethical trainings will be assigned and completed as “homework.” Your completion certificate, available at the end of each training, will be turned in on the due date.

NIH Training: <http://phrp.nihtraining.com/users/login.php>

Must create an account.

Plagiarism Training: <https://www.indiana.edu/~istd/> No initial account required; must be PRINTED & SIGNED.

IRB Elements & Measures (15 points). Each group will be responsible for specific aspects (3 elements) of the IRB that will be submitted as a class. Groups will be assigned their elements in the first few weeks of class.

Research Paper

Throughout the class, you will complete aspects of a research report step by step. Your literature review & references will be completed individually on a topic of YOUR choosing, while your method, results, & discussion will be written as a group using the class project/IRB. Overall feedback will be given in class about each section & each submission will be returned to you (or the group) with personalized feedback. At the end of the semester, you or your group will have the choice to revise & resubmit these sections as a coherent whole or on a section-by-section basis. Resubmission will be graded on overall presentation and quality, with an emphasis *on improvement from the original draft*. If a group section is resubmitted by an individual, the individual will receive a grade replacement.

- **All writing submissions will be APA style [double-spaced with one inch margins; use 12 point, Times New Roman Font].**
Each section will be discussed in detail during class time & a relevant, detailed outline to guide you will be handed out.
ALWAYS consult an APA manual before submission.

***Literature Review & References [100 points]**

This submission will be on a topic of your own choosing & one that you will hopefully conduct research on in PSY 499, Research Project and Seminar in Psychology. It will be an extremely thorough and extensive overview of the extant research available on your topic(s), of the “gap in the literature” type. Length for this section also highly varies depending on topic, but a successful literature review is generally anywhere between 15 - 18 pages long (without references included). An APA style reference list that lists at least **25 sources** that are cited in your literature review. Only 5 of these may be scholarly articles, or webpages from reputable sources.

Data Collection [50 points]

Each group is responsible for collecting 50 participants.

Data Entry/Coding [30 points]

Your group will enter any data into a computer & submit an electronic version Excel of the file via Blackboard.

Method Section [30 points]

This section will begin by describing the participants who participated in your data collection. You will describe the instruments/data collection methods you are focusing on for your data analysis. Then you will provide a thorough description of everything the participants experienced in a step-by-step fashion. Another researcher should be able to read your method section and replicate your study. You will add descriptive statistics to this section.

Proposed Data Analysis [15 points]

A statement of 3 statistical analyses along with a priori hypotheses.

Results Section [25 points]

After the data are analyzed, you will submit a results section. I do not assume that you have extensive statistical knowledge. As such, we will devote class period to discussing your design and statistical analyses.

CONSENT AGENDA

JUNE 15, 2017

Student Responsibilities & Course Requirements (continued)

Discussion Section [40 points]

A concise overview of how your findings, if supported, will contribute to the literature. You will also include a limitations subsection, where you will provide a critique of your own project. Here you will state potential problems in your project and the reasons they were unavoidable. You will also include a future research subsection in which you will discuss other potential research that may be encouraged by your project.

***Title Page & Abstract: Resubmissions for Grade Replacement** [25 points]

The student has the choice to revise and resubmit each section of their report for a grade replacement, including the

*Literature Review, Method [Participants, Measures, Design & Procedures], Results, Discussion [Restatement of Hypotheses, Situation in Literature, Limitations, Future Research and Conclusion], and *References. If a student decides to not resubmit ANY of the sections because they are happy with their initial grade, they are still responsible for a Title Page & Abstract.

***Exams [2 exams, 80 pts each; 160].** There will be two in-class exams during the semester. Exams will consist of primarily multiple choice and essay questions. They will cover material from the assigned readings and lecture / class activities. To earn an A, you must be able to demonstrate a deep understanding of the concepts and an ability to apply the concepts; being able to recognize and/or reiterate definitions will not suffice. The exams also will ask you to apply the research process. In general, exams will include only new material covered since the previous exam. However, some topics build on previous topics, and as such, older topics may come up again on later exams (e.g., to answer an exam question about internal validity, you will need to be able to understand the elements of an experiment). In addition, the 4th (final) exam will include at least one question that requires you to synthesize information from across the course.

***Peer Review.** [50 points]

You will provide a constructive review of one (1) of your classmates' literature reviews.

***Research Presentation.** [60 points]

An 8-10-minute presentation of your literature review. You will also critique of your classmates' presentations.

***Attendance & Participation.** [50 pts]

Attendance will be taken throughout the course and you will also evaluate the participation of your group members.

<u>Advanced Research Methods (PSYC 485) Evaluation</u>		
Assignment	Pts	Date Due/Completed
Plagiarism Training	____/20	Tues 8/30 by 5:00 in mailbox
NIH Training	____/20	Tues 9/6 By 5:00 via Blackboard
IRB Elements	____/15	Thu 9/15 by 5:00 via Blackboard
Exam 1	____/80	Tues 9/27 in class
Literature Review	____/100	Thu 10/13 by 5:00 via Blackboard
Data Collection	____/50	Mon 10/24 via Blackboard; sheets Tue 10/25 in class
Data Entry/Coding	____/30	
Proposed Data Analyses/Hypotheses	____/15	
Exam 2	____/80	Tues 11/3 in class
Method Section	____/30	Thu 11/17 by 5:00 via Blackboard
Results Section	____/25	
Discussion Section	____/40	
Title Page & Abstract (Resubmissions)	____/25	Thu 12/01 by 5:00 by 5:00
Peer Review	____/30	Thu 12/08 by 5:00
Research Presentations	____/60	Tue 12/6 & Thu 12/8 in class
Attendance & Participation	____/50	
Total:	____/700	

Course Policies

Assignment Submission

Writing assignments will be submitted via Blackboard in the form of a Word compatible file titled with last name, first initial, PSY 385 & assignment title (e.g. Genthos_R_PSY485_LitReview) by 5:00 pm on the relevant due date. It is critical that you factor in the amount of time that it will take you to upload your assignment using the website. Papers that are time stamped past 5:00 pm will receive an automatic 10% deduction. You may only submit assignments up to 3 days late and 10% will be deducted for each day it is late. If the link to submit the assignment is not available on Blackboard, I will not accept the assignment. **All submissions will be APA style, double-spaced with one inch margins and use 12 point, Times New Roman Font.**

Attendance

Regardless of who is paying for your education, I believe it is up to you whether or not to come to this class. All types of assessments will cover both material covered in the text and in the classroom, thus it would be in your best interest to both attend class and read the textbook. Because the syllabus is subject to change, it is your responsibility to find out from a classmate what has gone on during class, including possible content and date changes if you choose not to attend class. It is under a very rare circumstance that I will change the date a test is proctored.

Lecture Notes

I do not post the slides online, so it is your responsibility to cover the info by getting the notes from a classmate or by reading the textbook. My lectures are more detailed than the text, and contain some information the text does not. ****You will be allowed one "freebie" during the semester, and I will email you the notes from a class day you missed.** This is for that day your alarm doesn't go off, or you don't feel like dragging yourself out of bed.

Extra Credit

Extra credit will be offered in the following ways: 1) Bonus points on each exam, 2) Sporadic attendance taken, 3) Contribution to class discussions, etc., 4) Attending certain LCSC events, 5) Visiting the writing center for writing assignments, and 6) Setting up research appointment with a librarian. Extra credit may become important later in the semester when not many points remain, and may decide the difference between letter grades for those of you who are on the "fence" between grades. I will not create extra credit specifically for individual students, and thus it is in your best interest to be attentive to your grade at the beginning of the semester. ☺

Make-up/Late Assignment and Exam Policy

I accept writing assignments up to three (3) days late with no questions asked. Other accommodations will only be made under certain, extenuating circumstances (documentation may be requested) if the reason for your absence is made known to me **within two (2) days of the absence/due date**. For valid circumstances, including documented illness, college-sanctioned travel, the observance of a religious holy day, or a life event that I deem excusatory, no deduction of points will be taken. All other excuses will result in a **10% penalty for each day it is past the deadline/original completion** date. It would be in your best interest to make all reasonable efforts to notify me of an absence in advance. I know that life happens and appreciate honesty. The important thing is that you communicate with me. If you slept in, tell me. If you had a flat tire, it happens. Please do not waste your time, or mine, making up excuses. I will always consider the date you sent the email or called, NOT what day I received your communication.

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors & the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation &/or adaptation.

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, gender identity, or sexual orientation, you will be treated and respected as a human being.

Course Policies (continued)

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the Vice President for Student Affairs for official disciplinary action.

Statement about Academic Dishonesty, Misconduct and Consequences

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action. It is the aim of the faculty of Lewis-Clark State College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension or expulsion.

1. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. "Academic exercise" includes all forms of work submitted for credit hours.
2. **Fabrication:** Intentional and/or unauthorized falsification or invention of any information or the source of any information in an academic exercise.
3. **Collusion facilitating academic dishonesty:** Intentionally or knowingly helping or attempting to help another to commit an act of Academic Dishonesty.
4. **Plagiarism:** the deliberate adoption or reproduction of ideas, words, or statement of another person as one's own without proper acknowledgement.

If you are suspected of cheating, fabrication, collusion or plagiarism, I will take immediate action. You will first have a meeting with me about the academic exercise in question (exam, writing assignment). Evidence of academic misconduct will result in a failing grade for that assignment for any student(s) involved. You will then be interviewed by Dr. Andrew Hanson, Vice President for Student Affairs, about the incident. The incident will be kept on file by Dr. Hanson's office and may provide stand-alone or supportive evidence for expulsion or suspension.

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at www.lcsc.edu/consumer-information/

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://webdev.lcsc.edu/catalog>) and the LCSC Student Handbook (www.lcsc.edu/media/2157659/Student-Handbook.pdf or www.lcsc.edu/student-affairs/student-rights-and-responsibilities/) for more information.

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Course Policies (continued)

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Vice President for Student Affairs' web page (www.lcsc.edu/student-affairs/student-code-of-conduct/ or www.lcsc.edu/consumer-information/).

Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard) systems.

Student Work


Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by Vice President for Student Affairs & Provost / Vice President for Academic Affairs June 2, 2016

**CONSENT AGENDA
JUNE 15, 2017**

Lewis-Clark State College	Fall 2016	Academic Calendar
Classes begin		Monday, Aug 22
Last day to register/add/drop online		Friday, Aug 26
Last day to pay without late fees		Friday, Aug 26
Last day to add classes or to drop without 'W' grade on transcript (10th day)		Friday, Sep 2
Labor Day (campus closed)		Monday, Sep 5
Instructor and Division Chair approval now required to add classes		Tuesday, Sep 6
Spring class schedule posted to WarriorWeb		Monday, Oct 17
Mid-term grades due/posted to WarriorWeb		Friday, Oct 21
Last day to drop from classes or withdraw from college for the semester		Thursday, Nov 10
Advance registration for Spring (currently enrolled student only)		Monday - Thursday, Nov 14 - 17
Open registration begins for Spring (new students)		Friday, Nov 18
Thanksgiving Break (no classes)		Monday - Friday, Nov 21 - 25
Last day to apply for graduation (Spring)		Thursday, Dec 1
No final exam week		Monday - Friday, Dec 5 - 9
Final exam period		Monday - Thursday, Dec 12 - 15
Final grades due at 12pm		Monday, Dec 19
Final grades posted to WarriorWeb		Tuesday, Dec 20

CONSENT AGENDA
JUNE 15, 2017

PSY 485 Advanced Research Methods Tentative Course Schedule				
Subject to Change at the Discretion of Professor				
Wk	Date		Reading	Topic
1	Tue	8/23	Syllabus	Course Format/Syllabus
	Thu	8/25	McGuire (1973)	Topic Generation for Lit Review/ Developing Research Hypotheses
2	Tue	8/30		Plagiarism Training Due Tues 8/30 @5:00 in mailbox
	Thu	9/1	Ch. 4 Morling	Ethical Concerns/Writing an IRB/ Obtaining Ethical Approval
3	Tue	9/6	Ch. 8, 12, 13 Morling	NIH Training Tues Due 9/6 @5:00 via Blackboard
	Thu	9/8		Designing Sound, Feasible Research
4	Tue	9/13	Lecture; Provided Via Blackboard	IRB Elements/Measures Due Thu 9/15 @5:00 via Blackboard
	Thu	9/15		(Online) Survey Design & Formats
5	Tue	9/20		Literature Review & References Workshop
	Thu	9/22		
6	Tue	9/27		Exam 1
	Thu	9/29	Ch. 5, 6, 11 Morling	Being an Experimenter/ Cases of Fraud Conducting Research
7	Tue	10/4		
	Thu	10/6		
8	Tue	10/11	Ch. 7, 14 Morling	Collecting Data/ Replication
	Thu	10/13		Literature Review Due Thu 10/13 by 5:00 via Blackboard
9	Tue	10/18	Ch. 1, 2 & 3 SPSS Text	Abstract, Method, Results & Discussion Sections
	Thu	10/20		Overview of Data Entry & Basic Analyses
10	Tue	10/25		Data Entry Proposed Hypotheses/
	Thu	10/27		Data Collection/Entry Due Mon 10/24 by 5:00 via Blackboard
11	Tue	11/1		Exam 2
	Thu	11/3	Provided via Blackboard.	Data Analysis Writing Your Results
12	Tue	11/8		
	Thu	11/10		
13	Tue	11/15		The Process of Peer Review/ Research Presentations
	Thu	11/17		Method, Results, Discussion Due 11/17 by 5:00 via Blackboard
	Tue	11/22	NO CLASS	Happy Thanksgiving 
	Thu	11/24		
14	Tue	11/29	Provided via Blackboard	Presenting/ Creating a Power Point/Graduate School Workshop
	Thu	12/1		Title Page, Abstract, & Resubmissions Due Thu 12/1 by 5:00
15	Tue	12/6	Research Presentations	PSY 485 Research Presentations 12/6 & 12/8 in class
	Thu	12/8		Peer Review Due 12/8 @11:59 via Blackboard

**CONSENT AGENDA
JUNE 15, 2017**

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**Lewis Clark State College
Fall 2016**

PSYC 494.01 Internship/PSYCH 495.01 Practicum
Mondays 12:00 PM - 1:15 PM
Administration Bldg, Room 16

Instructor: Judith St. Louis, PhD
Assistant Professor, Addiction Studies Social Sciences Division
Office: Spalding Hall 277
Phone: (208) 792-2827
Email: jstlouis@lcmail.lcsc.edu
Office Hours: T/TH 12:00-1:15 and by appointment

Course Description

The Internship/Practicum is a variable credit course designed to give upper level psychology students field experience with local human service agencies. It is hoped field experience will give students an opportunity to employ theories and techniques they have learned in the classroom, and complement traditional academic learning with hands-on experience. Internship also allows for students to support and provide for the needs in their community.

Objectives:

- 1) Successfully function within a human service agency setting.
- 2) Conceptualize client cases for peer presentation and consultation.
- 3) Conceptualize client cases and questions for 1:1 supervision.
- 4) Explore a variety of topics related to an internship/practicum experience

PLEASE NOTE: Confidentiality of clients is *paramount* in a class/experience such as this. Any student found violating client confidentiality *will receive a failing grade*. The breach of confidentiality will be discussed with the internship site, and dismissal from the internship site will be at the discretion of the site supervisor.

Grading:

Class case presentation (6@20 points)	120 points
Reflection papers and presentations (3@ 40 points)	120 points
1-1 meetings with professor (4@ 20 points)	80 points
Group project/activity (2@ 20 points)	40 points
Feedback from practicum/internship site (1 @ 240 points)	300 points
	<hr/>
	700 points

Grade Key:

70-100% Pass
69% and below Fail

Assignments may be modified at the professor's discretion

Evaluation

Class Case Presentations (6): For each presentation, you will select 2 persons from the internship site to present to your peers for case consultation. Presentations should be prepared keeping in mind relevant information as provided in the course handout, and be presented in a PowerPoint format. KEEP CLIENT CONFIDENTIALITY IN MIND AT ALL TIMES.

Reflection Papers/Presentations (4): You will be assigned 4 papers in this course, as well as compose short class presentation on each paper. The paper will be your reflection on special topics/issues discussed throughout the semester. Papers need to be a minimum of 600 words and need to follow APA Style. You will also create a 5 minute presentation highlighting the main points and present it to the class on the due date.

Group projects/activities (2): You will participate in 2 group projects/activities which centers on the week's discussion topic.

Site Feedback: Site supervisors will be asked to review the student's work, and comment on strengths and weaknesses. Feedback received from the site will be reviewed with the student.

Attendance: Attendance is required for this course. Missing more than 1 class will result in failing the class, unless an absence is excused *in advance*. Advance does not mean leaving me a phone message, but planning an absence collaboratively with me.

Please check your LCSC email account at least every other day. It is the major way I communicate with you between class meetings.

Class Meeting Schedule

Week 1: August 22
• Overview and class expectations
• Discuss case presentations and confidentiality
• Development of goals
• Set up 1-1 meetings
Week 2: August 29
• Discussion: Review of ethical code/guidelines
• Solving ethical dilemma situations
• Case presentation 1
Week 3: September 5
• Labor Day - no class
Week 4: September 12
• Discussion: Reflective listening; asking questions
• Group project 1
Week 5: September 19
• Paper 1 due; presentation 1
Week 6: September 26
• Discussion: Leading group sessions; group process
• Case presentation 3

<i>Week 7: October 3</i>
<ul style="list-style-type: none"> • Discussion: Providing services for high risk populations • Case presentation 4
<i>Week 8: October 10</i>
<ul style="list-style-type: none"> • Paper 2 due; presentation 2 • Discussion: Midterm Reflections
<i>Week 9: October 17</i>
<ul style="list-style-type: none"> • Crisis Intervention • Case presentation 5
<i>Week 10: October 24</i>
<ul style="list-style-type: none"> • Discussion: Engaging clients; difficult conversations • Group project 2
<i>Week 11: October 31</i>
<ul style="list-style-type: none"> • Paper 3 due; presentation 3
<i>Week 12: November 7</i>
<ul style="list-style-type: none"> • Discussion: Self-care strategies • Case presentation 5
<i>Week 13: November 21</i>
<ul style="list-style-type: none"> • Thanksgiving Break - no class
<i>Week 14: November 28</i>
<ul style="list-style-type: none"> • Discussion: Setting healthy boundaries with clients • Case presentation 6
<i>Week 15: December 5</i>
<ul style="list-style-type: none"> • Discussion: Leaving the agency and your clients • Reflection paper due 4; presentation 4
<i>Week 16: December 12</i>
<ul style="list-style-type: none"> • Discussion: Final reflections

Syllabus Addendum

Consumer Information

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Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC

General Catalog (<http://webdev.lcsc.edu/catalog> and the LCSC Student Handbook (<http://www.lcsc.edu/media/1152314/13-14-Student-Handbook-Revised.pdf>) for more information.

Accidents/Student Insurance

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Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Updated January 2014

CONSENT AGENDA

JUNE 15, 2017

PSY 499: Research Project & Seminar in Psychology

Directed Study Meetings TBD

Professor Contact Information

Professor: Rachelle Genthôs, Ph.D.

Office Phone: 208-792-2631

Office Hours: Tues 10:30 – 11:20

Office: Spalding Hall 274

Wed 3:30 – 4:20

Email: righenthos@lcmail.lcsc.edu**

By appointment.

righenthos@lcsc.edu

Phone Messages: While email is more convenient, if you reach my office voice mail, please include: 1. Your full name 2. The class you are taking with me 3. A detailed explanation for why you are calling. I only check voice mails while in the office.

Email: Please use a relevant subject, but also include “PSY 499 Research Project” somewhere in the email and 1) include a salutation, 2) use descriptive, detailed content about why you are emailing in the body, and 3) sign your name. **Please do not assume that I will view an email outside of Monday – Friday; 9:00 a.m. – 5:30 p.m.** If at all possible, please try to plan ahead when sending me requests, notifications, or other information. Example: If you have an assignment that is due on a Thursday, do not expect a speedy response from me if you email Wednesday night at 8:00 p.m.

Course Materials

Required Textbooks:

Leong, F. & Austin, J. T. (1996). *The psychology of research handbook: A guide for graduate students and research assistants* (1st Ed.). Thousand Oaks, CA: Sage Publications.

ISBN (1st): [0803970498](#) → on reserve in the library

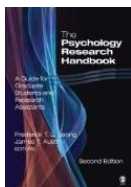
ISBN (2nd): [0761930221](#)

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6th). Washington, DC: Author.

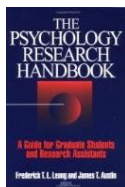
ISBN (6th): [1433805626](#) → free online material can substitute for this text

Wilson-Doenges, G. (2014). *SPSS for Research Methods: A Basic Guide*. New York, NY: W. W. Norton.

ISBN: [0393938824](#) → on reserve in the library



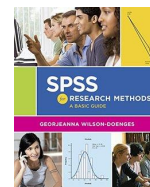
****OR****



AND



AND



Course Description & Objectives

Provides a capstone experience that includes the conduct of psychological research designed by each student. A quantitative or qualitative research paper or project is required. Pre-requisites: PSYC 300 AND PSYC 385.

At the end of this course, you must demonstrate the ability to:

1. Describe and carry out the major elements of the research process in detail.
2. Demonstrate knowledge of methodologies used in psychological research and choose one accordingly.
3. Design an ethical and valid study to evaluate a hypothesis.
4. Complete a quantitative or qualitative research study.
5. Construct a coherent research report.
6. Prepare and deliver an oral research presentation.

Student Responsibilities & Course Requirements

[Ethical Trainings (50 pts)]

Two online ethical trainings will be assigned and completed as “homework.” Your completion certificate, available at the end of each training, will be turned in on the due date. If you have already completed these trainings for another class, you will need to provide documentation (previous certificate)

NIH Training: <http://phrp.nihtraining.com/users/login.php> 25 points. You will create an account before you can begin this training.

Plagiarism Training: <https://www.indiana.edu/~istd/> 25 points. No initial account required. MUST BE SIGNED!

[Topic Approval & Design Presentation (50 pts)]

To make sure you are headed in the right direction, you must schedule an hour-long meeting with me, whether during office hours, or at another appointed time, to briefly discuss your topic (s), the layout of your design, your hypotheses, and any obstacles you expect to encounter. I will provide constructive feedback and we will discuss your project plan in detail.

[IRB Submission (50 pts)]

In order to conduct your research, you will need to submit an IRB application for review. You will be responsible for ALL aspects of the IRB, including the measures/manipulations that you will be using. When possible, this should involve finding an existing measure that has been used before, or slightly altering an already existing measure to fit your needs. If you are not able to find a measure that suites your research question, you will need to create one based on your knowledge and what you learn in class. For the IRB, measures are attached as an appendix and must be submitted in the exact manner the participant will see them. For quantitative proposals, you will first provide an explanation of how you are operationalizing your conceptual variables. For qualitative proposals, you will describe the documents, archives, files or situations you intend on using. Relevant citations **MUST** be included in the appropriate section. This will be turned into me and the IRB chair, Dr. Teri Rust (trust@lsc.edu) simultaneously. The signed cover sheet must be turned into me as a hard copy, while the rest of the application is submitted via Blackboard/emailed by the deadline.

***The rest of your project depends on this aspect being approved by the IRB committee. As such, it is extremely important that you submit this proposal in a timely manner. You will be docked 10% (5 pts) each time a revision request from Dr. Rust is not responded to with appropriate revisions within three (3) days, or 72 hours. Those proposals receiving approval over 3 weeks (21 days;) past the original due date (if revision requests have been responded to in a satisfactory time frame) will receive an time-relevant extension on their data collection & entry, in addition to their Method, Results & Discussion writing section. The abstract will still need to be turned in by the original due date.

[Research Proposal]

Sections of a research proposal will be turned in over the course of the semester. You will first turn in a reference section after a article search, followed by an introduction section and revised reference section. You will then submit the Method, Results and Discussion section after data analyses have been completed in class. Overall feedback will be given in class about each section and each submission will be returned to you with personalized feedback. At the end of the semester, you will have the opportunity to revise and resubmit specific sections in order to replace your initial grade. In addition to overall presentation and quality, revised sections will be graded be *on improvement from the original draft*. ***All submissions will be APA style, double-spaced with one inch margins and use 12 point, Times New Roman Font. Each section will be discussed in detail during class time and a relevant guide will be handed out and available on Blackboard.

Preliminary Reference List (45 points)

≤ 18 references; 14 must be empirical articles; only 2 may be scholarly webpages

Your reference list will be turned in using APA style, with DOI numbers included.

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Introduction Section & Reference List (150 points)

A thorough, concise, and relevant overview of the extant research available on your topic. It should be clear to the reader why/your research contributes to the knowledge available in the specific field(s) you are investigating. You should relate your topic(s) to theory where possible. Your introduction should review the literature in the shape of a “funnel.” You should start out very broad and general with a problem statement and then slowly become more specific as you tell the reader about the background literature related to your topic(s), until you finally tell the reader your hypothesis or hypotheses in a “The Current Study” section. Along with this, you will also turn in your APA style list of **at least 15 citations**. Ten of these sources must be empirical articles and only two of these initial sources may be webpages. Consistency between in text citations and your reference section will be checked. **Please consult an APA manual about section headers before turning this section in.** Length highly varies depending on topic, ~ 6 - 12 pgs.

- A good question to ask yourself to help find a balance between not including enough material and including too much is “What does my reader need to know to understand the relevant literature and how does my project inform that literature?”

Method Section (50 points)

This section will consist of several subsections. You will describe the participants who will be involved in your study and the procedures (what your participants will experience while going through your study) and measures (instruments/operationalizations) you will use to answer your question. Overall, your method section will be a thorough description of everything you intend to do in the study and how long it will take a step-by-step fashion. Another researcher should be able to read your method section and replicate your study. Many of the analyses you complete (descriptive statistics) will be placed in your Participants section, while your reliabilities for scales will be placed in your Measures section. Length depends on type of study and your procedures, ~ 2-3 pages.

Data Analysis/Results Section (20 points)

A statement about the type of statistical analysis you will use to determine whether your hypothesis was supported or not. As such, specific times will be set aside to discuss your design and statistical analyses. Length depends on type of analysis ~ ½ to 2 pages.

Discussion Section (80 points)

A concise overview of how your findings, if supported, will contribute to the literature. You will restate your hypotheses first and then discuss how these findings fit within the literature. You will then include a limitations subsection, where you will provide a critique of your own project. Here you will state potential problems in your project and the reasons they were unavoidable. You will also include a future research subsection in which you will discuss other potential research that may be encouraged by your project along with a conclusion section that will leave the reader with a take home message of the importance of your research and potential impact it may have on the area and potential applications. Length will be ~ 3 - 4 pages.

Program Title & Abstract (25 pts)

You will submit a title and abstract (≤ 50 words) to be published in the symposium program.

****These documents will be Times New Roman, 10 pt. font, and single spaced.**

Title Page & APA Style Abstract (25 pts) + Revision Opportunities (Grade Replacement)

The student has the choice to revise and resubmit each section of their proposal, including the Introduction [Problem Statement, Background Literature, The Current Study], Method [Participants, Measures, Design & Procedures], Results, Discussion [Restatement of Hypotheses, Situation in Literature, Limitations, Future Research and Conclusion], and References. If a student decides to not resubmit ANY of the sections because they are happy with their initial grade, they are still responsible for a Title Page and Abstract submission.

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[Data Collection/Entry (70 pts)]

Data Collection (50 pts)

You (your group) will be responsible for collecting a certain number of participants depending on your study design. After you have collected data relevant to your research project, you will bring your data to class for verification.

Data Entry/Coding (20 points)

You will upload an Excel file with all of your data entered

[Research Presentation (100 points)]

You will present an overview of your project in front of an audience, either by attending the oral presentation times slots designated for PSY 485, or by attending a specially arranged time that provides students with extra credit opportunities.

[Chapter Summaries (50 points)]

Summaries in APA format that highlight the 5 main points of each section of reading (1 paragraph each) will be submitted.

Research Methods (PSYC 499)

Evaluation

Assignment	Possible Pts
NIH Training	_____/ 25
Plagiarism Training	_____/ 25
Topic & Design Approval	_____/ 50
IRB Submission	_____/ 50
Preliminary Reference List	_____/ 45
Introduction & Reference List	_____/ 150
Data Collection	_____/ 50
Data Entry	_____/ 20
Method Section	_____/ 50
Results Section	_____/ 20
Discussion Section	_____/ 80
Title Page, Abstract + Revisions	_____/ 25*
Research Presentation	_____/ 100
Chapter Summaries	_____/ 110
Total:	_____/ 800

* specific sections may be revised for grade replacement

Course Policies

Assignment Submission

Writing assignments will be submitted via Blackboard in the form of a Word compatible file titled with last name, first initial, PSY 499 & assignment title (e.g. Genthos_R_PSY499_References) by 11:59 p.m. on the relevant due date. It is critical that you factor in the amount of time that it will take you to upload your assignment using the website. Papers that are time stamped past 11:59 will receive an automatic 10% deduction. You may only submit assignments up to 3 days late and 10% will be deducted for each day it is late. If the link to submit the assignment is not available on Blackboard, I will not accept the assignment. **All submissions will be APA style, double-spaced with one inch margins and use 12 point, Times New Roman Font.**

Scheduled Meeting Times

Given this course is a directed study, it is up to you to decide how much direction you may need. While several class periods of PSY 485 will be required (unless there are extenuating circumstances), specifically the data analysis sessions, and a few scheduled office meetings on my end, I will expect you to schedule meeting times with me on an as-need basis. Given this directed study is in addition to my regular course load and responsibilities, please do your absolute best to schedule meeting times with me at least 3 days, preferably a week, before you believe you may need direction/help/feedback.

Extra Credit

Extra credit will be offered in the following ways: 1) Attending certain LCSC events, 2) Visiting the writing center for your writing assignments, 3) Scheduling research meetings with an LCSC librarian. At the end of the semester extra credit points could decide the difference between letter grades for those of you who are on the “fence” between grades. However, I will not create extra credit specifically for individual students, and thus it is in your best interest to be attentive to your grade at the beginning of the semester. ☺

Make-up/Late Assignments

I accept writing assignments up to three (3) days late with no questions asked. Other accommodations will only be made under certain, extenuating circumstances (documentation may be requested) if the reason for your absence is made known to me within two (2) days of the absence/due date. These valid circumstances include documented illness, college-sanctioned travel, the observance of a religious holy day, or a life event that I deem as extenuating. For those excuses I deem valid, including those listed above or supported by documentation, no deduction of points will be taken. Every other excuse results in a **10% penalty for each day it is past the deadline/original completion** date. Students are expected to make all reasonable efforts to notify me of their absence in advance. It would be in your best interest to tell me as soon as possible when you expect to be absent or after you have missed an exam or due date. I know that life happens and appreciate honesty. The important thing is that you communicate with me. If you slept in, tell me. If you had a flat tire, it happens. Please do not waste your time, or mine, making up excuses. I will always consider the date you sent the email or called, NOT what day I received your communication. ****You will be allowed one “freebie” during the semester, when an assignment turned in within 3 days of the due date will not receive a late deduction.**

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at www.lcsc.edu/consumer-information/

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://webdev.lcsc.edu/catalog>) and the LCSC Student Handbook (www.lcsc.edu/media/2157659/Student-Handbook.pdf or www.lcsc.edu/student-affairs/student-rights-and-responsibilities/) for more information.

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Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the Vice President for Student Affairs for official disciplinary action.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Vice President for Student Affairs' web page (www.lcsc.edu/student-affairs/student-code-of-conduct/ or www.lcsc.edu/consumer-information/).

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, gender identity, or sexual orientation, you will be treated and respected as a human being.

Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard) systems.

Student Work

Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by Vice President for Student Affairs & Provost / Vice President for Academic Affairs June 2, 2016

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PSY499 Research Project & Seminar in Psychology Tentative Course Schedule (**Subject to Change at Discretion of Professor**)

Week	Reading	Class Topic	Assignments & Presentations
1	Syllabus	Course Format, Research Ethics (IRB), Topic Selection	Email Dr. Genthos preliminary research ideas by Thu 8/25 @5:00 p.m.
2	Ch. 1, 5	Research Questions & Hypotheses/ Operational Definitions/Study Design	NIH certificate & SIGNED Plagiarism Training Thu 9/1 @5:00 pm mailbox
3	Ch. 6, 7, 9	IRB Approval/Review for Student Research; Measures	Topic Approval/Design Presentation (Required Office Visit) Fri 9/9 by 5:00 pm
4	Ch. 2-4	Writing the Introduction/Reference Section/Article Search	Signed Cover Sheet Due Thu 9/15 @ 5:00 in Dr. Genthos' mailbox IRB Due Fri 9/16 @11:59 Emailed to Dr. Rust/Dr. Genthos CC'd
5	Ch. 8, 12	Research Process; Sampling Procedures	
6	Ch. 21-22	Research Process, Writing the Method & Discussion Section	Preliminary Reference Section Due Thu 9/29 @11:59 pm via Blackboard
7	Ch. 29	Collecting Data	Study Materials Print Request Due Mon 10/3@11:59 pm via Blackboard Mass Survey Event Thu, 10/7 at 4:30 p.m.
8		Collecting Data	Introduction Section Due Thu 10/13 @11:59 pm via Blackboard
9	SPSS Guide Ch. 1-2	Collecting Data/Inputting & Coding Data	
10	SPSS Guide Ch. 3,4,7	*Inputting & Coding Data/Descriptive Statistics*	Data Collection/Entry Due Mon 10/24 by 11:59 pm via Blackboard Data Collection Raw Data Sheets Due Tue 10/25 before office meeting/class
11	Ch. 13 - 16	*Statistical Analysis : Writing Your Participants/Method Section*	
12	Ch. 22	*Statistical Analysis : Writing Your Results*	Method/Results/Discussion Sections Due Thu 11/10 @11:59 pm via Blackboard
13	Provided	Writing Your Final Report Converting Your Research Report to an Oral PPT Presentation	
Thanksgiving Break			
14	Provided	Preparing your PPT Presentation	Title Page & Abstract, Revisions Due Thu 12/1 @11:59 pm
15	***Presentation in PSY 485 Research Class/Extra Credit Audience***		December 6 th & 8 th : 12:00 – 1:15; TBD

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SYLLABUS for Introduction to Psychology [S17v1]

DATE: Spring 2017

COURSE NUMBER AND TITLE: PSYC 101-01 Introduction to Psychology

CREDIT HOURS: 3

TIME AND PLACE: Tu & Th 9:00 – 10:15 PM in MLH 100

GENERAL EDUCATION COMPETENCY AREA: Social and Behavioral Ways of Knowing

INSTRUCTOR: Rhett Diessner, Ed.D. diessner@lcsc.edu**

OFFICE: Administration Bldg, Room 16, ph# 792-2338

OFFICE HOURS: 1-2pm M, Tu, Wed, & Th; email for an appt. if these times don't work for you

**A note on emailing Prof. Diessner: Please keep your emails to 3 sentences or less (I receive more than 1,200 non-spam emails a semester); for longer communication, come to my office hours. The college wishes you to use your lmail address to write professors and other students.

**Although I believe in a small carbon footprint, please do not send me assignments by email; only give them to me in hardcopy. Thanks.

INTELLIGENT STUDENT BEHAVIOR: Keep the syllabi from all your courses handy. Read them more than once. Look them over at least once a week. Bring them to your classes everyday. Look at your course calendars at least 3 times a week.

Course Description/Purpose

From the catalog: "A general survey of the field of psychology and the principles of behavior including: methodology, conditioning and learning, memory, perception, motivation and emotions, individual differences, adjustment and social interaction."

A note to persons with disabilities. If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment me as soon as possible. My office location and office hours are printed above.

1. Statewide General Education Learning Outcomes (GELOs)

This course is designed to help you develop the competencies established by the Idaho State Board of Education for the Social and Behavioral Ways of Knowing component of General Education Core across all state colleges and universities in Idaho (Big Brother is watching). You are invited to achieve and demonstrate the following:

- i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline, in this case, Psychology.
- ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.
- iii. Utilize Social Science approaches, such as research methods, inquiry, or problem solving, to examine the variety of perspectives about human experiences.
- iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
- v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

2. Course Specific Additional Expected Learning Outcomes:

Additionally you will be invited to achieve the following objectives, and which are linked to the GELOs as noted parenthetically below:

1. The general goal of the course is to increase our interpersonal and intrapersonal intelligence. {GELOs i, ii, iii, iv, v}
2. Demonstrate "critical thinking" about central concepts of psychology through the use of such cognitive skills as application, analysis, and evaluation (see the list of optional assignments below). {GELOs i, ii, iii, iv, v}
3. Appreciate how Psychology is related to the pursuit of the neoclassical goals of Truth, Love and Beauty, through integrated experience of the Arts (viz., Gardner, H. (2011). *Truth, Beauty, and Goodness Reframed: Educating for the Virtues in the Twenty-First Century*. New York: Basic Books.). {GELOs i, ii, iii, iv, v}

3. Assignments

Your grade in this course will be based on the following, which correspond to the GELOs as noted parenthetically at the end of each assignment.

Required Assignments:

1. Exam over *Thinking Critically w/Psychological Science and Personality* {GELOs i, ii, iii}
2. Exam over *Nature & Nurture & Human Diversity and The Developing Person Through the Life Span* {GELOs i, iii, iv, v}
3. Exam over *Memory and Consciousness* {GELOs iii, iv, v}
4. Exam over *Emotions and What Drives us* {GELOs ii, v}
5. Exam over *Psychological Disorders and Therapy* {GELOs i, ii, v}
6. Exam over *Stress and Health and Social Psychology* {GELOs i, ii, iii, iv, v}
7. Final Exam {GELOs i, ii, iii, iv, v}
8. Special projects that are of interest to students. {GELOs i, ii, iii, iv, v}

Optional assignments:

There are many optional assignments in this course. This is for three reasons: a) some students' brains were not designed to do well on multiple-guess exams, and I want you to have a variety of ways of gaining and demonstrating knowledge of psychology, and b) having optional assignments emphasizes intrinsic motivation and autonomy.

1. Music Interpretation {GELOs i, iii, iv}
2. Demography {GELO v}
3. Reading Guide to Plato's *The Apology* {GELOs iv, v}
4. Psychology interpretation paragraphs from **assigned** events on campus and in the community {GELOs i}
5. VIA survey (virtues and character strengths) {GELOs i, iii, v}
6. Psyc of Beauty presentation {GELOs i, v}
7. Five Factor Model Personality "test" {GELOs i, iii, v}
8. Questionnaires at Yourmorals.org {GELOs iii, v}
9. Illustrative Psyc Music {GELOs i, iii, iv}
10. Scientific Psychology Research {GELOs ii, iii}
11. Positive Psychology goes to the Movies {GELOs i, iv, v}

Assignments by which students will demonstrate achievement of the General Education Learning Outcomes

Expected Learning Outcome	Assignments through which students will demonstrate the Expected Learning Outcome
i. Demonstrate knowledge of the theoretical and conceptual frameworks of a particular Social Science discipline; in this case, Psychology.	<ul style="list-style-type: none"> • Exam over <i>Thinking Critically w/Psychological Science and Personality</i> • Exam over <i>Nature & Nurture & Human Diversity</i> and <i>The Developing Person Through the Life Span</i> • Exam over <i>Psychological Disorders and Therapy</i> • Exam over <i>Stress and Health and Social Psychology</i> • Final Exam • Special projects that are of interest to students <p>Optional Assignments:</p> <ol style="list-style-type: none"> 1. Music Interpretation 2. Psychology interpretation paragraphs from assigned events on campus and in the community 3. VIA survey (virtues and character strengths) 4. Psyc of Beauty presentation 5. Five Factor Model Personality “test” 6. Analysis of Illustrative Psyc Music 7. Positive Psychology goes to the Movies
ii. Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history, culture, institutions, and ideas.	<ul style="list-style-type: none"> • Exam over <i>Thinking Critically with Psychological Science and Personality</i> • Exam over <i>Emotions and What Drives Us</i> • Exam over <i>Psychological Disorders and Therapy</i> • Exam over <i>Stress and Health and Social Psychology</i> • Final Exam • Special projects that are of

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	<p>interest to students</p> <p>Optional Assignments:</p> <ol style="list-style-type: none"> 1. Scientific Psychology Research (a search in PsycINFO for a data-based study) VIA survey (virtues and character strengths) 2. Five Factor Model Personality “test” 3. Questionnaires at Yourmorals.org (self-analysis of psychology of morality)
<p>iii. Utilize Social Science approaches, such as research methods, inquiry, or problem solving, to examine the variety of perspectives about human experiences.</p>	<ul style="list-style-type: none"> • Exam over Thinking Critically w/ Psyc Sci and Personality • Exam over <i>Nature & Nurture & Human Diversity</i> and <i>The Developing Person Through the Life Span</i> • Exam over <i>Memory and Consciousness</i> • Exam over <i>Stress and Health and Social Psychology</i> • Final Exam • Special projects that are of interest to students <p>Optional Assignments:</p> <ol style="list-style-type: none"> 4. Music Interpretation 5. VIA survey (virtues and character strengths) 6. Five Factor Model Personality “test” 7. Questionnaires at Yourmorals.org (self-analysis of psychology of morality) 8. Analysis of Illustrative Psyc Music 9. Scientific Psychology Research
<p>iv. Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.</p>	<ul style="list-style-type: none"> • Exam over <i>Nature & Nurture & Human Diversity</i> and the <i>Developing Person through the Life Span</i> • Exam over <i>Memory and Consciousness</i> • Exam over <i>Stress and Health and Social Psychology</i>

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	<ul style="list-style-type: none"> • Final Exam • Special projects that are of interest to students <p>Optional Assignments:</p> <ol style="list-style-type: none"> 1. Music Interpretation 2. Reading Guide to Plato's <i>The Apology</i> 3. Analysis of Illustrative Psyc Music 4. Positive Psychology goes to the Movies
v. Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.	<ul style="list-style-type: none"> • Exam over <i>Nature & Nurture & Human Diversity</i> and <i>The Developing Person Through the Life Span</i> • Exam over <i>Memory</i> and <i>Consciousness</i> • Exam over <i>Emotions</i> and <i>What Drives Us</i> • Exam over <i>Psychological Disorders and Therapy</i> • Exam over <i>Stress and Health and Social Psychology</i> • Final Exam • Special projects that are of interest to students <p>Optional Assignments:</p> <ol style="list-style-type: none"> 1. Demography 2. Reading Guide to Plato's <i>The Apology</i> 3. VIA survey (virtues and character strengths) VIA survey (virtues and character strengths) 4. Psyc of Beauty presentation 5. Five Factor Model Personality "test" 6. Questionnaires at Yourmorals.org 7. Positive Psychology goes to the Movies

Required Texts:

1. Myers, D. G., & DeWall, C. N. (2015). *Psychology* (11th ed.). New York: Worth. ISBN-10: 1-4641-4081-2
ISBN-13: 978-1-4641-4081-5

2. Plato. *Trial & Death of Socrates: Four Dialogues* (Benjamin Jowett, trans.). DOVER PUB INC

ISBN: 0486270661 Find the chapter called the “Apology” and read it. (If you are buying from the Web, you can get any collection of Plato’s Dialogues that has the “Apology” in it.) You can also read it online at: <http://classics.mit.edu/Plato/apology.html>

Study guides to the Myers and DeWall (2015) text are available in the bookstore--purchasing the study guide is optional. Most students, however, find that using the study guide increases their exam scores by one letter grade. ISBN: 1464170339

Reading and studying the Myers and DeWall (2015) text is essential for both learning about the field of Psychology and performing well on the exams. Ninety percent of the exam questions come from the text, and some of the topics will not be lectured on in class, so reading and remembering is quite necessary.

Anyone considering being a psychology major should not re-sell their book at the end of the semester. The reason for this is two-fold: a) it is useful to study it for taking the GRE when you are a senior; b) in ten or twenty years you will enjoy “looking back” and seeing what you studied at this point in your psychology career.

EVALUATION

Distinguished, A, or Excellent	= 950 points plus 90% on 4 of 6 exams & on final
Superior, B, or Very Good	= 850-949
Average, C, or Good	= 700-849
Below Av., D, or Unsatisfactory	= 600-699
Failing, F, or No academic credit	= 599

Summary of MAXIMUM number of points **possible** per academic product:

“Required:”

1. Six Exams	100 x 6	600
1a. Your best two exams doubled		200
2. Final Comprehensive Exam		200
3. Research Participation		20 points (or more)

Optional assignments:

[Actually, everything in this course is optional. Even the exams and final ☺]

4. Music Interpretation	20 (only about 20 students will have a chance at this)
5. Demography	10
6. Reading Guide to Plato’s <i>The Apology</i>	20
7. Psychology interpretation paragraphs from assigned events	+5 (as many as you can earn)
7a. Summaries from Chs. 2,6,7,9,10	25 (5 x 5)
8. VIA survey	10
9. Psyc Beauty presentation	10 or 20
10. Five Factor Model Personality “test”	10
11. Questionnaires at Yourmorals.org	20 (they are worth +5 @; you may do four max)
12. Illustrative Music	25 (5 x 5)
13. Scientific Psychology Research	20 (4 x 5)
14. Positive Psychology goes to the Movies	20 (4 x 5)
15. Promise not to ask about your grade	5

KEEP TRACK OF YOUR OWN POINTS, SO THAT AS THE SEMESTER NEARS THE END, YOU KNOW HOW WELL YOU NEED TO DO ON THE FINAL WITHOUT ASKING THE PROFESSOR TO CALCULATE YOUR SCORE. THANKS. To do this you should keep a log of all you assignment grades and your test grades.

NOTE WELL. To earn an "A" in this course, a point total is not sufficient. In addition to a 950 point total, a student must: 1) earn a 90% or higher on 4 of the 6 Exams, AND earn a 90% or higher on the final exam. *A point total can "guarantee" a "B" grade for the course, but not an "A" grade.* (BTW, a 95% is an A on an exam in this class; 92-94% = A-; 89-91% = B+.) Although these criteria might seem high to some of you, from 5-12% of my students in PSYC 101 classes achieve an A. The professor does assign "plus" and "minus" grades at his prerogative, so even if you realize you may not achieve an "A" after the 3rd or 4th exam, you can still achieve an A- with a point total near 950 and high percentage on the final exam.

The Two Common student complaints about this course are: 1) a few students dominate the conversation in class and talk too much to the professor; so if you are "talker," limit yourself to making comments to once a class meeting; **2) students carrying on conversations while the professor lectures and this prevents students near them from being able to concentrate;** therefore, do **NOT** talk to your "neighbor" during class. Please feel totally free to "pass notes" to each other. And if you are one of the students that is being annoyed by "talkers," please let me know, and I will try to keep them quiet without embarrassing you. Text messaging each other is just fine too (but be careful in other classes, text messaging [or game playing] can be considered rude, and most professors find it insulting).

1. The exams are in multiple-choice format. These exams will be scored in class, therefore, **bring a colored pen to class on exam days** (bring it every day, and then you won't forget it on exam day), as well as a regular pen or pencil for taking the exam. Scoring them in class provides these benefits: a) rapid feedback on the correct answers, and b) students think about the course material while scoring it, thus increasing the likelihood of remembering it (a rehearsal effect) for the final or in future life. Students will review their scored exams, to see if they were graded correctly, but then the Professor collects them and does **NOT** return them. In order to provide confidentiality while grading the exams, write the last 4 digits of your phone number on the upper left backside on the exam (if you do not have a phone #, then just write any 4 numbers that **you will remember!**, and use those 4 numbers on every exam). ****When you pick up your exam at the end of class, then write your name on it, next to your number.****

How to succeed on exams

Myers and DeWall (2015) describe the "proven" **SQ3R** method of studying textbooks in Prologue, p. 14):

S = Survey, skim and preview the chapter under study. Form questions in your mind about the material as you preview it.

Q = Keep the learning objectives in mind as **Questions** to answer when reading the chapter

R = Read the whole chapter slowly and carefully.

R = Review. A few days after you first read the chapter, skim-read it again, concentrating on key areas that the professor has lectured upon.

R = Reflect. Think about the material. Relate it to your life. Make it meaningful. Discuss it with others. Relate it to your class notes. Rehearse the material. Write key concepts on 3 x 5 cards.

Memorize key concepts using the definitions based on Myers and DeWall (2015); but also re-write the definitions into different words so that you comprehend the meaning of the concept. Think about events that have occurred in your own life that are related to the concepts. Think about possible future events in which the concepts might be significant. This process of connecting the concepts to your own life is called "elaboration." It has been proven to be one of the most powerful ways to "encode" information into your long-term memory,

and make it relatively easy to "retrieve." Also, discussing the concepts in Myers and DeWall's text with another student, or with any interested party, greatly increases the chance you will understand and remember them.

Seriously consider buying one of the Student Workbooks in the Bookstore -- it has practice quizzes in it that are similar to the exams in this class. **Spend at least 4 hours per week studying for this class; spread it out to 30-40 minutes of Psyc textbook study everyday. If you do poorly on the exams, increase that to 6 hours per week.**

2. The Final Comprehensive Exam will be given during our assigned final time. It will pose questions based on the readings and lectures for the entire course. The Exam lasts for **TWO** hours (actually one hour and 50 minutes). **Plan to be there. Do not make travel arrangements and then tell the professor you already have a ticket, or your family has made plans, etc. Do NOT ask to take it early.** If you are sick, you will need a physician's note to make up the final exam.

3. Research Participation 20 points (and its required)

A very important aspect of psychology is research. For each questionnaire that you complete in class for a research project *of a student doing their senior research* you earn +5 points. The research projects that are applicable to this assignment must be approved ahead of time by Prof. Diessner. Periodic announcements about such research projects will be made in class through-out the semester. Some research projects by senior students require meeting them outside of class to be involved in an experiment – those take more time and thus are worth +10 points.

If you prefer **not** to get involved with a specific research project, you can complete any of the questionnaires at this site: <http://www.authentic happiness.org/>, as an alternative experience. Complete the questionnaire, print it out, and give to Prof. Diessner with your name on it. Each completed questionnaire will be worth +5 points, **up to a total of +20** for 4 different questionnaires. These will be accepted up to **one week before finals week**

You are also welcome to participate in all the research surveys given in class AND to also complete 4 measures at the authentic happiness site.

>> **A note about the optional assignments below:** Most of your grade for this course is based on multiple-choice exams. However, there are many ways to show psychological knowledge besides circling a letter on a test. Therefore I have provided you many alternative ways to demonstrate your knowledge (and improve your grade).

4. Music Interpretation. Music affects us in many important psychological ways. Because music is such a pervasive influence in our society, and speaking in front of class an important skill, you will have the opportunity to earn credit in class by integrating these two factors. Find a piece of music that you can relate to some material in Myers and DeWall (2014) in some meaningful way. Try to focus on the music itself, and not simply the lyrics.

Then:

A) Write (a) the name of the piece of music, (b) its performers/composer, and (c) the length of time the piece takes to play. If the piece goes over 3 or 4 minutes, find a good spot to stop the music before 4 minutes.

B) TYPE out a full paragraph (1/2 to 1 page) about how this piece of music relates to a concept in our course. **Include the name of the chapter, and the page number(s) in our text (Myers & DeWall, 2015) in which the concept is described. Underline or bold** the concepts from our textbook that you emphasize in your explanation.

C) Hand this in.

D) The professor will comment on it and return it to you with a date to bring the CD to class. A CD player will be in our class everyday. You could bring an MP3 file on a flash drive (but I don't know how to connect your MP3 player to the computer; if you know how, then you can bring it instead of a CD).

E) On your scheduled day, remind me that you are playing music that day. Then, if I haven't said anything

by 2:10 pm, raise your hand and remind me. Please.

F) You will then come up on the stage, and in one minute, tell (or read your proposal) how your song relates to Psychology. You can make your speech before, during, or after the music; whichever you think will be more effective.

G) On the day that you play the music and speak, hand your proposal back to the professor, as a reminder to record your points.

These are "due" anytime during the semester prior to one week before finals week, **but we will only play one per day, so that limits the number of proposals that can be accepted. See calendar. These are accepted until one week prior to finals week, but it's likely the "slots" will be full by mid-semester.** Act now. Every semester students complain on the SCEs that I don't allow everyone to do this exercise. If you think you might be one of the future complainers, please get your proposal in during the 1st month of the semester ☺

H) Please do not play music that a) encourages drug use (including alcohol), b) encourages immoral sexual relations, c) degrades women (or men), or d) advocates violence. (Am I uptight, or what?)

5. Demography & Photograph. This assignment is to help me get to know you and understand our class as a whole. Ask the professor to hand out these forms in class. Take the form and staple or glue any photograph of yourself, which is fairly current, to the form. I plan to keep this form in my files, indefinitely, so give me a photo I can keep. It is fine to have other people in the photograph; feel free to identify who they are (family, friends, tourists...). The questions that I ask on the form are typical "demographic" questions that psychologists and sociologists ask of people that they study. Although I am not studying you for "research", I do believe that the better I understand you, the better I can teach. All questions on the demography are optional; if you think answering a question unduly invades your privacy, leave it blank.

If you completed a demography form in a prior class of mine, you can simply put your name on the form and state the name of the class, year, and semester, which you were in previously, however you will only receive 1/2 credit for so doing. You can receive full credit if you use a new and different picture and add new or amending information. **DUE:** About one month after class starts; see course calendar for specific due date.

6. The Apology. *Dialogues of Plato* (B. Jowett, Trans.). NY: Washington Square Press. Read the "Apology", pp. 1-40. The Bookstore might carry a different edition, if so, simply find the chapter called the "Apology" and read it. This isn't an "apology" in the modern English sense, but in the old fashioned sense of explaining the reasons for something; in this case Socrates explains why he really wasn't corrupting the youth nor being impious against the gods. Socrates was a great philosopher, but also a great psychologist, and he was the one who really developed and deepened the concept of the "psyche" in Western civilization. Although this book is the cheapest book you will buy in college, you can also access the entire *Apology* at <http://classics.mit.edu/Plato/apology.html>

The reading guide, to complete for 20 points, is attached near the end of this syllabus. Don't lose it and don't wrinkle it. I recommend taking it off the back of the syllabus 2 weeks before it is due, and complete it as you read the dialogue. Due: About 2 months into the class; see the course calendar for specific due date.

7. "Psychology Interpretation Paragraphs". Periodically 5 bonus points will be offered to attend a college-related or psychology-related event. If you TYPE (keyboard) a good solid paragraph **relating some aspect of the event to some particular topic in our textbook**, it will be "worth" 5 points each time. **Include the page number(s) from the textbook regarding the topic to which you relate the event.**

Points are only given for attending events that the Professor announces in class as being relevant. If you know of an event that would be good to analyze psychologically (theatre, art, music, a public talk, a peace rally, etc.), suggest to the professor that he announce it as available for this exercise. I realize that many of you have busy lives and will not be able to attend many of the events that I offer extra points for. Such is life. Please don't ask to write papers, etc. for extra credit. If you know of an event that would be good for our class to attend, even if it's where you live (Kamiah, Lapwai, Grangeville, Moscow, etc.) you can write out all the

information and give it to me, and if I think it would be a good event to analyze psychologically, I will announce it to the whole class.

These will be accepted up to **one week before finals week**.

You can earn an A in this course without doing any “extra” credit, and simply getting very high grades on the exams. One or two students do that every semester.

Note: I hand out a variety of psychological assessment forms in class that are not worth any “points,” but are related to the topics we study. The “surveys” that are worth points are the ones that advanced psychology students hand out for their senior projects in our class.

7a. More +5 papers. Some of the chapters in Myers and DeWall (2015) are not required reading: Ch. 2 The Biology of Mind, Ch. 6 Sensation & Perception, Ch. 7 Learning, Ch. 9 Thinking & Language, and Ch. 10 Intelligence. You are welcome to look in those chapters for anything you find interesting. You may then summarize that particular topic in one paragraph, and then write a 2nd paragraph explaining **why** you find that interesting. You may do this *once for each chapter* that is not assigned reading for the class. Be sure to note which page(s) you are summarizing and what chapter they are from; type or keyboard. These will be accepted up to **one week before finals week**.

8. Your Psychological Strengths (Your Inner Beauty). Identify your psychological strengths by completing the VIA Survey of Character Strengths (this survey measures 24 character strengths, found on-line at <https://www.viacharacter.org/www/> or just google “VIA Character Institute”). Print out your **top five** strengths only, write your name on top, and hand it in for **+10 bonus points**. This test has 120 questions, so it may take you 15-20 minutes to complete it. The test is available in many languages, so feel free to take in your first language; but then write on the print-out the translation of the names of your top 5 strengths before you hand it in.

Peterson, C. & Seligman M. E. P. (Eds.) (2004). *Character strengths and virtues. A handbook of classification*. Oxford: Oxford University Press, & Washington DC: American Psychological Association.

9. Psychological Beauty testimonial {10 or 20 points}. Think about people who have been very important in your life and have had a positive impact on your own psychological development. Choose one of them that you feel very grateful to. Write a one page description explaining why you are grateful to this person (1/2 a page minimum, one page *maximum*), and give it to Prof. Diessner. This is worth 10 points. **MAKE THE FIRST LINE OF THIS MINI-ESSAY TO SAY ONE OF THESE TWO THINGS: 1) I WOULD LIKE TO SCHEDULE A PRESENTATION DATE AND BRING MY BEAUTIFUL PERSON TO CLASS; OR 2) THIS IS NOT A PRESENTATION TESTIMONIAL.**

However, it increases the impact of this assignment if you can read your testimonial in front of the person that you are writing about. If you can bring the person to class, and seat them on the stage with you (they will not have to talk), and read your beauty testimonial to them and the class, it has a more powerful impact on them and on our class. (*It is also worth an additional 10 points*). When you write your beauty testimonial, note on it whether you might be able to bring the person to class, or not. If you do plan to bring them, the professor will return the beauty testimonial with a date written on it to invite your person to attend class. After you make your presentation in class, give the testimonial back to the professor so he remembers to record your additional points.

It is best if you do this assignment after you take the VIA test, the Psychological strengths test, yourself; it is described above in #8. The psychological strengths and virtues are what truly make a person beautiful, and understanding that is the point of this optional assignment. If you schedule with Dr. Diessner to bring your beautiful human being to class, remind Prof. Diessner at 1:25pm on the day you are assigned to bring them. You do not have to tell your guest why you have invited them (but don't lie, of course); you can just tell them that you get extra credit if you bring a guest that day, or that they might find the class interesting. But if you want, you can tell them all upfront -- your call.

These are "due" anytime during the semester; but the time slots may fill, and you will not be allowed to

make the presentation; in which case you still earn +10 for a non-presentation beauty testimonial. These are accepted until one week prior to finals week.

10. Five Factor Model Personality “test”

You will read and study about the Five Factor Model (FFM) of personality in Chapter 14 of our textbook (Myers & DeWall, 2015), the Personality chapter, at the beginning of the semester. If you would like to see how you score on the FFM, and earn 10 points at the same time, go to this site:

<http://www.personal.psu.edu/%7Ej5j/IPIP/ipipneo120.htm>

and complete it. Print out the results. Write one paragraph about whether or not you think the results are accurate for you (was the questionnaire a valid test of your personality?). Give those to the professor to record your 10 points (all results are kept in strict confidentiality). There are many different sites on the web that offer Five Factor Model tests, but this is the best one, and you **MUST TAKE THIS ONE** to get credit. To google it, type in “ipipneo” and it will take you the right page; then you can select the 2nd one, which is the shorter version (120 questions.)

11. Your psychological morals.

Wait! There is even more ways to gain psyc knowledge about our psychological self and gain more points for your grade. Go to <http://www.yourmorals.org/> (or just google “yourmorals.org”). This website is developed by Jonathan Haidt and colleagues (he is mentioned in our textbook); he is the world’s leading researcher on the psychology of morality. You can complete up to 4 research measures at this site and get +5 points for each one (4 x 5 = 20). Print out your results, put your whole name on it, and turn it in.

12. Illustrative Music. Find a piece of music that illustrates one aspect of one of the objectives on the objectives handouts (the study guides for the exams). On a piece of paper:

- a. Identify the name of the piece of music, the performer(s), and the length; and the objective the piece of music relates to.
- b. Write a short paragraph explaining why the piece of music connects to the objective
- c. Find the lyrics on the web and cut and paste them to the page under your explanation; then hand in the professor this piece of paper.
- d. email the professor a URL for a free site to hear the song (YouTube?).
- e. You can do this up to 5 different times for +5 credit for each one.

13. Scientific Psychology Research. Does something come up in lecture, or in our textbook that you are interested in? Would you like to find more scientific, reliable, valid information about the topic? Go to PsycINFO in the databases in our library (you can do this from your computer through the internet; or go to the Library and use their computer). a) Go to the Library home page: <http://www.lcsc.edu/library/>; b) then click on “Databases” in the middle-top of the page; c) Scroll down a few pages until you find “PsycINFO” under the Social Sciences heading; d) Follow the instructions to log in; e) After you log in, scroll down the search page and mark the box next to “Peer Reviewed” (it is on the right side, down about 6 lines of text); f) Go back to the top and enter the topic that you are interested in. You may have to finesse the topic (change it to different words several times) to find what you are looking for. You could go to the library, and have a librarian help you. That is how librarians earn a living. By asking for their help, you are ensuring them job security ☺

Then find the abstract of an article that is interesting to you. For this assignment it needs to be:

- a) from a peer reviewed journal (not a book, not a magazine, not a dissertation);
- b) it needs to be data-based (evidence based); this usually means there are numbers involved;
- c) the researchers must have actually studied some people (not a theory article).

Then cut and paste the

- a) Reference and the;

b) Abstract;

and print that out. Turn it in with your full name on it.

This is worth +5 points. You may do this on 4 different topics for a total possible of $4 \times 5 = 20$ for this activity.

Example of what to turn in (if you searched in PsycINFO for “nonviolence,” you would find many “hits,” including this abstract of an article):

[Nonviolence and human values: Empirical support for theoretical relations](#). Mayton, Daniel M. II, Diessner, Rhett, Granby, Cheryl D. ; Peace and Conflict: Journal of Peace Psychology, Vol 2(3), Sep, 1996. pp. 245-253. [Journal Article] Abstract: Despite the implications of the achievements of nonviolent people (e.g., Mohandas Gandhi and Martin Luther King, Jr.) in seeking political goals, psychologists have rarely studied predispositions to nonviolent behavioral empirically. This study investigated differences between individuals predisposed to nonviolent methods of conflict resolution and those predisposed to violent means of conflict resolution. 167 adolescents and undergraduates (aged 16–49 yrs.) completed 2 instruments that assess nonviolent personality predispositions: the Nonviolence Test (V. K. Kool and M. Sen, 1984) and the Values Questionnaire (S. H. Schwartz, 1992, 1994). Ss who expressed predispositions to engage in nonviolent strategies for conflict resolution placed higher priorities on the values within the universalism and benevolence value types, providing support for Gandhi's philosophy of nonviolent action. Further, nonviolent Ss placed higher priorities on the restraint of actions, inclinations, and impulses likely to upset or harm others than did the violent group

14. Want some credit for watching movies? Positive Psychology at the Movies!

This book is on reserve in the library for you:

Niemiec, R. M., & Wedding, D. (2014). *Positive psychology at the movies 2: Using films to build character strengths and well-being* (2nd edition). Cambridge, MA: Hogrefe.

The book describes 100s of movies that focus on one or more of the human character strengths identified by Peterson and Seligman (2004; see items # 8 and #9 above). Watch any movie mentioned in that book, and note which character strength the movie illustrates. Then write one paragraph that includes:

1. The name of the movie
2. The p# in Niemiec and Wedding (2014) where it is mentioned.
3. The name of the character strength, illustrated in the movie, that you focus on.
3. A description of how the movie illustrates that character strength.

This paragraph is worth +5 points. However, you can write about 4 movies over the semester, thus you could earn $4 \times 5 = 20$ points. Yyyyyy-haw!

When are “Extra Credit” and other Assignments Due?

Some assignments' due dates will be listed in the course calendar. Everything else is due before finals' week.

Academic Honesty:

"Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding." Even one instance of cheating on a quiz or exam warrants expulsion from this course with a grade of F. I have actually failed students for this. This class is usually quite crowded, and it is easy to accidentally let one's eyes wander. Be careful. **Do not sit behind or next to anyone that you know during the Exams.** If I suspect a student has committed an act of academic dishonesty, I will document the incident and notify the Dean of Student Services for official disciplinary action.

A personal note about myself:

I am a developmental and educational psychologist (with strong interests in personality and social psychology). I am not a clinical psychologist, nor am I a counselor, nor am I a therapist. If you believe you may

need some counseling or psychological help, go to the Student Life Office in Reid Hall, and ask to see one of the college's professional psychotherapeutic counselors. Their services are free to students and fully confidential and professional. You may call them for an appointment at 792-2211.

If you miss an exam

If you miss an exam, it will cost you 5-10 points to make it up. You can make it up on my office hours. Notes from a doctor, or documented "away game" for athletes entails no penalty. If you or your kids were sick, or some other disaster entered your life (a funeral, car accident), but can't afford a doctor's note, bring me a written note that you wrote, explaining the circumstances of your absence. If you do that, then it's only -5 to take a makeup. If you don't bring the note, because you forgot this part of the syllabus, or because you have a lame excuse, then it's -10. Sending an email is a courtesy; however the note needs to be brought to my office hours and attached to your exam to reduce the penalty from -10 to -5.

Awareness of Minor Issues in this Course

I want you to succeed in this course, and so I expect you to read this syllabus carefully. It would be wise to bring it to each class session, and look it over during the dull parts of the lectures.

>>Please keep track of your own points in this class. If you choose to, you will record them in your PSYC 101 folder after each exam (you have a folder for every class you are in, because you are a well-organized student, who expects to graduate eventually). **If you forget to keep track of your points, please do NOT ask the professor to provide this information; rather, please wait until the Registrar posts your grades to the WarriorWeb when the semester is over.**

You will have a variety of opportunities to attend activities on and off campus and to write one paragraph about how the event relates to Psychology. The instructions for this are in the syllabus. It states you will get **no points for a "summary"** of what you observed; to earn credit you must 'figure out' how to *relate* it to Psychology. I realize that many of you have complex lives and cannot attend very many (or any) out-of- class activities: if that is your case, concentrate on studying. It is definitely possible to earn an "A" without extra credit, a couple people do it every semester.

Please do not sit next to or behind anyone that you know during exams, and try to leave an empty seat on either side of you during exams, if possible (it probably won't be possible).

Please bring an indelible colored pen to class on exam days. To get in the habit, just bring one to every class.

Please realize that not everyone can offer a music interpretation, so if you want to do one, hand in your proposal early in the semester.

LEWIS-CLARK STATE COLLEGE Syllabus Addendum (AY2016-2017)

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at www.lcsc.edu/consumer-information/

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://webdev.lcsc.edu/catalog>) and the LCSC Student Handbook (www.lcsc.edu/media/2157659/Student-Handbook.pdf or www.lcsc.edu/student-affairs/student-rights-and-responsibilities/) for more information.

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the Vice President for Student Affairs for official disciplinary action.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Vice President for Student Affairs' web page (www.lcsc.edu/student-affairs/student-code-of-conduct/ or www.lcsc.edu/consumer-information/).

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, gender identity, or sexual orientation, you will be treated and respected as a human being.

Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard) systems.

Student Work

Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by Vice President for Student Affairs & Provost / Vice President for Academic Affairs June 2, 2016

CONSENT AGENDA

JUNE 15, 2017

15

Reading Guide and Questions Concerning Plato's *Apology* [20 pts.]
PSYC 101 Introduction to Psychology [24dec04]

Name:

1. Wisdom is a psychological quality. Did Socrates think he was the wisest man in Greece in his day? Why or why not? (note the page(s) in which you find the answer)
2. For what does Socrates accuse the Athenians of "caring so little"? (p. #?)
3. Meaning and purpose in life are psychological. What is it that Socrates emphasizes that makes a life **not** worth living? (p. #?)
4. What developmental psychology favor does Socrates ask the Athenians to do for his sons? (p. #?)

Note: Plato used the Greek word “psyche” in several places in this text. Professor Benjamin Jowett, of Oxford University, has accurately translated it as “soul.”

Feel free to doodle on this page

PYSC 101
5 point contract. Tear off, sign, turn in.

I will keep track of my own points. In the folder in which I take notes for this class, I will record how I do on each exam and keep track of the points I make on the many various optional assignments. I will not ask the professor to calculate my grade.

I also will not ask to take the Final Exam early.

Signature

Print name legibly

If at any time you wonder what your *approximate* grade is, do this:

Mathematically average your exam scores. Multiply it by 10. Add all your optional assignments points to that total. Look in the syllabus at the grade chart on page 6.

For example, if you had a 64, 84, and 92 on the first three exams: $64 + 84 + 92 = 240$. $240/3 = 80$. $80 \times 10 = 800$. Add your optional assignment credit. Let's say you had 60 points; $800 + 60 = 860$.

The chart on page 2 says an 860 is a B.

If this seems complicated to you, it probably means you are in college. But hey, strong math skills are not in everyone's genes. Feel free to go to the Math Lab and ask for help ☺



SW 226/PSYCH 226_60: Biological Basis of Behavior
Spring 2017 – Online
Lewis-Clark State College

Instructor: Jennifer S. Pernsteiner, LMSW, LSWAIC
Social Work Program
Email: jspernsteiner@lsc.edu
Cell: 208-305-7039
Office Hours: by appointment

Social Work Program Mission Statement

The mission of the social work program at Lewis-Clark State College is to prepare students for entry-level generalist practice. We are committed to the preparation of professional social workers instilling the knowledge, skills, and values to address the needs and potential of individuals, families, groups, communities, and organizations. Drawing on an ecological, strengths-based perspective, the program prepares students to engage as professional social work practitioners who will be able to provide competent services with integrity to promote social justice and human rights recognizing the dignity and worth of the person. Graduates are prepared for practice with diverse populations understanding the person-in-environment influence on identity development and relationships. Through courses, internships, and student activities, the program aims to foster in its students a celebration of differences among people and a belief that respecting these differences enriches the quality of life for all. Graduates will practice from a set of ethical principles inherent in the social work profession, including the recognition that professional development is a life-long learning process. Finally, our program is dedicated to the inclusion of non-traditional aged, rural, and lower income students. The program is also devoted to providing students the opportunity to engage in meaningful research projects, in the community in which they live, by conducting program evaluations and needs assessments through our research sequence which culminates in a public symposium. (Rev. 10-13, Reviewed 5/15)

Note: Last day to add class/es or to drop online, January 23; last day to drop class without “W” grade on transcript is January 30. Last day to withdraw from class/es or college for the semester is April 6.

COURSE DESCRIPTION: Introduces students to a field of neuroscience that is variously referred to as physiological psychology, biopsychology, behavioral biology, or behavioral neuroscience. The main focus is to gain and/or demonstrate an understanding of the relationships between central nervous system processes and human behavior. Applications in assessment of client systems will also be presented.

INTRODUCTION AND OVERVIEW

This course is designed to introduce students to a field of neuroscience that is variously referred to as physiological psychology, biopsychology, behavioral biology, or behavioral neuroscience. The main focus is on gaining and/or demonstrating an understanding of the relationships between the central nervous system processes and human behavior.

PURPOSE OF THE COURSE IN THE CURRICULUM

Traditional schools of social work and psychology (i.e. psychodynamic, behaviorism, and social learning theories) directed very little attention to the connection between human behavior and neurological processes. Since the late 1980's in conjunction with advancements in neuropsychology, electrophysiology, and neuroimaging technologies, research has expanded dramatically demonstrating the connection between neuroanatomy, normative human behavior patterns, and social dysfunction. The purpose of this course in the psychology and social work curriculum is to provide a fundamental understanding of the biological processes and the impact of these processes on human behavior within the context of the social environment.

EPAS COMPETENCIES AND PRACTICE BEHAVIORS (EXPECTED LEARNING OUTCOMES MET IN THIS COURSE)

The Council on Social Work Education sets educational standards for all accredited social work programs. The 2008 Educational and Policy Accreditation Standards (EPAS) established 10 Core Competencies and 41 Practice Behaviors that social work students are expected to meet upon graduation from an accredited BSW Program. Professional Social Work Education is competency-based education.

Education Policy 2.1 – Core Competencies

Competency-based education is an outcome performance approach to curriculum design. Competencies are measurable practice behaviors that are comprised of knowledge, values, and skills. The goal of the outcome approach is to demonstrate the integration and application of the competencies in practice with individuals, families, groups, organizations, and communities.

As a result of the focus on competency-based education, the faculty has identified within the LCSC curriculum where the Core Competencies and Practice Behaviors are addressed and measured. Below are two of the ten Core Competencies and two Practice Behaviors that are addressed in this course. Please note that the Practice Behaviors are linked to the Course Objectives and Assignments.

- 2.1.2 Apply social work ethical principles to guide professional practice.
 - D. Apply strategies of ethical reasoning to arrive at principled decisions.
- 2.1.7 Apply knowledge of human behavior and the social environment.
 - B. Use research to inform practice.

COURSE OBJECTIVES

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Upon completion of this course students will be able to:

1. Identify the basic structures and functions of the human nervous system and their impact on human behavior and social function. EPAS 2.1.7B
2. Demonstrate key stages of brain development and the normative developmental changes that occur at each developmental stage. EPAS 2.1.7B
3. Identify the impact of basic pharmacology on the functions of the nervous system. EPAS 2.1.7B
4. Demonstrate understanding of the various parts of the cerebrum/lower brain and their influences on language, vision, and motor control. EPAS 2.1.7B
5. Demonstrate knowledge of the interaction of the nervous system in emotional regulation, learning, and memory. EPAS 2.1.7B
6. Identify the processes and functions of sleep and its impact on social functioning. EPAS 2.1.7B
7. Discuss the function of hormones in sexual development and human behavior. EPAS 2.1.7B
8. Demonstrate knowledge regarding the role of biological processes in psychopathology, social dysfunction, and traumatic brain injury. EPAS 2.1.7B
9. Discuss the ethical considerations of acquiring and maintaining knowledge of the biological processes affecting human behavior in order to enhance the assessment and interventions social work can offer. EPAS 2.1.2D

TEXTS AND REQUIRED READING

REQUIRED:

There are no textbooks specific to this class.

All Writing in this class is expected to follow APA guidelines; therefore, you will be graded based on the following text:

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th ed.) Washington, D.C.: Author.

Social and Economic Justice: The faculty members of the Social Work Program believe that we all share a responsibility for championing social and economic justice for all members of society. Guided by the Code of Ethics, social workers should strive to:

- Eliminate personal and institutional discrimination,

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- Ensure access to needed resources and opportunities for all persons,
- Expand options and opportunities for everyone, but especially for persons who are disadvantaged or disenfranchised,
- Respect cultural diversity in society,
- Advocate changes that improve social conditions and promote social justice,
- Encourage participation in the democratic process, and
- Encourage people to develop their own voice.

There will be times during this course when societal "isms" or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. It is not acceptable to be late for classes except in unusual circumstances. Frequent lateness or other unprofessional class conduct is likely to result in a lowered grade. Students are also evaluated on their personal and professional behavior or conduct in this class as described in the Student Handbook. Please refer to the Handbook for further clarification.

Students with Special Needs: The Americans with Disabilities Act of 1990 requires that the College make reasonable accommodation to persons with disabilities as defined in the act. Students with a disabling condition seeking an academic accommodation must contact the Office of Student Life, Room 111, Reid Centennial Hall. The Disability Services Coordinator will inform faculty of specific classroom and course accommodations consistent with ADA guidelines. Please inform the instructor during the first week of class regarding reasonable accommodations you require to successfully complete this course.

Shared Client and Agency Information: In the classroom, students and professors will occasionally discuss clients and agencies. In these discussions, it is expected that information about clients and agencies should be disguised or eliminated, if clients could be identified, and that this information is to be held in confidence, within the bounds of the Code of Ethics. You must disguise the identity of clients in written assignments including changing the name of the client.

CLASS SCHEDULE*

Week	Dates- Spring 2017	Topic	Assignments
1	1/16-1/21	Review Syllabus - Introductions – Why Do I Need to Know This Stuff	Read the Syllabus Go through the 'Course Introduction' Discussion Board 1
2	1/23-1/28	Biopsychology as a Neuroscience	Discussion Board 2

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3	1/30-2/4	Evolution, Genetics, Epigenetics and Experience	Discussion Board 3
4	2/6-2/11	Anatomy of the Nervous System	Discussion Board 4 Topics for Research Paper due to Instructor via Email.
5	2/13-2/18	Neuroplasticity	Discussion Board 5 Quiz 1 – Modules 1-4
6	2/20-2/25	Stress Response System	Discussion Board 6
7	2/27-3/4	The Visual System	Discussion Board 7
8	3/6-3/11	Mechanisms of Perception: Hearing, Touch, Smell, Taste and Attention Sensorimotor System	Discussion Board 8
9	3/13-3/18	Social Connection	Discussion Board 9 Quiz 2 – Modules 5-8
10	3/20-3/25	Sleep, Dreaming and Circadian Rhythms	Discussion Board 10
11	3/27-4/1	Spring Break	
12	4/3-4/8	Internal Regulation	Discussion Board 11 Sleep Log Due
13	4/10-4/15	Emotional Behaviors	Discussion Board 12
14	4/17-4/22	Biology of Learning and Memory	Discussion Board 13 Quiz 3 – Modules 9-12
15	4/24-4/29	Cognitive Functions	Academic Paper Due Discussion Board 14
16	5/1-5/6	Biopsychology of Psychological Disorders	Discussion Board 15 Quiz 4 - Modules 13-16

(*The instructor may make changes in the class schedule that will be announced on Blackboard or by email.)

CLASS ASSIGNMENTS AND GRADING PROCEDURE

ASSIGNMENT	POINTS	Module	EPAS PRACTICE BEHAVIORS
Discussion Board	300	Weekly	EPAS 2.1.2D

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Quiz 1	100	5	EPAS 2.1.7B
Quiz 2	100	9	EPAS 2.1.7B
Quiz 3	100	13	EPAS 2.1.7B & EPAS 2.1.2D
Sleep Log	100	11	EPAS 2.1.2D & EPAS 2.1.7B
Academic Paper	200	14	EPAS 2.1.2 D
Quiz 4	100	16	PAS 2.1.7B & EPAS 2.1.2D
Total	1000	4/7	

Discussion Board (30%)

Participation will be essential in helping us develop an understanding of the perspectives of others as well as develop critical thinking skills necessary for working with this topic.

Due: By 11:59 p.m. PST (Pacific Standard Time) on the dates indicated in the weekly learning modules (Modules and discussion will begin Sunday evening at midnight and close Saturday evening at 11:59pm each week.) All work for each MUST be posted by Saturday evenings at 11:59pm.

Points: 10 points per initial post and 10 points for additional responses.

All students are expected to participate in class by posting responses to weekly discussion topics. Discussions must be completed in the week that they are assigned. Each week's discussion will open on Sunday, the first day of the learning module, and it will close on Saturday at 11:59 p.m. Pacific Standard Time (PST), the last day of that particular learning module. Remember, it is each student's responsibility to submit assignments correctly and on time.

In order to ensure adequate opportunity to express your point of view, and to allow for a richer discussion, your original post responding to the topic MUST be posted by Thursday evening at 11:59pm PST. This will allow your colleagues time to respond to your thoughts, as well as give you time to thoughtfully respond to other postings. Please note, if you wait until Saturday evening to post and respond to your colleagues, you have not actively participated in the discussion in any meaningful way and therefore will not receive full credit for the week. You are expected to respond to a minimum of TWO of your fellow student's posts throughout the week. Some of our greatest learning moments come from rich discussions with others as we are exposed to different perspectives and life experiences. Please note, participation in discussions at the minimum requirements, will not earn the maximum points.

I will be looking at both the quantity and quality of the postings. These postings must add substantively to the discussion by building upon classmates' ideas or posing critical questions to further the discussion. For example, a posting of "I agree with what people are saying" is not sufficient.

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Please refer to Grading Rubric to assist in an understanding of grading requirements. This rubric will be strictly enforced.

Quizzes (40%)– Total Points Possible: 400 points (100 points per quiz x 4) Due: Modules 5, 9, 13, 16

There will be a total of four quizzes, incorporating material from the modules. The dates of the quizzes are on the class schedule. Each quiz will open up on the day the module opens and will need to be completed by the end of the module (Saturday at 11:59pm.) Quizzes are expected to be taken without other students present. Quizzes taken together will be treated as cheating.

Sleep Log (10%) – 100 Points

Due: End of Module 11 – 11/5/2016 at 11:59pm Students will be required to keep a sleep log for one week. The outlined format will be reviewed in class prior to the assignment. Students are required to write a one-page response paper incorporating their understanding of sleep and patterns of sleep from classroom literature. Assignment should be submitted in Assignment section of Blackboard.

Research Paper (20%)– Total Points Possible: 200 points

Due: End of Module 15 - 12/3/2016 at 11:59pm Topics are due via email to the instructor by the end of Module 4. The paper should address the biological study of a specific behavioral or mental phenomenon (normal or pathological) covered in this course (examples of possible topics are below.)

Your paper should provide a general overview of the topic and summarize fundamental issues, questions, and controversies involved.

This paper is not a "commentary" or "editorial" style paper, but rather a formal research paper using scientific references as the basis for your topic. Personal experience, while sometimes relevant, should not be included for this assignment unless these experiences are linked to course concepts and the brain. Also, you should avoid using personal pronouns such as "I" or "myself" in this type of paper. You must include a minimum of 7 peer reviewed articles in your research of your paper. The requirement for the research articles that you select is that they must have appeared in a peer-reviewed scientific journal. You must use two peer-reviewed scientific articles and they must be recent, i.e., have appeared in the literature no earlier than 2006. You will want to use the library's journal database as a source of full-text articles from refereed journals. Newspaper or magazine articles should not be used as your major reference, but can be useful if they lead you to the appropriate research article. You should avoid simply repeating the articles in summary form; rather, use them within the text of your paper to illustrate important points.

Your paper is to be 7 to 10 pages, or about 1,800 words in length. It must be typed, double spaced, with one-inch margins, and fully referenced in APA format (see <http://www.apa.org>). Check the course schedule for your due date. Your instructor will determine a late paper policy.

The text of your paper should be preceded by an abstract (about 100 words) that summarizes the key points in the paper (i.e., statement of problem, major findings, conclusion, etc.). The paper will be graded on (1) content and understanding, and (2) how effectively you have communicated your ideas in writing. You will

receive a separate grade for each of these elements, weighted equally. Content and understanding are evaluated on the basis of whether the paper (a) identified important issues, questions, and controversies; (b) used recent and relevant research literature to illustrate the issues; and (c) demonstrated an understanding of brain processes and how brain research revealed an understanding of the behavior in question. Effective communication is evaluated on the basis of (a) organization and structure that help communicate the ideas (e.g., headings throughout the text), (b) use of your own language and style (no cutting and pasting), (c) connecting ideas in the text with research papers, and (d) correct usage of APA format in the text and references.

Your paper is to be submitted in Microsoft Word format (.doc file) and formatted in APA style (please consult the APA Style Manual, sixth edition, for proper format) to the Assignments section of Blackboard. No papers will be accepted via email or any other way. All papers will be run through SafeAssign to determine originality. Papers not in .doc file format or APA style will not be accepted for a grade; in this case, a grade of "zero" will be assigned for the paper. It is highly advised that you take care to use proper APA style.

Some potential topics include:

Neurobiology of Trauma
Social Neurobiology
Behavioral medicine
Sleeping and dreaming Biofeedback
Biological causes of mental illness
Biological basis of learning
Brain disease
Reward Neurobiology
Drugs and addiction
Epigenetics Emotion and physiology
Genetic predispositions
Hunger and thirst Infant brain development
Left/right brain research
Methods of research in biological psychology
Anxiety Disorders
Schizophrenia
Bipolar Disorder
Strokes
MS
Alzheimer's Dementia

For other topics check with the instructor Students may not submit a paper that was submitted in another college course or a paper written by another person. It is permissible and encouraged to have the paper reviewed by the Writing Center or another person for clarity and grammar.

Grading Rubric for Research Paper

Grading

A 1000-950 points

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A-	949-910 points
B+	909-880 points
B	879-850 points
B-	849-820 points
C+	819-790 points
C	789-760 points
C-	759-730 points
D	729-601 points
F	600 points and below

Grading Policy

All grades will be assigned based on total number of points earned by students for the assignments. Each assignment is accompanied by a “grading criteria” matrix. Points earned from quizzes are based on the number of correct answers. Points earned on other assignments are based on the student’s demonstration of ability to master each of the items on the grading criteria.

Policy Regarding GPA

Social work majors must achieve a C in all required social work courses. In the event that a student does not achieve at least a C in the course, the student will be required to retake the course. Additionally, students must maintain an overall GPA of 2.5 and a 2.7 Cumulative GPA in social work courses.

Teaching Methods/Class Climate

There will be times during this course when societal “isms” or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Assigned readings and topics for the week are outlined in the Schedule and the modules and students are expected to be prepared to meet the requirements of the assignments.

Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. Students in a professional program should conduct themselves as professionals in relation to the class session and assignments. **It is not acceptable for students to collaborate while they are taking quizzes as this is equivalent to cheating which is grounds for failing the course and possible dismissal from the Program.** Unprofessional class conduct is likely to result in a lowered grade.

Students are also evaluated on their personal and professional behavior or conduct in this class as described in the BSW Handbook. Please refer to the Handbook for further clarification.

Late Policy

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All Assignments must be submitted to the instructor via Blackboard by 11:59pm on the last day of the module in which they are due (which will be Saturday every week). Faxing class assignments is NOT permitted. Late assignments will not be accepted. I CANNOT STRESS THIS ENOUGH. Please do not send me emails after the assignment due date telling me you were late a few days but you turned it in. I appreciate the effort but those assignments WILL NOT be graded.

On the rare occasion of a medical, personal, or family emergency, the student may write a letter of explanation requesting permission to hand in a late paper. Discretion of late paper acceptance is entirely up to the instructor and you must receive permission from the instructor before handing in late work. Permission is not guaranteed. Please see above. The grade on the assignment will automatically be reduced by half a grade per day that assignment is late.

1. Because of the nature of the Discussion Board Posts, NO late Discussion Board Posts will be accepted – No exceptions.
2. Only work submitted by the beginning of the last module of the course will be accepted for inclusion in the grade for that semester.
3. Extra-Credit: This credit, if available and earned, will only count towards your final grade if all assignments have been completed and turned in on time and a satisfactory class attendance record has been maintained.

Writing Policy

All printed work submitted to this instructor should be prepared at a college standard of professional editing in accordance with the Publication Manual of the American Psychological Association (6th ed.). (Recommended for SW140 and SW241, required of all others.) Therefore, allow sufficient preparation time for proofreading and correction of typos, misspellings, and grammatical errors.

It is expected that students enrolled in a university will exhibit a proficiency in writing (spelling, grammar, sentence mechanics, and syntax). Therefore to ensure that high standards and expectations are met, points will be deducted for each misspelled word, improper work image, sentence mechanics, and improper syntax. You will also be graded on your ability to follow the instruction sheets to the letter. For many assignments, you must support your writing with the works of others and cite them properly. Remember, all writing must be written in APA style. Papers citing newspapers, internet sites such as “Wikipedia” and non-peer reviewed reference material will not be accepted for assignments and will be returned to the student without a grade.

All reference material used in professional papers MUST come from peer-reviewed articles.

The reason for these expectations is that professionals are often judged based upon the quality of their written work. Carelessness in spelling and editing suggests that there will also be mistakes in the substance of the work. Therefore, written work, which has misspellings and other editing problems, will be graded down on this basis alone.

Note: If you need help with your writing skills, the Writing Center may be able to assist you in improving them. The efforts you make will help you with your courses at LCSC as well as throughout your professional career because you will continue to be judged by other professionals on the basis of your written work.

Policy Regarding Course Incompletes

Students are expected to complete all work before the final session of the class. Incompletes are not granted automatically. A grade of "I" may be assigned only in cases of illness, accident, or other catastrophic occurrence beyond the student's control. Students should have 75% of the course work completed in order to qualify for an incomplete. It is the responsibility of the student to request, in writing, an Incomplete prior to the end of the term. All work must be completed by the deadline specified by the instructor, which must be on or before the last day of the fourth week of classes in the next term, including summer session. Students who fail to complete the required work by the agreed-upon date will be assigned a grade of "F".

Library Use

Students, faculty, and staff patrons are expected to use the LCSC library buildings and materials in a responsible manner. Acts such as defacing, concealing, removing sections of, or stealing library books, periodicals, or reserve materials, or interfering with the work of other users indicate a lack of respect for the education process and for the rights of others within a university setting.

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at <http://www.lcsc.edu/student-consumer-information/>

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation. Student Rights and Responsibilities Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://www.lcsc.edu/catalog/>) and the LCSC Student Handbook (<http://www.lcsc.edu/media/1152314/13-14-Student-Handbook-Revised.pdf>) for more information.

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Honesty and Plagiarism*

The following acts of academic dishonesty are not acceptable:

- Cheating: using or attempting to use unauthorized materials, information, or study aids in any academic

exercise (e.g., an exam).

- Fabrication: unauthorized falsification or invention of any information or citation in an academic exercise (e.g., a paper reference).
- Plagiarism: representing the words or ideas of another as one's own in any academic exercise (e.g., failing to cite references appropriately or taking verbatim from another source).
- Facilitating academic dishonesty: helping or attempting to help another to commit academic dishonesty (e.g., allowing another to copy from your test or use your work).

***In addition to action by the professor, all incidents will be reported to Student Affairs.**

The instructor reserves the right to waive one or more of the policies listed above in rare, but special, circumstances.

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Ginsberg, L., Nackaerud, L., & Larrison, C. R. (2004). *Human biology for social workers: Development, ecology, genetics and health*. Boston: Allyn & Bacon.

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- Sacks, O. (1985). *The man who mistook his wife for a hat and other clinical tales*. New York: Summit Books.
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LEWIS-CLARK STATE COLLEGE

Syllabus Addendum

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at <http://www.lcsc.edu/consumer-information/>

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://webdev.lcsc.edu/catalog>) and the LCSC Student Handbook (<http://www.lcsc.edu/media/2157659/Student-Handbook.pdf>) for more information.

Accidents/Student Insurance

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Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs' web page (<http://www.lcsc.edu/student-affairs/student-code-of-conduct/>).

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard Learn) systems.

Approved by VP for Student Affairs & Provost 5/12/2015



PSYC/SS 385 - 01: Research Methods

Lecture: Monday/Wednesday 10:30 am - 11:45 pm

Sam Glenn Complex (SGC): Room 119

Professor Contact Information

Professor: Dr. Rachelle Genthôs, Ph.D.

Office Phone: 208-792-2631

Email: righenthos@lcmail.lcsc.edu

Physical Office: Administration Building Room (ADM) 16

Office Hours: Monday.....3:00 – 4:45 (SAC 233)

Other times available by appointment.

Phone Messages: While I prefer email, if you reach my office voice mail, please include: 1. Your full name 2. The class you are taking with me 3. A detailed explanation for why you are calling. I only check voice mails while in the office.

Email: Please use a relevant subject, include “**SS/PSY 385 Research Methods**” in the email, & 1) include a salutation, 2) use descriptive, detailed content about why you are emailing in the body, and 3) sign your name. **Please do not assume that I will view an email outside of Monday – Friday; 9:00 a.m. – 5:30 p.m.** Plan ahead when sending me requests, notifications, or other information. Example: If you have an assignment that is due on a Thursday, do not expect a speedy response if you email me Wednesday night at 8:00 p.m. Please allow 48 hours before sending me a friendly reminder.

Course Material

Required Textbooks:

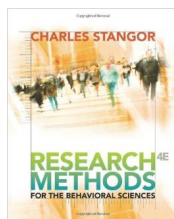
Stangor, C. (2014). *Research methods for the behavioral sciences* (5th Ed.) Stanford, CT: Cengage Learning.

⇒ The 5th edition will be available at the LCSC bookstore & is not mandatory -more economical options are available on Amazon.com or Half.com. An edition of the textbook will be on reserve at the library for check out for several hours at a time.

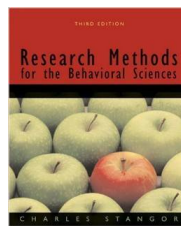
American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th).

Washington, DC: Author

⇒ Spiral bound is a bit more expensive, but worth the \$\$ due to ease of use. There will be APA information discussed in class & available online if you do not buy the book.



7th Ed (2009) ISBN: [9780840031976](https://www.isbn.org/9780840031976)



6th Ed (2006) ISBN: [9780618705917](https://www.isbn.org/9780618705917)



6th Ed(2009) ISBN-10:1433805626

Course Description & Objectives

Course Catalog: Develops students' ability to design an empirical study within the ethical constraints of human research and to understand the results of research in professional journals. Specific research designs covered include archival research, experimental designs, naturalistic observation, participant observation, quasi-experimental designs, single subject designs, and survey research. Integrates (1) analytical and evaluative thinking, (2) descriptive, explanatory, and critical writing, and (3) basic knowledge of the theory and application of qualitative and quantitative research design. Pre-requisite: PSYC 101 or PSYC 205 or permission of instructor.

At the end of this course, you should be able to:

1. Define and describe the major elements of the research process.
2. Develop a research hypothesis in reference to specific topic areas.
3. Take into consideration ethical concerns when evaluating research and constructing research designs.
4. Differentiate major research designs from one another & appropriateness for certain types of research questions.
5. Evaluate measures in terms of their reliability and validity and understand how methods of surveying and sampling affect a research project's impact.
6. Construct a coherent research proposal.



PSYC/SS 385 - 01: Research Methods

Lecture: Monday/Wednesday 10:30 am - 11:45 pm

Sam Glenn Complex (SGC): Room 119

Student Responsibilities & Course Requirements

Syllabus Contract/Quiz (10/700 points). You must turn in your signed SS/PSY 385 contract in order to be allowed to take your first exam (5 points). There will be a brief quiz on the syllabus content the 2nd day of class (5 points).

Plagiarism Training (35/700). This ethical writing training will be completed as "homework." Your completion certificate, available at the end of the training, **MUST Be signed** and turned in on the due date. If completed on time, you will receive full credit (35 points total).

<https://www.indiana.edu/~istd/> No account required.

Research Proposal; Separated Submissions (350/700). Sections of a research proposal will be graded individually as you turn them in. Overall feedback will be given in class about each section and your submission will be returned to you with personalized feedback. At the end of the semester, you will be given the opportunity revise and resubmit each section for a grade replacement. In addition to overall presentation and quality, any resubmitted section will be graded *on improvement from the original draft*.

⇒ All submissions will be APA style [double-spaced w/one inch margins, 12 point, Times New Roman Font]. Each section will be discussed during class time; a relevant guide will be made available in class and on Blackboard.

Problem Statement (50 points). A clear, concise statement consisting of several paragraphs. The first paragraph will be broad information describing the topic(s) about which you would like to propose research, the second (& third) will provide more specific information about your topics & you will end with a research question/statement that specifies the topic/question of inquiry. Length: ~ 1 – 1½ pgs.

⇒ At least three (3) empirical references are required for this assignment. This will require a preliminary article search using relevant databases. After receiving constructive feedback, you will revise your submission and it will become the first few paragraphs (pages) of your introduction.

Annotated Bibliography (100 points). An APA style list of **at least 10 citations**, each with a 150-200-word annotation that contains a summary, evaluation and analysis of each citation. The annotated bibliography will be transformed into your introduction section. Only two of these initial sources may be webpages, seven (7) must be empirical articles. ***Consult an APA manual before submission.** Length ~ 9-12 pgs. Word count will be checked.

⇒ Although many of the articles on your initial list will remain the same, as you read your articles you may realize that some of them are not as relevant as you originally assumed. As such, you may need to return to search for different sources.

***Background Literature & Reference Section (80 points)**

A thorough, concise, and relevant overview of the extant research available on your topic. It should be clear to the reader why/ your research contributes to the knowledge available in the specific field(s) you are investigating. You should relate your topic(s) to theory where possible. Your introduction should review the literature in the shape of a "funnel." You should start out very broad and general with a problem statement and then slowly become more specific as you tell the reader about the background literature related to your topic(s). **Please consult an APA manual about section headers before turning this section in.** Length highly varies depending on topic, ~ 4-5 pgs. Consistency between your in-text citations and reference section will be checked.

***The Current Study & Method Section (60 points)**

The last section of an introduction merges together rationale for the study in addition to outlining the specific hypotheses. The Method section will consist of several subsections. You will describe the participants who will be involved in your study and the procedures (what your participants will experience while going through your study) and measures (instruments/operationalizations) you will use to answer your question. Overall, your method section will be a thorough description of everything you intend to do in the study and how long it will take a step-by-step fashion. Another researcher should be able to read your method section and replicate your study. You will use future tense in this section. Your measures submission will directly inform this section. Length depends on type of study and your procedures, ~ 2-3 pages.



PSYC/SS 385 - 01: Research Methods

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Student Responsibilities & Course Requirements (continued)

**Discussion Section (60 points)*

A concise overview of how your findings, if supported, will contribute to the literature. You will restate your hypotheses first and then include a limitations subsection, where you will provide a critique of your own project. Here you will state potential problems in your project and the reasons they were unavoidable. You will also include a future research subsection in which you will discuss other potential research that may be encouraged by your project along with a conclusion section that will leave the reader with a take home message of the importance of your research, potential impact it may have on the area, & potential applications. Length ~ 2 ½ - 3 pgs.

Title Page & APA Style Abstract (15 pts) + *Revision Opportunities (Grade Replacement). The student has the choice to revise and resubmit each section of their proposal, including the Introduction [Problem Statement, Background Literature, The Current Study], Method [Participants, Measures, Design & Procedures], Results, Discussion [Restatement of Hypotheses, Situation in Literature, Limitations, Future Research and Conclusion], and References. If a student decides to not resubmit ANY of the sections because they are happy with their initial grade, they are still responsible for a Title Page and Abstract submission.

Exams (4 exams, 100 pts each; 300/700). There will be four closed-book, in-class exams during the semester. Exams will consist of primarily multiple choice, short answer, and matching questions. They will cover material from the assigned readings and lecture / class activities. Although I do lecture with the content from the assigned textbook, there will be some information from the text that I do not touch on in class and some lecture material that you will not find in the text. To earn an A, you must be able to demonstrate a deep understanding of the concepts and an ability to apply the concepts; being able to recognize and/or reiterate definitions will not suffice. In general, exams will include only new material covered since the previous exam. However, some topics build on previous topics, and as such, older topics may come up again on later exams (e.g., to answer an exam question about internal validity, you will need to be able to understand the elements of an experiment). In addition, the 4th (final) exam will include at least one question that requires you to synthesize information from across the course. ***One exam will be dropped from final grade.**

Research Methods (PSYC 385) Evaluation

Assignment	Pts
Syllabus Quiz/Contract	____/ 10
Problem Statement	____/ 40
Plagiarism Training	____/ 35
Exam 1	____/ 100
Annotated Bibliography	____/ 100
Exam 2	____/ 100
Background Literature Section	____/ 80
Exam 3	____/ 100
The Current Study & Method Section	____/ 60
Discussion Section	____/ 60
Title Page & Abstract, Revisions	____/ 15
* specific sections may be revised for grade replacement	
Exam 4 (Final)	____/ 100
** Lowest exam dropped from final grade	
Total:	____/700

Grading Scale Breakdown

Grade	% of Points
A	93- 100
A-	90- 92.9
B+	86- 89.9
B	83 - 86.9
B-	80 - 82.9
C+	77 - 79.9
C	73 - 76.9
C-	70 - 72.9
D+	67 - 69.9
D	63 - 66.9
D-	60-29.9
F	≤59.9



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Course Policies

Assignment Submission

Writing assignments will be submitted via Blackboard in the form of a **Word compatible file** titled with last name, first initial, SS/PSY 385 & assignment title (e.g. Genthos_R_PSY385_ProblemStatement) by 5:00 pm on the relevant due date. It is critical that you factor in the amount of time that it will take you to upload your assignment using the website. Papers that are time stamped past 5:00 pm will receive an automatic 10% deduction. You may only submit assignments up to 3 days late and 10% will be deducted for each day it is late. If the link to submit the assignment is not available on Blackboard, I will not accept the assignment. **All submissions will be APA style, double-spaced with one inch margins and use 12 point, Times New Roman Font.**

Attendance

Regardless of who is paying for your education, I believe it is up to you whether or not to come to this class. All types of assessments will cover both material covered in the text and in the classroom, thus it would be in your best interest to both attend class and read the textbook. Because the syllabus is subject to change, it is your responsibility to find out from a classmate what has gone on during class, including possible content and date changes if you choose not to attend class. It is under a very rare circumstance that I will change the date a test is proctored.

Lecture Notes

I do not post the slides online, so it is your responsibility to cover the info by getting the notes from a classmate or by reading the textbook. My lectures are more detailed than the text, and contain some information the text does not. ****You will be allowed one "freebie" during the semester, and I will email you the notes from a class day you missed.** This is for that day your alarm doesn't go off, or you don't feel like dragging yourself out of bed.

Extra Credit

Extra credit will be offered in the following ways: 1) Sporadic extra points allotted for attendance taken throughout the semester, 2) Contribution to class discussions, etc.; 3) Attending certain LCSC events (up to 10 events at 3 points each; 1.5 points for summary; 1.5 pts for applying research methods concepts, 4) Visiting the writing center for your writing assignments (+ 5%), and 6) Setting up a research appointment with a librarian (+ 5 pts). Extra credit may become important later in the semester when not many points remain, and may decide the difference between letter grades for those of you who are on the "fence" between grades. I will not create extra credit specifically for individual students, and thus it is in your best interest to be attentive to your grade at the beginning of the semester. ☺

Make-up/Late Assignment and Exam Policy

Your lowest test grade will be dropped from your final grade, thus no make-up exams will be offered. I accept writing assignments up to three (3) days late with no questions asked. Other accommodations will only be made under certain, extenuating circumstances (documentation may be requested) if the reason for your absence is made known to me **within two (2) days of the absence/due date**. Circumstances automatically considered valid include documented illness, college-sanctioned travel, death of a loved one, or the observance of a religious holy day. I may also deem certain life events as "extenuating". For those excuses I deem valid, including those listed above or supported by documentation, no deduction of points will be taken. All other excuses will result in a **10% penalty for each day it is past the deadline/original completion date**. It would be in your best interest to make all reasonable efforts to notify me of an absence in advance. I know that life happens and appreciate honesty. The important thing is that you communicate with me. If you slept in, tell me. If you had a flat tire, it happens. Please do not waste your time, or mine, making up excuses. I will always consider the date you sent the email or called, NOT what day I received your communication.



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Course Policies (continued)

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors & the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation &/or adaptation.

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, gender identity, or sexual orientation, you will be treated and respected as a human being.

Statement about Academic Dishonesty, Misconduct and Consequences

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action. It is the aim of the faculty of Lewis-Clark State College to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension or expulsion.

1. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. "Academic exercise" includes all forms of work submitted for credit hours.
2. **Fabrication:** Intentional and/or unauthorized falsification or invention of any information or the source of any information in an academic exercise.
3. **Collusion facilitating academic dishonesty:** Intentionally or knowingly helping or attempting to help another to commit an act of Academic Dishonesty.
4. **Plagiarism:** the deliberate adoption or reproduction of ideas, words, or statement of another person as one's own without proper acknowledgement.

If you are suspected of cheating, fabrication, collusion or plagiarism, I will take immediate action. You will first have a meeting with me about the academic exercise in question (exam, writing assignment). Evidence of academic misconduct will result in a failing grade for that assignment for any student(s) involved. You will then be interviewed by Dr. Andrew Hanson, Vice President for Student Affairs, about the incident. The incident will be kept on file by Dr. Hanson's office and may provide stand-alone or supportive evidence for expulsion or suspension.

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at www.lcsc.edu/consumer-information/

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://webdev.lcsc.edu/catalog>) and the LCSC Student Handbook (www.lcsc.edu/media/2157659/Student-Handbook.pdf or www.lcsc.edu/student-affairs/student-rights-and-responsibilities/) for more information.



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Course Policies (continued)

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the Vice President for Student Affairs for official disciplinary action.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Vice President for Student Affairs' web page (www.lcsc.edu/student-affairs/student-code-of-conduct/ or www.lcsc.edu/consumer-information/).

Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard) systems.

Student Work

Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.



PSYC/SS 385 - 01: Research Methods

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Spring 2017	
Spring admission application deadline	Sunday, Jan 8
New Student Orientation	Friday, Jan 13
Idaho Human Rights Day (campus closed)	Monday, Jan 16
Classes begin	Tuesday, Jan 17
Last day to pay without late fees	Monday, Jan 23
Last day to register/add/drop online	Monday, Jan 23
Instructor approval now required to add classes	Tuesday, Jan 24
Last day to add classes or to drop without 'W' grade on transcript (10 th day)	Monday, Jan 30
Presidents' Day (campus closed)	Monday, Feb 20
Mid-term grades due/posted to WarriorWeb	Friday, Mar 17
Fall/Summer class schedule posted to WarriorWeb	Monday, Mar 20
Spring Break (no classes)	Monday - Friday, Mar 27 - 31
Last day to drop from classes or withdraw from college for the semester	Thursday, Apr 6
Advance registration for Summer/Fall (currently enrolled students only)	Monday - Thursday, Apr 10 - 13
Open registration begins for Summer/Fall (new students)	Friday, Apr 14
Last day to apply for graduation (Fall)	Monday, May 1
No final exam week	Monday - Friday, May 1 - 5
Coeur d'Alene commencement	Sunday, May 7
Final exam period	Monday - Thursday, May 8 - 11
Lewiston Commencement	Friday, May 12
Final grades due at 12:00 PM	Monday, May 15
Final grades posted to WarriorWeb	Tuesday, May 16



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SS/PSYC 385 Tentative Course Schedule (**Subject to Change at Discretion of Professor)				
Week	Date		Chapter	Topic → Assignments Due In Bold
1	Wed	1/18	Syllabus	Syllabus/Course Format/Problem Statement
2	Mon	1/23	1	Syllabus Quiz Mon 1/23 @start of class
	Wed	1/25		Introduction to Research
3	Mon	1/30	2	Developing a Research Hypothesis
	Wed	2/1		Signed Plagiarism Training Due Wed 2/1 @5:00 in mailbox
4	Mon	2/6	3	Ethics in Research
	Wed	2/8		Problem Statement Wed 2/8 by 5:00 via Blackboard
5	Mon	2/13	Proposal	Annotated Bibliography/Introduction Writing Workshop
	Wed	2/15	1-3	Exam 1; Syllabus Contract Must Be Turned in @ Start of Class
6	No Class			President's Day
	Wed	2/22	9	Correlational Research
7	Mon	2/27	10	Experimental Research
	Wed	3/1		Annotated Bibliography Due Wed 3/1 by 5:00 via Blackboard
8	Mon	3/6	14	Quasi – Experimental Designs
	Wed	3/8		
9	Mon	3/13	Proposal	Method & Discussion Writing Workshop
	Wed	3/15	9, 10, 14	Exam 2
10	Mon	3/20	7, 4	Naturalistic Methods/Measures
	Wed	3/22		Background Literature Section Due Wed 3/22 by 5:00 via Blackboard
	Mon	3/27	No Class	Spring Break
	Wed	3/29		
11	Mon	4/3	4	Measures
	Wed	4/5	5	Reliability & Validity
11	Mon	4/10		
	Wed	4/12	6	Surveys, Sampling
13	Mon	4/17		The Current Study, Method & Discussion Due Wed 4/12 by 5:00 via Blackboard
	Wed	4/19	Proposal	Title Page, Abstract & Section Revision Writing Workshop
14	Mon	4/24	4 - 7	Exam 3
	Wed	4/26	12, 13	Experimental Control, Internal Validity, External Validity
15	Mon	5/1		Title Page, Abstract, & Revisions (Final Submissions) Due Mon 5/1 by 5:00 via Blackboard
	Wed	5/3	13, 8	External Validity, Hypothesis Testing
Final	Mon	5/8	8,12,13	4th Final Exam Monday, May 8th 10:30 – 11:45 a.m.



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PSYC/SS 385 Acknowledgement of Contract

By signing this form, I acknowledge that I received a copy the syllabus for SS/PSY 385. I understand and will abide by the course policies stated within the syllabus and will not be allowed to take an exam until this form is turned in **(due by start of class 10:30 a.m. 2/15/16)**

Please initial next to each policy/course procedure to confirm that you understand it:

- ____ The research proposal is worth half (350/700) of the points offered in this class. The syllabus contract, syllabus quiz, plagiarism training & exams make up the other half.
- ____ If I am disrupting class (using my laptop for non-class use, sleeping, using my cell phone, etc.) I may be asked to leave the classroom.
- ____ Class begins at 10:30 a.m. On days when attendance is taken, if I am not signed in by the time the sign-in sheet is collected, I will not receive extra credit for attendance.
- ____ The only automatically excused absences will include documented illness, college-sanctioned travel, the death of a family or friend, and the observance of a religious holy day. Documentation of any absence may be requested. I must contact Dr. Genthôs within 2 days of a missed exam/assignment to petition for an excused make-up or late submission. All other absences not deemed valid at her discretion will result in a 10% per day deduction in points on the relevant assignment/writing submission/exam.
- ____ The lowest test grade is dropped from my final grade, thus, the final is optional. Whatever grade I have as of 5/5/17 will be my final grade if I choose to drop by 4th, final exam.
- ____ Sections of the research proposal may be turned in throughout the semester, with opportunities for revision, or on the final submission date of Revisions of the research proposal sections are regraded on Monday 5/1/17.
- ____ It is my responsibility to get course notes from classmate or use my one "freebie." It is also my responsibility to obtain handouts/activity notes from a classmate or pick-up the handout from Dr. Genthôs' office door/download them from Blackboard.
- ____ I will be given one late assignment submission "freebie" → After the first late submission (only accepted within three days), every other late submission will receive a 10% deduction per day it is late, no late assignments accepted after 3 days (maximum deduction 30% for 3 days late)
- ____ My syllabus is a wonderful friend and a road map for this course. I will consult if **first** before attempting to contact Dr. Genthôs for clarification or questions. ☺

Printed Name

Date

Signature

**CONSENT AGENDA
JUNE 15, 2017**

**Proposed Degree in Secondary Education: Communication Arts
(Emphasis in Speech & Debate)**

The Teacher Education Program at Lewis-Clark State College seeks approval to implement a program of study that leads to endorsement in Communication Arts and Speech & Debate. This program of study will consist of existing undergraduate courses. This packet of information contains information about the Lewis-Clark State College Teacher Education Program, the proposed program of study guide, required course descriptions, syllabi, and standards alignment documents.

Thank you for your consideration of our proposal,

A handwritten signature in blue ink that reads "Heather Van Mullem".

Heather Van Mullem, PhD
Chair, Division of Education and Kinesiology
Lewis-Clark State College

CONSENT AGENDA

JUNE 15, 2017

Proposed Secondary Education: Communication Arts/Speech & Debate Program of Study

Lewis-Clark State College Teacher Education Program

Contents

Lewis-Clark State College Teacher Education Program

Mission

Conceptual Framework

Program Professional Standards for Teaching

Course Descriptions

Program Plan/Design and Standards Alignment Documents (separate document)

Course Syllabi (Separate Document)

Mission

The Lewis-Clark State College Teacher Education programs are designed to prepare competent, caring teachers who have the knowledge, skills, and dispositions needed to be effective in helping all students learn. Through the education experiences gained from college coursework and on-site field placements in schools, Lewis-Clark State College teacher education students develop the knowledge and skills to become highly-qualified teachers. Coursework and field experiences revolve around a focused set of Professional Standards for Teachers. Continual attention to professional standards ensures that the teacher candidate remains focused on the right capabilities to perform successfully in shaping and facilitating the education of young learners.

Conceptual Framework

The Conceptual Framework of the teacher preparation program at Lewis-Clark State College is “to prepare caring professionals who teach for understanding in communities of learning.” The Conceptual Framework communicates the unit’s shared mission and explains how curriculum, instruction, technology, assessment, and evaluation are related. It provides a theoretical construct for the program’s conceptual meanings and generalizations, the policies and procedures, and actual activities and processes that systematically relate to how the physical, natural, social, and human realities of the unit are aligned into a coherent whole.

The Lewis-Clark State College Teacher Education Conceptual Framework is further defined by describing each component of the framework statement:

- **Caring Professionals**

The term “caring” emphasizes LCSC’s commitment to preparing teachers who recognize the

CONSENT AGENDA JUNE 15, 2017

importance of relationships in the teaching-learning process and who are committed to creating inclusive, safe, and supportive learning environments for all students. The caring teacher values and appreciates diversity and respects students' varied talents and abilities, and uses an understanding of individual and group motivation techniques to encourage positive interaction, active engagement, and self-motivation.

The term "professional" emphasizes LCSC's commitment to preparing teachers who are knowledgeable, dedicated to the profession, and reflective in their practice. Knowledgeable teachers are content area experts who understand the interaction of subject matter and effective teaching strategies in helping students learn. Dedicated teachers understand that teaching and learning extend beyond the classroom, that professional growth is critical, and that it is an ongoing process. In addition, they recognize the value of reflection in the teaching-learning process.

- **Teaching for Understanding**

The phrase "teaching for understanding" emphasizes in-depth learning, generative topics, understanding goals, performances of understanding, and ongoing assessment. Learners are able to demonstrate that they know more than rote-level material. Learning facts is an important aspect of understanding, but learning facts is not sufficient. Students must be able to connect information in meaningful ways and be flexible in applying their knowledge to a variety of situations and settings. In addition to a good repertoire of knowledge, they must have well-developed skills and an understanding of the meaning, significance, and use of what they have studied. Teachers use a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. These teachers foster active inquiry, collaboration, and supportive interaction in the classroom.

- **Communities of Learning**

Finally, the phrase "communities of learning" addresses LCSC's belief in the importance of establishing community, both in the classroom and beyond the classroom, and of maintaining professional partnerships and collaborations. Learning communities include all those with an interest in the education of children, adolescents, and adults – teacher candidates, faculty, on-site teacher educators (cooperating teachers), administrative and support personnel, parents, and laypersons. The Lewis-Clark State College teacher education program believes that continual interaction and shared responsibility between and among members of the learning community are essential in the preparation of highly qualified teachers. The program especially values the involvement of on-site teacher educators who provide opportunities for our teacher candidates to apply their formal pedagogical knowledge and skills in actual classroom setting. On-site teacher educators are also involved in providing teacher candidates with new knowledge through on-campus presentations in their particular areas of expertise.

CONSENT AGENDA

JUNE 15, 2017

Program Professional Standards for Teaching

Through the educational experiences gained from classroom activities and on-site field placements, teacher education students develop the knowledge and skills of a highly-qualified teacher. This purposeful collection of knowledge and skills is defined by a focused set of Professional Standards for Teaching. The Professional Standards become the foundation of the teacher education curriculum. They ensure that the teacher candidate remains focused throughout preparation to become a teaching professional and can readily demonstrate these competencies to others. LCSC faculty members believe that in order to ensure the continuous intellectual, social and physical development of all learners, the qualified teacher must perform several roles. In preparing for these roles, teacher candidates must demonstrate knowledge, skills, and dispositions related to eight main areas of professional competence. Successful candidates must be:

- **A Dedicated Professional**

The teacher conducts herself/himself in a manner which shows care and concern for children and their learning and a commitment to the profession of education. The teacher exhibits high ethical and professional standards. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

- **A Knowledgeable Professional**

The teacher is knowledgeable of how children, as individuals and in groups, learn and develop how instruction can be provided to support the intellectual, social, and personal development of all types of learners. The teacher understands schools as organizations within the larger community context and the laws and norms that guide their operation.

- **A Content Specialist**

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches. The teacher maintains currency in knowledge of the content area(s) and skills of the discipline.

- **An Educational Designer**

The teacher plans and creates learning experiences based upon knowledge of subject matter, students, the community, and curriculum goals to make the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches meaningful for students. The teacher designs and develops learning opportunities which are congruent with how children learn and develop, which utilize well-selected instructional strategies and learning resources, and which are appropriately adapted to diverse learners.

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- **An Educational Facilitator**

The teacher utilizes a variety of instructional strategies (methods, techniques, etc.) and resources (media, technologies, etc.), effective classroom organization skills, and effective communication techniques to establish and facilitate engaging and meaningful learning environments that support the intellectual, social, and physical development of students. The teacher fosters active inquiry, collaboration, and supportive interaction in the classroom. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

- **An Educational Evaluator**

The teacher understands and uses appropriate, formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner. The teacher performs appropriate, comprehensive assessments of the processes of instructional design, facilitation, and evaluation. The teacher adjusts and refines instruction based upon informed analysis.

- **A Culturally Responsive Educator**

The teacher is a culturally responsive educator who understands and embraces the ideas of cultural consciousness, equity and human dignity, and social justice while striving to create learning environments that grant voice and authenticity to the beliefs, opinions, and experiences of students from diverse experiences.

- **A Reflective Professional**

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community). The teacher actively seeks out opportunities to grow professionally.

Through participation in the LCSC teacher preparation program, teacher candidates have opportunities to develop, to nurture, and to demonstrate their professional competence in each of these eight areas.

Course Descriptions

COMM 202: Interpersonal Communication (3cr)

A study of skills aimed at improving the individual student's communication in interpersonal relationships and in small group settings. Includes experiential methods through experiences that exemplify concepts taught: self-image, self-disclosure, listening skills, nonverbal skills. This course is writing integrated.

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COMM 203: Small Group Communication (3cr)

Variables and theories of small group behavior, structure, and interaction. Emphasis on actual experience in small groups.

COMM 205: Logic and Argumentation (3cr)

The principles of deductive and inductive logic, how to present cogent arguments, and how to identify errors in reasoning. Writing integrated.

COMM 304: Advanced Public Speaking (3cr)

An advanced study of the theory, practice, and criticism of public speaking, with an emphasis on the writing and revision of speeches using a variety of genres, styles, and techniques. Students will employ impromptu, extemporaneous, manuscript, and technology enhanced delivery techniques. Writing integrated.

COMM 320: Persuasion (3cr)

A comprehensive review of the process of attitude change. Classical through contemporary views of the persuasion process will be examined. Students will be asked to prepare and make presentations in a wide variety of advocacy situations. This course is writing integrated.

COMM 330: Professional Communication (3cr)

Designed for individuals who are planning a business or professional career. Professional credibility, responsive listening, dealing with conflict, giving and taking criticism, team building, responsibility attribution, and nonverbal components of the communication atmosphere will be included.

COMM 345: Communication and Diversity (3cr)

Analytic study of the similarities and differences in verbal and nonverbal communication of various cultures. Includes language or code systems and the perception of relational and intent aspects of messages.

COMM 380: Ethical Issues in Communication (3cr)

An exploration of ethical issues in communication. Includes an examination of media standards through the use of case studies, readings, and class discussion.

COMM 384: Communication Theory (3cr)

Integrates the major theoretical contributions to the communication discipline. Scientific, social/scientific, and humanistic influences on the development of communication theory.

COMM 420: Restorative Communication (3cr)

Using techniques of self-reflection and methods based in appreciative inquiry, explores various approaches to cultivating sustainable communication within both organizational and interpersonal relationships. Covers contemporary communication issues in a variety of contexts and will implement theory-based strategies from a synthesis of interpersonal communication, positive psychology, and leadership theory.

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COMM 498: Senior Research Project Design (3cr)

A required senior course which introduces students to rhetorical, critical, and social science research methodologies. Students prepare and present a research proposal in their area of emphasis for completion in COMM 499, Senior Research Project.

COMM 499: Research Project and Seminar in Communications (3cr)

Capstone senior course for Communication majors. Synthesizing college coursework, students complete and present a research project in their area of emphasis. The senior communication portfolio is also completed and presented. This course is writing integrated.

ED 214: Principles of Education (3cr)

An introduction to the teaching profession through consideration of relevant principles including the importance of education and teaching, the purpose of schools, teaching orientations and styles, trends in education, international influences on American education, the changing nature of American education, the administration and governance of schools, school funding, social issues affecting education and learning, schools and their environs, and education in other societies. Includes twenty hours of field experience in area elementary and secondary schools.

ED 224: Media & Technologies for Living in a Digital World (2cr)

Media & Technologies for Living in a Digital World is a course to address the design, development, and implementation of current media and technologies for communication and learning purposes. Through participation in this course, students will develop the knowledge and skills necessary to effectively design, develop, and use a variety of types of media and to select and implement a variety of current technologies as tools to create and deliver media effectively. Students will also become familiar with the issues and implications of being a successful and safe citizen in a digital world and develop digital literacy skills.

ED/PSYC 318: Assessment of Learning (3cr)

An introduction to the theory of assessment. Presents the foundational concepts, principles, and procedures needed to systematically acquire, organize, and apply information about learners and learning. This course is a component in the elementary teacher education program's technology strand and is designated as technology-intensive.

ED/PSYC 321: Educational Psychology (3cr)

Builds on knowledge gained in Developmental Psychology to further the understanding of various theories of learning, teaching, developmental theories and processes.

ED 345: Culturally Relevant Teaching (3cr)

This course is designed for classroom teachers and future teachers and will provide information for the selection of teaching strategies suited to the learners culture, literacy, language proficiency, and communication skills. The course will examine issues related to working with diverse peoples, deepen levels of awareness regarding individual differences and develop an understanding of the challenges of language acquisition in the classroom setting. Specific

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teaching strategies for students whose first language is not English.

SE 322: Inclusion Strategies, K-12 (3cr)

Designing strategies for teaching and assisting individuals with learning differences or disabilities in school settings. Emphasizes standards of performance related to teaching and team responsibilities of professionals working to assist students with individual strengths or needs.

ED 445: Instructional Strategies and Classroom Management, 6-12 (3cr)

This course familiarizes students with a variety of research-based instructional models and practices, classroom management strategies, and the building of learning communities to meet the needs of students in grades 6-12. Students demonstrate pedagogical knowledge, skills, and dispositions through microteaching and various forms of presentation. Students also develop products that demonstrate understanding of key aspects of classroom management, discipline, and motivation. Includes 20 hours of field experience in area secondary schools.

ED 449: Teaching Methods in the Content Area (3cr)

This course combines theoretical and practical learning experiences in pedagogical content knowledge. Students demonstrate requisite knowledge, skills, and dispositions through authorship of content-specific unit plans consisting of course rationale, syllabus, and lesson plans based upon local, state, and national standards. Special emphasis is placed on research-based teaching methods and strategies relevant to a content area. Provides a meaningful pre-internship practicum experience in the content area for students.

ED 424: Media & Technologies for Teaching, K-12 (2cr)

Media & Technologies for Teaching, K-12 is a course to address the strategies for integrating media and current technologies into teaching and learning. This course is designed to give you, the teacher candidate, formal experiences in the development of knowledge and skills that will enable you to effectively integrate media and technologies into teaching and learning. Course content and activities address the design, development, implementation, and evaluation of a variety of current forms of instructional media and technologies for the purpose of enhancing learning. Through participation in this course, students will also become prepared to foster sound principles of digital citizenship in teaching and learning environments.

RE 422: Reading in the Content Area, K-12 (3cr)

Taught from a multicultural perspective, this course emphasizes the teaching of content using literacy strategies in classes at the intermediate, middle, and secondary levels. Focuses on practical ways to help students increase comprehension when reading content materials.

ED 452: Internship Seminar (1cr)

This seminar promotes self-reflection and the successful transition into the teaching profession through opportunities for interns to address and reflect upon their internship experiences and contemporary and perennial issues that affect and inform their praxis.

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ED 460: Professional Internship in Education, 6-12 (3-12cr)

The integration and application of pedagogical knowledge, skills, and dispositions necessary to successfully design, develop, deliver, and evaluate instruction during a semester-long internship with an on-site secondary teacher educator. Interns are asked to utilize a variety of traditional and contemporary teaching strategies, aids, materials, and activities to meet the needs of a culturally and intellectually diverse classroom population. Interns will participate in regular seminars, lectures, and/or laboratory sessions in support of their internship activities.

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Idaho Foundation Standards for Communication Arts (2017)

Knowledge	Coursework/Experience	Performance	Artifacts/Performance
<i>Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.</i>			
<p>1. The teacher understands how values and ethics affect communication.</p> <p>2. The teacher understands the importance of audience analysis and adaptation in differing communication contexts.</p> <p>3. The teacher knows the components and processes of communication.</p> <p>4. The teacher understands the interactive roles of perceptions and meaning.</p> <p>5. The teacher understands how symbolism and language affect communication.</p> <p>6. The teacher understands the role of organization in presenting concepts, ideas, and arguments.</p> <p>7. The teacher knows methods and steps of problem solving in communication arts.</p>	<p>COMM 380: Ethical Issues (1)</p> <p>COMM 202: Interpersonal (2)</p> <p>COMM 203: Small Group (2)</p> <p>COMM 204: Public Speaking (2,6)</p> <p>COMM 301: Media Relations (2)</p> <p>COMM 384: COMM Theory (3,4,5,7)</p> <p>COMM 320: Persuasion (5)</p> <p>COMM 304: Adv Public Speaking (6)</p> <p>COMM 499: Senior Research & Presentation (7)</p>	<p>1. The teacher emphasizes to students the importance of values and ethics relevant to the communication process (e.g., speeches, interpersonal interactions, journalistic writing, and debate).</p> <p>2. The teacher provides instruction and practice in conducting and applying research.</p> <p>3. The teacher creates lessons that stress the importance of audience analysis and adaptation.</p> <p>4. The teacher presents communication as a process consisting of integral components.</p> <p>5. The teacher explains various methods of organization and their effects on the communication process.</p>	<p>COMM 380: Ethics Research Essay (1)</p> <p>COMM 380: Final Essay (1)</p> <p>COMM 499: Senior Research Written Project (2)</p> <p>COMM 301: Electronic Media Kit (3)</p> <p>COMM 202: Gen Ed Signature Assignment (3)</p> <p>COMM 203: Gen Ed Signature Assignment (3)</p> <p>COMM 204: Gen Ed Signature Assignment (4)</p> <p>COMM 204: Quiz – Communication Model (4)</p> <p>COMM 301: Seminar Discussion Assignment (4)</p> <p>COMM 204: Quiz – Organizational Styles (5)</p> <p>COMM 320: Advance an Argument paper (5)</p>

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			ED 449: Lesson Plans/Unit Plans (3,4,5) ED 460: Lesson Plans/Unit Plans (1,2,3,4,5)
<i>Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.</i>			
<i>Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.</i>			
<i>Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.</i>			
<i>Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</i>			
<i>Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.</i>			
<i>Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</i>			
<i>Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.</i>			
<i>Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.</i>			
<i>Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.</i>			

Idaho Standards for Speech & Debate (2017)

Knowledge	Coursework/Experience	Performance	Artifacts/Performance
<i>Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.</i>			
1. The teacher understands the models of interpersonal communication.	COMM 202: Interpersonal (1)	1. The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, and conflict resolution).	COMM 384: Exam #1 (1)
2. The teacher knows the processes of hearing and listening.	COMM 202: Interpersonal (2)		COMM 202: Final movie essay (1)
3. The teacher knows the nature of conflict and conflict resolution strategies in the speech process.	COMM 204: Public Speaking (2)		COMM 384: Exam #1 (2)
4. The teacher knows the dynamics of group communication (e.g., roles, functions, systems, developmental stages, and problem solving).	COMM 420: Restorative COMM (3)	2. The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.	COMM 203: Observation Reports (2)
5. The teacher understands rhetorical theories and practices.	COMM 203: Small Group (4)	3. The teacher provides opportunities for students to prepare, practice, and present various types of speeches.	COMM 204: Draft-Workshop-Final Speech Assignment (3)
6. The teacher understands types of public speaking (e.g., informative, persuasive, and ceremonial).	COMM 384: COMM Theory (4)	4. The teacher provides instruction in presenting for various media.	COMM 304: Revise and Re-give Speech (3)
7. The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.	COMM 320: Persuasion (5)	5. The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, and competitive speaking).	COMM 204: Quiz question (4)
8. The teacher understands the necessity of adapting public speaking styles and skills to various	COMM 204: Public Speaking (6)		COMM 204: Show & Tell Speech (4)
	COMM 304: Adv Public Speaking (6)		COMM 291: Debate Speech (5)
	COMM 204: Public Speaking (7)		COMM 205: Logic Exam (5)
	COMM 304: Adv Public Speaking (7)		COMM 291: Public Debates (6)
	COMM 204: Public Speaking (8)		COMM 291: Speech & Debate Team competitions (6)
	COMM 304: Adv Public Speaking (8)		COMM 204: Public Speaking Contest (6)
	COMM 205: Logic & Argument (9)		COMM 204: Quiz – Organizational
	COMM 291/491: Speech & Debate		

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media. 9. The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate). 10. The teacher knows the theories and practices of argumentation. 11. The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, and fallacies). 12. The teacher knows the various types of competitive speaking events (e.g., impromptu, extemporaneous, oratory, and debate). 13. The teacher knows how to identify and minimize communication anxiety.	Workshop (9) COMM 205: Logic & Argument (10) COMM 320: Persuasion (10) COMM 205: Logic & Argument (11) COMM 291/491: Speech & Debate Workshop (12) COMM 204: Public Speaking (13) COMM 304: Adv Public Speaking (13)	6. The teacher provides opportunities for students to participate in debate and speaking events. 7. The teacher explains various methods of organization and their effects on the communication process. 8. The teacher provides strategies for minimizing communication anxiety.	Styles (7) COMM 320: Advance an Argument paper (7) COMM 204: Quiz – Speech anxiety (8) COMM 203: Communication Principles Assignment (8) ED 449: Lesson Plans/Unit Plans (1,2,3,4,5,6,7,8) ED 460: Lesson Plans/Unit Plans (1,2,3,4,5,6,7,8)
<i>Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.</i>			
<i>Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.</i>			
<i>Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.</i>			
<i>Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</i>			

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<i>Standard 6: Communication Skills - The teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.</i>			
<i>Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.</i>			
<i>Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.</i>			
<i>Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.</i>			
<i>Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.</i>			

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BACHELOR OF ARTS/SCIENCE COMMUNICATION WITH SECONDARY EDUCATION CERTIFICATION 2017-2018

Draft

GENERAL EDUCATION CORE		REQ	COMP	NEED
Written Communication				
ENGL 101 & 102		6		
ENGL 109				
Oral Communication -				
COMM 204		3		
Mathematical Ways of Knowing - Choose 1				
MATH 123, 130, 147 (or 147A &B), 170, 253, 257		3-5		
MTHPT 129, 130, 137				
Humanistic & Artistic Ways of Knowing				
ENGL 150, ENGL 257, ENGL 258		3		
ART 100, HUM 101, HUM 150 THEA 101		3		
Scientific Ways of Knowing - Choose 1 course from 2 disciplines; 1 lab				
BIOL 102, 120, 175, 252		7-8		
CHEM 102, 105, 111				
CS 108 or FSCI 101 or GIS 271				
GEOL 100, 120				
NS 150, 174				
PHYS 111, 171, 205, 211				
Social & Behavioral Ways of Knowing				
PSYC 205		3		
Select one of the following:				
ANTH 102, 120, or 170		3		
ECON 201 or 202				
GEOG 102				
HIST 101, 102, 111, 112				
HRPT/SS 184 or 185				
POLS 101, 285				
SOC 101, 102				
Diversity - Choose 1				
ANTH 102, 120, 170, 360		3		
COMM 345, ENGL 258 or 474, GEOG 102				
HIST 101, 102, 111, 112				
HRPT/SS 184				
NP 101, 102				
POLS 285, SOC 101				
SPAN 101, 102, 201, 202				
Integrative Seminar: Ethics & Values				
ID 300A-300T (see course descriptions/options in catalog)		3		
ID 301A				
TOTAL		37-40		
FOREIGN/HERITAGE LANGUAGE		REQ	COMP	NEED
101	Take 16 credits of language if selecting Bachelor of Arts degree. May also count as Diversity.			
102				
201				
202				
TOTAL		16		

MAJOR COURSES		REQ	COMP	NEED
COMM 202	Interpersonal Communication	3		
COMM 203	Small Group Comm	3		
COMM 205	Logic & Argumentation	3		
COMM 304	Advanced Public Speaking	3		
COMM 320	Persuasion	3		
COMM 330	Professional Comm	3		
COMM 345	Communication & Diversity	3		
COMM 380	Ethical Issues in Comm	3		
COMM 384	Communications Theory	3		
COMM 420	Restorative Communication	3		
COMM 498	Sr. Research Project Design	3		
COMM 499	Research Seminar	3		
COMMUNICATION SELECTIVES				
Choose THREE 3-credit courses from COMM or THEATER ARTS				
		3		
		3		
		3		
TOTAL COMMUNICATION PROG CREDITS		45		
SECONDARY EDUCATION CERTIFICATION REQUIREMENTS				
<i>Application for admission to the Teacher Education Program is required after successful completion of Phase I courses.</i>				
PHASE I - Professional Foundations of Education		REQ	COMP	NEED
ED 214	Princ of Educ/Field Experience	3		
ED 224	Techs for Digital World	2		
ED 318	Assessment of Learning	3		
ED 321	Educational Psychology	3		
<i>The following course may be taken in Phase I or Phase II:</i>				
ED 345	Culturally Relevant Teaching	2		
SE 322	Inclusion Strategies K-12	3		
PHASE II - Professional Studies in Education				
ED 445	Instrc Strat/Cllm Mgmt 6-12	3		
ED 449	Teaching Methods in Content Area	3		
ED 424	Media & Tech for Tchg K-12	2		
RE 422	Reading in the Content Area	3		
PHASE III - Professional Internship (taken as your final semester)				
ED 452	Internship Seminar	1		
ED 460	Professional Internship in Educ 6-12	12		
TOTAL SECONDARY CERTIFICATION PROG		40		
SUMMARY				
GENERAL EDUCATION		37		
COMMUNICATION PROGRAM		45		
SECONDARY EDUCATION CERTIFICATION		39		
		121		

No grade lower than a C- is accepted in general education core, and no grade lower than a B- will be accepted in any Secondary Education course numbered at the 300-400 level.

Candidates must maintain a minimum 3.0 gpa overall and a minimum 3.0 gpa in the content area.

Additional requirements must be met for teacher certification. See your Education advisor for assistance.

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COMM 202
Interpersonal Communication
Fall 2016
Sections 60 – 61
(3 credits)

Instructor: Katie Soy
Cell: 208-691-5206
Email: klsoy@lcsc.edu
Office Hours: flexible

GENERAL EDUCATION COMPETENCY AREA: Oral Communication

COURSE DESCRIPTION: A study of skills aimed at improving the individual student's communication in interpersonal relationships and in small group settings. Includes experiential methods through experiences that exemplify concepts taught: self-image, self-disclosure, listening skills, nonverbal skills. This course is writing integrated.

GENERAL EDUCATION LEARNING OUTCOMES: Upon successful completion of this course, you should be able to demonstrate the following competencies:

1. Research, discover, and develop information resources and structure verbal messages to increase knowledge and understanding.
2. Understand interpersonal rules, roles, and strategies in varied contexts.
3. Effectively listen and adapt verbal messages to the personal, ideological, and emotional perspectives of the audience.
4. Employ effective verbal and nonverbal behaviors that support communication goals.
5. Effectively recognize and critically evaluate the reasoning, evidence, and communication strategies of self and others.

COURSE/SECTION SPECIFIC LEARNING OUTCOMES

This course provides students the opportunity to study academic concepts related to the context of interpersonal communication, while also noting the extent to which healthy interpersonal relationships are necessary for effective small group communication. Special consideration will be given to comparing and contrasting face-to-face communication with Technologically Mediated Communication (TMC). The class is writing integrated—students should be prepared to apply course concepts to their own understanding of healthy and unhealthy relationships.

Objectives:

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- 1) Gain greater awareness of interpersonal communications often taken for granted in everyday life
- 2) Understand the multitude of academic concepts related to interpersonal communication
- 3) Apply the concepts to interpersonal communications (both real and hypothetical);
- 4) Expand one's ability and willingness to examine her own interpersonal communication habits in juxtaposition to those of the other
- 5) Examine the function of interpersonal communication within the small group context
- 6) Practice skills (especially writing skills) necessary to effective interpersonal communication
- 7) Consider strategies for resolving and/or managing conflict inevitable to interpersonal relationships

NOTE: This course is Writing Integrated. While writing will not be graded for chapter Discussion papers, it will comprise 15% of the total grade of the Movie Analysis assignments. Proofread all postings carefully, use an English composition book and the LCSC campus Writing Center (or NIC Writing Center) as needed!

Idaho Foundation Standards for Communication Arts / Speech & Debate Secondary Education Endorsement –

The Oral Communication “signature assignment” will measure students’ ability to understand the importance of audience analysis and adaptation. This outcome is linked to “Performance Standard #3” of the Idaho Standards for Communication Arts.

The final movie essay will measure students’ knowledge of the process of effective interpersonal communication. This outcome is linked to “Performance Standard #1” of the Idaho Standards for Speech & Debate.

Required Text, Readings and Course Materials

1. Adler, R.A. & Proctor, R.F. (2011). *Looking Out/Looking*, 15th ed., Belmont, CA: Thomson Wadsworth. (If you have the 13th edition, contact your instructor).
2. A variety of readings (journal articles, web sites etc.) accessible through the online course environment— embedded links within course content as well as readings accessible via the LCSC Library’s online databases.
3. Access to a variety of motion pictures (checking them out of the LCSC Library or renting them) for the purpose of applying course concepts to the Interpersonal relationships portrayed on screen. Some films *may* also be available through Films on Demand on the LCSC Library website. It is the student’s responsibility to find and view films early enough to watch the film and write and submit the related paper.

- Alterations to the syllabus may be needed as the semester progresses. Changes will be announced in advance so that students can adjust accordingly.

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Always check, when saving papers, that the paper is saved in either DOC or RTF format.
(NO WPS files!)

Assignments

Week One Introduction Assignment (20 points): The purpose of this assignment is for students to have the opportunity to acquaint themselves with the course and each other. Students should write a short paper comparing their face-to-face interpersonal strategies/identities with an interesting online identity or two. Begin by describing a little bit about yourself, as well as the extent to which you value face-to-face interpersonal relationships (use some examples—family, friends, colleagues, etc.) Then begin to compare face-to-face interpersonal communications to mediated communications you may have (online classes, Facebook, My Space, Twitter, fantasy football, text messaging, etc.). You could use the following questions as a way to get started with the comparison. Does your personality/demeanor change in any (or in all) of your mediated interpersonal communications? Why or why not? Do you think other people's personalities/demeanors change? Do you ever notice that the technological medium impedes effective communication? Do you ever notice that the technology enhances effective communication? This discussion post should be a minimum of a 2-page (**double spaced, 1-inch margins, 12-point font**) word-processed attachment, with the paper text pasted into the Discussion link. ***Be sure and read all the posts and respond to 5 of them.***

Chapter Activities: We will be studying chapters 2-11 in the textbook. There are a total of 10 chapters in the textbook. For each lesson, there are two primary assignments that must be completed – a quiz and a discussion paper. Students are also required to submit substantive responses to **at least 4** other students' papers, which comprise 10 points of the 40 points possible for the Discussion. The assignments are designed to encourage out-of-class preparation as well as to substitute for the type of in-class discussion that would be expected in a traditional classroom. Included with each lesson is an introduction in which specific goals and instructions are provided. **We will not be having Chapter 1 quiz or discussion, but you need to read the material for Exam 1.**

Please note: All activities can be accessed through the "Course Content" link in the course menu. Much of the communication in this course occurs via course email and announcements. The quizzes and discussion assignments are released on a weekly basis so as to encourage a timely study and absorption of course materials.

In other words, students must complete lesson activities on time, but cannot complete them ahead of time. Blazing through the entire class all at once is not an effective way to absorb course material. Also please pay careful attention to the deadlines for completing course activities. These deadlines are necessary to facilitate a timely flow of class discussion and are programmed into the online environment. There is little to nothing the instructor can do to alter the deadlines barring some MAJOR, DOCUMENTABLE personal tragedy. Deadlines are posted on the assignment page, and communicated via course email and announcements. Quiz and exam due dates are also listed in the online MindTap resource tool. It is the student's responsibility to keep up with

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course deadlines. Assignments are released 1-2 weeks prior to the deadline for posting the discussion assignment, with four-six days available to complete each quiz. I do not accept late work unless arrangements have been made prior to the assignment due date.

It is recommended that, prior to completing any assignment for a given lesson, students read each chapter thoroughly and take careful notes. Then, proceed to complete the assignments. The order of the assignments is fairly important. Ideally, successful completion of one assignment will lead to a more complete and engaging completion of the next.

1. Chapter reading: The first assignment that should be completed in each lesson is reading the assigned chapter. Note the goals for each chapter and pay particular attention to important terms. There are excellent study guides provided by the text authors, as well as online resources.

2. Quiz (30 points): The second assignment that should be completed for each lesson is a quiz. The primary purpose of the quiz is to motivate reading, understanding, and retention of course material. Questions on the quizzes generally fall into the genres of multiple-choice and true/false. Though, the instructor reserves the right to alter this format from lesson to lesson. There is a limited amount of time to answer the questions. PLEASE PAY ATTENTION TO THE COURSE ASSIGNMENTS FOR DEADLINES—THE QUIZ SHOULD BE COMPLETED WITHIN FIVE DAYS OF EACH WEEKLY LESSON ASSIGNMENT. Additional discussions relating to weekly activities will be posted at times, and at least 1 response to those posts is required.

*** Unless arrangements are made with instructor PRIOR TO THE DEADLINE, no make-ups are allowed.**

2. Discussion Assignment (40 points total): The third assignment that should be completed in each chapter is one in which students should think critically about their own interpersonal skills. Students will be prompted to apply self-reflection and concepts from either the text or an external course link to their own experiences and write a summary/explanation of that application. While the format of the summary/explanation may vary from chapter to chapter, plan on the equivalent of a **two-three page (double-spaced, 12 point font, 1" margins) attachment. Two pages minimum is required to achieve the full 30 points for the paper, in addition to addressing the assigned concept(s). Follow the directions below to post the finalized paper to the class site.**

Discussion: The Discussion grade each week will be based upon 2 parts:

- a. a. Answer the question(s) and post response (30 points): Each post should include an attached **DOC. or RTF document** **AND** the text pasted into the Discussion Assignments link. The discussion link for that week will give specific guidelines for the discussion post. Students will be prompted

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through the text and discussion questions to think critically about course materials and respond to them offering criticisms and/or applications. While the format of the discussion question answer may vary from chapter to chapter, plan on the equivalent of a **two-to-three page (double-spaced, 12 point font, 1" margins) attachment. Do not include title pages, extra lines, or useless filler.** PROOFREAD your paper carefully for writing, spelling and grammatical errors before posting it.

*** Unless arrangements are made with instructor prior to the deadline, there are no make-ups allowed.**

b. Follow-up to Discussion Questions (10 points): Each student should read ALL the original posts for each chapter Discussion assignment, and respond to the original posts of **four other students**. Responses may be posted until the discussion link is no longer available. Reactions may include total agreement (with additional explanation and extended examples), total disagreement (with explanation and counter-examples), or partial agreement/disagreement (with explanation and counter/extended examples). The primary purpose of this is to encourage class members to share ideas with each other. Of course, students should be responsive to any replies made to their posts. **Simplistic responses such as, "Great paper; Way to go; I agree, or Thanks" will NOT receive points as a response. Reposes must be detailed and specific.**

Tests (80 points): Twice throughout the semester, you will be given a 50 question exam worth 80 points. **Please note: these exams will be accessed via the online MindTap resource.** Each test will include questions from chapters in the textbook that the class has studied up to that point. The primary purpose of each test is to motivate reading, understanding, and retention of course material. Questions on the tests generally fall into the genres of multiple-choice and true/false. Though, the instructor reserves the right to alter this format from lesson to lesson. The test format is similar to the quiz format with more questions, and worth more points. While students are encouraged to have the textbook readily available for use during each test, it is strongly recommended to have read the material thoroughly and to have taken careful notes prior to beginning the tests. The reason for this recommendation is that there is a limited amount of time to answer the questions. PLEASE PAY ATTENTION TO THE COURSE ASSIGNMENTS FOR DEADLINES. The tests will be available for a specific number of days and **unless other arrangements are made prior to the exam with your instructor, there will be no opportunity for make-ups.**

Final Paper - Movie Analysis (120 points): There is no final exam for this course. There are 2 tests and one final paper.

One important criticism of western culture is that we too often learn communication skills from mass media. Nonetheless, movies do offer fun opportunities to bring the prototypes of effective and ineffective communication

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to life. Instead of a final comprehensive exam at the end of the semester, we will take the opportunity to analyze relationships found within movies to analyze prototypically effective and ineffective interpersonal relationships. Students will be given a choice of movies for this assignment—a list of movies appropriate to the course. They should choose one of them, acquire a copy, watch it, and apply course concepts to analyze various interpersonal skills demonstrated within the movie (both good and bad). **Students must cite two refereed journal articles that are not in our textbook.** The source may be cited in our text; but students should track down their own copy of the article, read it, and apply it to the assigned concepts in the chosen movie. The text chapters provide suggested search terms to use while searching for relevant, scholarly articles. **Students may access scholarly databases through the LCSC Library website and/or seek the help of a reference librarian in finding refereed journal articles. All papers should be in APA format. There will one final paper at the end of the semester. The papers will be posted for the class to read. Papers will be graded as follows: At least 3 pages in length. 70 points based on content (consideration and application of assigned concepts and scholarly references); 30 points for writing (spelling, grammar, punctuation. 10 points based on accuracy of APA citation style *HINT: ALWAYS put 2 spaces between sentences—after a period, e.g., in essay writing.*)**

***No late work accepted unless arrangements are made PRIOR TO THE ASSIGNMENT DEADLINE.**

Extra Credit

Students may submit an additional paper written according to the same guidelines in response to one additional film at any point during the semester for up to an additional 30 points of extra credit. Students are encouraged to use this extra credit paper to make up for missed quizzes/discussions. Students may choose an additional film on the list of options for the final paper. Assignment details will be posted to the course content page during the first four weeks of class.

There is one required extra assignment on a film scene. Even though this exercise is required, points count toward extra credit. (20 points).

Grading Scale:

Week One Introduction Assignment: 20 points

Chapter Activities: 700 points (70 points/each chapter X 10 chapters)

Point breakdown within each lesson:

Quiz: 30 points

Discussion: 30 points

Responses to other Discussion posts: 10 points per chapter

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Exams: 160 points (80 pts. X 2 papers)

Movie Analysis Paper: 120 points (80 for content/40 points for grammar/punctuation/APA format)

Extra credit movie analysis paper: (up to) 30 points

Required Humanities Department Assignment (assignment required - points extra credit): (up to) 20 points (more information given later in the semester)

Total: 1000 points

A = 926-1000 points (93-100 %)
A- = 886-925 (90-92 %)
B+ = 876-885 (88-89 %)
B = 826-875 (83-87 %)
B- = 796-825 (80-82 %)
C+ = 776-795 (78-79 %)
C = 726-775 (73-77 %)
C- = 696-725 (70-72 %)
D+ = 676-695 (68-69 %)
D = 596-675 (60-67 %)
F = 595 points or fewer (59% or less)

Notes on Grading:

With the exception of the quizzes, there are very few “right” and “wrong” answers to course activities. However, there are good and bad answers. Good answers are ones that address the specific questions and goals of the assignment, demonstrate critical thinking on the part of the student, demonstrate comprehension of course material, demonstrate effective, college level writing and demonstrate the willingness and ability to adjust course work based upon instructor feedback. Good answers are evaluative in nature and demand a substantive explanation utilizing multi-examples to demonstrate the coherence and implications of the evaluation. Put simply, this means that answers limited to Yes”, “No”, “I agree”, and/or “Good Answer” are not answers at all. They do not demonstrate internalization of the substance of the course material.

Academic Honesty Policy

Note: This course employs use of Safe Assignment, which checks papers for unoriginal content.

According to the LCSC student handbook, “Cheating or plagiarism in any form is

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unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding.” Therefore, plagiarism, or other forms of cheating will not be tolerated. Regardless of the circumstances surrounding an instance of plagiarism, it will result in the assignment earning an “F.” It could also result in an automatic “F” for the course at the discretion of the instructor. In all cases, plagiarism will be reported to the Judicial Affairs officer on campus.

Disability Services:

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, please make an appointment to talk with me. You will need to register with the Disability Services office (See the main LCSC office at Harbor Center) to verify any disabilities and to determine suitable academic accommodations.

FERPA Statement

“The *Family Educational Rights and Privacy Act* (FERPA) is a federal law designed to protect the privacy of student education records and is enforced by the U.S. Department of Education. In essence, the act states that 1) students must be permitted to inspect their own “education records” and 2) “school officials” may not disclose personally identifiable information about a student without written permission from the student. For further information on FERPA and LCSC’s directory information policy, visit www.lcsc.edu/registrar or call 208-792-2223.” (Dean of Student Services, 2008)

Course Schedule: (Note that this schedule is tentative and subject to the discretion of the instructor. Changes will be announced well in advance so that students will have time to adjust accordingly.)

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Week 1 (Aug 22): Syllabus, BECOME FAMILIAR WITH
THE ONLINE ENVIRONMENT, Introduction Assignment Due

~~Week 2 (starts Aug. 29): Chapter 1 Discussion/Quiz Assignments DUE~~
(dropped due to Cengage technical difficulties)

Week 3 (starts Sep. 5). Labor Day Monday - Chapter 2 Discussion/Quiz Assignments
DUE

Week 4 (starts Sep. 12): Chapter 3 Discussion/Quiz Assignments DUE

Week 5 (starts Sep. 19): Chapter 4 Discussion/Quiz Assignments DUE

Week 6 (starts Sep. 26): Exam #1 DUE

Week 7 (starts Oct. 3): Chapter 5 Discussion/Quiz Assignments DUE

Week 8 (starts Oct. 10): Chapter 6 Discussion/Quiz Assignments DUE

Week 9 (starts Oct. 17): Chapter 7 Discussion/Quiz Assignments DUE

Week 10 (Oct. 24): Chapter 8 Discussion/Quiz Assignments DUE

Week 11 (starts Oct. 31): Exam 2 Due

Week 12 (starts Nov. 7): Chapter 9 Discussion/Quiz Assignments DUE + Required Extra
Credit Questionnaire (discussion forum)

Week 13 (starts Nov. 14): Chapter 10 Discussion/Quiz Assignments DUE

Week 14 (starts Nov. 21): Thanksgiving Break: No Assignments Due

Week 15 (starts Nov. 28) Chapter 11 Discussion/Quiz Assignments Due

Week 16 (starts Dec. 5): Movie Analysis DUE

Week 17 (Dec. 7-11): Finals week (catch up on any delayed assignment, if necessary)

No remaining assignments, exams or quizzes.

Syllabus Addendum

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at <http://www.lcsc.edu/studentconsumerinformation/>

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://www.lcsc.edu/catalog/>) and the LCSC Student Handbook (available at <http://www.lcsc.edu/student-services/contactus.htm>) for more information.

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the Dean of Student Services for official disciplinary action.

Illegal File Sharing

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Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Dean of Student Services' web page (<http://www.lcsc.edu/student-services/>).

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

<http://www.lcsc.edu/culturaldiversity/>

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Small Group Communication Comm 203-01 Wednesday 2:45-5:30pm Fall 2016

Instructor: Traci A. Story, Ph.D.
Office: Spalding Hall, Suite 305 (by appt)
Phone: 208.792.2575 (office, brief message – who for/from etc...)
Cell: 509.994.0946 (emergencies)
Email: tastory@lcsc.edu (best & brief, short 4 liner)

Text: Engleberg, Isa N. & Wynn, Dianna R. *Working in Groups: Communication Principles and Strategies*, 6th Edition, 2013. Allyn & Bacon. ISBN: 9780205029372

Course Description:

Small Group Communication is a course that explores the dynamics of small group norms, roles, leadership, climate, culture and conflict. This course also examines functional leadership and the challenges encountered in organizing, researching, and developing the group problem-solving process. Participation within this course will focus on confidence building, verbal and non-verbal communication, listening, motivation, and group planning and presentations.

Course Objectives & Learning Outcomes:

1. Develop skills in small group discussion and know how to function as an effective group member. Students will read the text, participate in small group discussions, and reflect verbally and with written communication on group experiences and textbook content.
2. Develop collaboration skills and learn how to manage and facilitate group discussions. Students will participate in class activities and observe/evaluate groups in progress.
3. Further develop oral and written communication skills to foster cohesiveness and problem-solving in groups. Students will write observation papers and thought provoking questions and answers to discuss in groups.
4. Explore various decision-making techniques and apply problem-solving skills in a group. Students will participate in several small groups and evaluate their role in shaping the outcome for each group endeavor.

General Education Learning Outcomes – State of Idaho: Upon successful completion of this course, you should be able to demonstrate the following competencies:

1. Research, discover, and develop information resources and structure verbal messages to increase knowledge and understanding.
2. Research, discover, and develop evidence-based reasoning and persuasive appeals for influencing attitudes, values, beliefs, or behaviors.
3. Understand interpersonal rules, roles, and strategies in varied contexts.
4. Effectively listen and adapt verbal messages to the personal, ideological, and emotional perspectives of the audience.
5. Employ effective verbal and nonverbal behaviors that support communication goals.
6. Effectively recognize and critically evaluate the reasoning, evidence, and communication strategies of self and others.

Idaho Foundation Standards for Communication Arts/Speech and Debate Secondary Education Endorsement:

- Seminar #3 in this course will measure your ability of instruction (discussion and written) of effective interpersonal communication (e.g.: effective listening, components of verbal and

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nonverbal communication), identified in Performance Standard One of the Idaho Standards for Speech and Debate.

- Observation Report #1- in this course will measure your ability to explain the components and dynamics of group communication by observation and report (written and oral) providing the opportunity for student implementation, identified in Performance Standard Two of the Idaho Standards for Speech and Debate.
- Communication Principles Assignment – in this course will provide strategies for minimizing communication anxiety with written assignment and oral discussion, identified in Performance Standard Eight of the Idaho Standards for Speech and Debate.

Materials Needed:

Textbook

Presentation visuals

Highlighter

Pen, pencil, paper (no spiral notebooks)

Small Group Communication Comm 203-01 Fall 2016

Projects:

Letter	05
Seminar Discussions (5@10pts each)	50
Seminar Leader (1@30pts each)	30
Chapter Outlines (13@10pts each)	130
Observation Reports (5@20pts each)	100
Final Group Presentations w/ pkt (ind & grp pts)	100
Participation, effort, attitude	50
Attendance (15pts per day- 10 approx days)	150
Extra Credit (as needed)	<u>?</u>
	615

(projects & points subject to change as needed)

Course Expectations and Policies:

Attendance:

- Come to class atleast 5 minutes early. If you need to meet with the instructor – come atleast 10-15 minutes early.
- Be on time to class. Tardi's will affect your grade. If someone (including the instructor) is speaking wait till there is either a pause or applause, when entering the classroom. Do not interrupt or come into the room while someone "has the floor".
- It is your responsibility to get the attendance roster initialed, please do not interrupt class to do it.
- Remember – you earn points for participation and attendance (5 pts per day plus 50 points for the semester for participation, effort, and attitude). Be there – engaged!
- There will be points given for in-class activities that cannot be made up.
- You will be allowed 1 free absence for whatever reason – use it wisely.
- Whenever, possible, notify the instructor before class when you will need to be absent. Absence on the day on which you are scheduled to present will result in a grade of "0" for the presentation.

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Projects, Presentations, Assignments:

- Exchange email addresses and phone numbers with two other students in the class. You will need these reliable people to tell you or give you any make-up work needed that you missed. This will be your responsibility.
- Access LCSC Blackboard – get familiar with how your course works – syllabus and course content are available here. Must be able to print documents when needed.
- All assignments due on time. Must be turned in at the classroom.
- All assignments must be clean & neatly prepared – computer generated.
- All papers submitted must be typed, stapled, and attention should be paid to form as well as content. The majority of the grade will reflect content, but the form of your paper does affect my judgment of the content. (Form: grammar, sentence structure, spelling, punctuation)
- Instructor's Pet Peeve: **NO** spiral notebook paper – even scrap paper (can't stand the shredded ends)
- When giving presentations, be sure to dress appropriately - dressing up **ALWAYS** makes a good impression.
- Be prepared – practice, practice, practice. Think & visualize **POSITIVE**. Have **LOTS** of supporting visual aids!
- I reserve the right to add or delete assignments as I see fit, and to judge cases individually.
- Every effort will be made to grade and hand back assignments within a week of their completion. These materials also need to be retained by the student, as a check against the instructor's records.

Participation, effort, attitude:

- Just being present does not imply you are actively engaged in the learning process – participation, effort, attitude does. PEA comes in many forms:
 - coming prepared to class with readings and assignments done
 - adding to the class discussions by giving examples, answering questions, supporting other class members, and asking questions
 - participating in class activities
 - displaying a positive attitude toward the instructor, classmates, and subject matter
 - being attentive and showing respect to instructor and peers by **NOT** being disruptive in class by talking to others on the side, or reacting negatively – verbally or nonverbally – to other's comments
 - sharing with the class articles, books, or examples that illustrate you are thinking about and trying to understand class material as it applies to your college, personal, and professional endeavors
 - display effective listening skills

The more you become involved, the more you will get out of the class. I guarantee it!

Equipment:

YOU must make arrangements for any auditory/visual support equipment that is not already available in the classroom.

Miscellaneous:

- Extenuating circumstances? Please feel free to contact me. Let's keep the lines of communication open.
- Reasonable accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class of any accommodations needed for the course. Late notification may cause the requested accommodations to be unavailable. If a student needs course adaptations or accommodations, please directly communicate with the LCSC Disability Services for Students (ODS), Ernie Williams, Reid Centennial Hall, Room 111, (208) 792-2211, TDD: Idaho State Relay Service, 1-800-377-3529

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- Academic Integrity: The guidelines for academic integrity as outlined in the student handbook are followed in this course. In particular, plagiarism (presenting others ideas as your own without crediting the source), knowingly allowing another person to turn in material you generated as his/her own, and cheating will not be condoned.

Syllabus Addendum: <http://www.lcsc.edu/provost/syllabusaddendum>

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Name: _____

Date: _____

Seminar #2
Seminar Leaders Overview Packet -'TEMPLATE'
Chapters 3,4,5

Co-Leader Names:

Points:

- 1)
- 2)

Members of group: (to be filled out at Seminar)

- 1)
- 2)
- 3)
- 4)
- 5)

**** Introduction - Chapter discussion (30 secs) (briefly written & oral)**

1) Chapter Outline:

(Two-four pages long, material that leader will briefly review with group)

2) Seminar questions and answers - blended into leadership outline (# ?/a's):

(Minimum of five 'prompting' questions & answers - supporting concepts & ideas, taken from leadership chapter - demonstrate knowledge of textbook content), will promote discussion - place throughout leadership chapter.

**** Add 'outside' resources for variety and relevant discussion**

3) Activity:

(prepare a 1-2 minute 'activity' that represents your chapter, should have written **description**, and **explanation** of purpose, of activity and relevance for the students - use resources; books, internet, instructors or former students.....) (This activity is **not** more discussion, may be done at beginning of your session, middle, or end - most choose beginning-coordinate with other leaders).

**** Conclusion - Chapter discussion (30 Secs) (briefly written & oral)**

All leaders: Are responsible to turn in other Chapters' outlines aside from what they prepare for their leadership seminar. (example - {1} seminar leader's overview packet includes - Intro/Concl., chapter outline, Q/A's, and activity) and then the {2} other chapter outlines that are due for all students) = total 3 chapters.

Note: this packet should be typed, neatly organized, and stapled (approx. 6-8 pages), add other chapter outlines to back of this packet.

Time: discussion per your chapter session is 20 minutes - purpose - **all** to discuss concepts & ideas; leader facilitates and keeps discussion moving and proactive.

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Observation Report #1

Chapters 1 & 2

Name:

Partner:

Location:

Date & Time:

Three Concepts:

****Overview of three concepts with definitions (1/3 page):**

1)

2)

3)

****Overview of observation, connecting the concepts & discussion with partner (1 page +):**

****Final thoughts - recapping three points, discussion, & lasting impression (1/2 to 3/4 page):**

(Note: lasting impression is an 'aha' moment, a communication principle, word of wisdom that **YOU** gained from this observation experience - 'I am', 'I can', 'I will'....)

(This entire document should be approximately two pages long - no shorter, typed & stapled)
You will be required to come to class and orally share your report and turn in the written.



Social Judgment Theory

FIVE KEY PRINCIPLES

Key #1 - We have categories of judgment by which we **evaluate** persuasive positions. Three Zones for All Positions:

- Latitude of Acceptance
- Latitude of Non-Commitment
- Latitude of Rejection

Key #2 - When we receive persuasive information, we **locate** it in our categories of judgment.

Key #3 - Our level of “ego-involvement” **affects** the size of our latitudes.

Key #4 – We tend to **distort** incoming information to fit our categories of judgment.

Key #5 - Small to moderate discrepancies between our anchor positions and the one advocated will cause us to **change**; large discrepancies will not.

THEORY SUGGESTS - Change is likely to be small and difficult to obtain.

TIPS

For persuasion to occur the following must happen:

1. the new information must fall in the latitude of acceptance.
2. the new information must be different from the anchor position.
3. the new information, while discrepant from the anchor, can't be assimilated or contrasted.

RESOURCES

Social Judgment Theory Website – www.as.wvu.edu/~sbb/comm221/chapters/judge.htm

Social Judgment Theory Readings – Sherif, C., Sherif, M., & Nebergall, R. (1965). Attitude and attitude change: The social judgment-involvement approach. Philadelphia: Saunders.

Group #4

Althea Flegel

- Handout Requirements: Name, title, graphic, one page, definitions, tips, concepts, suggestions, two resources (cited properly); speaking order; easy readability, pleasing to eye.

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Projects

Comm 203 -- Small Group Communication

Seminar Co-Leader & Overview Packet – 1 @30pts each:

Student will double up with co-leaders (2 persons), each participating and contributing fully.

Students will prepare applicable and thoughtful Intro/Concl., activities (1 each) relevant to Seminar topics, while preparing thought-provoking discussion questions/answers, and chapter outlines for seminar group.

Student seminar leaders will facilitate seminar group, keeping the discussion and flow lively and engaged.

Students will turn in an **overview** (per team) of chapter(s) **outline**, **questions/answers**, and **activities (OTL, Q/A's, activity - each per leader)** the co-leaders will facilitate at the seminar. Names of group members will be added before turning in the Overview at the time of the seminar (note: class example handout).

Seminar Discussion – 5 @10pts each:

Student will participate in a group seminar discussion semi-weekly – oral.

Students will read designated chapters and bring chapter outlines, questions/answers, concepts, outside resources, and activities to the group discussion.

Students will be evaluated on contribution, creativity, and active participation.

Seminar Discussion Outlines & Q/A – 12 chpts + Appendix @10pts each:

Students will create thorough outlines per chapter in preparation for prospective seminar discussion. The outlines should be thought provoking and relevant to the chapters to be discussed; questions may be added to outlines to promote discussion. **NO** one word or short phrased outlines will be accepted. Thorough outlines accepted.

Student will turn in **typed** OTL's on the day of the seminar. (**note:** classroom examples)

Student will bring additional 'outside' resources to add variety, diversity, and depth to discussions.

Observation Reports - 5 @20 pts. each

Student will pair up with a partner or go individually, each participating and contributing fully.

Students will meet on a semi-weekly basis (class time given for this), to discuss and observe in various organizational communication settings, concepts from that weeks chapter(s) readings.

Students will go **together or individually** to designated setting to observe and discuss these concepts.

Students will not be obtrusive in their observation (observees should not know they are being observed), needs to be a natural, public setting.

Students will then, individually, write up their account of their discussion and observation, making references to the chapters' concepts.

Students are expected to, not just tell of the accounts but to make inferences and evaluative comments

blending the discussion, observation, and chapter concepts.

Students will **turn in a report** (template provided by instructor), given the accounts of the observation that following class hour. The entry must contain the three following components: chapter concepts w/definitions, relative example w/ partner discussion, and recap concepts, discussion w/ final thoughts. (10pts-note examples).

Students will give a short informal **oral presentation** of their observation and discussion, that following class hour(10pts).

Thematic Group Presentation – 20 min./100 pts:

Student will choose topic of interest and be put into a group with like students of 3-4.

Students will research topic, creatively plan, organize, and present topic to class using the Intro, Body, Conclusion format with visuals aids to support material.

Students will present with intent to "teach" subject to fellow class members in an interactive manner based in a them Subjects will utilize Communication topics with textbook and outside resources of concepts, ideas-in support of topic

- 1) Group communication & Development (1,2)
- 2) Membership, Diversity, & Leadership (3,4,5)
- 3) Verbal & Nonverbal Communication & Listening (6,7)
- 4) Conflict & cohesion, Problem Solving, & CT/Argumentation (8,9,10)
- 5) Planning Meetings, Technology, & Presentations (11,12, Appendix).

Students will be evaluated on teamwork, creativity, delivery, visual aids, and content.

Students will need to present to the class a packet of thorough handout(s) of relevant information at time of presentation. Each individual in the group will need to provide an informative handout to form the packet.

Note: sample handout provided by instructor w/requirements – don't forget the handout references – min. 2.

Point Allocation: Individual: 50 pts; Group: 50 pts. Handout Packet Required (more details to come)

Be creative – Be prepared – Have fun!!



Communication Principles Reflect

- Communicating 24/7 – effective or ineffective
- Are we communicating what we want to be communicating?
- Verbal and Non-Verbal
- ‘My’ Motivation behind ‘My’ Communication.....?
- Communicate with Intention and Purpose
- Is ‘this’ working for me.....? Change.....?
- Strategic Tool: Double check – is this what you meant? Paraphrase.
- Most needed phrases – opens doors/lines to communication:

I am sorry.....
Thank you!

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COM 204: PUBLIC SPEAKING

FALL 2016

Lewis-Clark State College

General Education Competency Area: Oral Communication

Professor: Kyle Ferguson, MA

E-mail: kjferguson@lcsc.edu

Office Hours: 10:00am-11:00am Monday & Wednesday; 10:00am-12:00pm Friday, Office SPH 311; By appointment

Classroom: Meriwether Lewis Hall, Room B32

Credit Hours: 3.0 Hours (Monday/Wednesday 12:00pm-1:15pm)

Course description

Theory and practice to facilitate basic competency in public speaking through a variety of types of 'one-to-many' speaking situations: banquets, panels and forums, sales presentations, special public ceremonies, political action meetings.

Required Materials

- Lucas, S. E. (2015). *The art of public speaking* (12th ed.). New York, NY: McGraw-Hill Education

*Please bring textbook with you to class daily for in-class assignments and activities.

- Presentation visuals (PowerPoint, posters, markers, etc.)
- 4x6 notecards for speeches
- Digital recorder (smart phone or camcorder) – day of your speech
- Access to LCSC Blackboard – Comm204 (your section) – syllabus, content materials, exams, resources

Course objectives

As a result of the practice and instruction afforded by this class, a student should be able to:

1. Select and implement strategies for managing nervousness.
2. Follow ethical speaking guidelines.
3. Select a speech topic and purpose appropriate to his/her disciplinary interests and the knowledge of the audience.
4. Utilize a variety of sources to investigate, evaluate, and research a speech topic.
5. Clearly organize and outline a speech.
6. Identify his/her personal values and value systems and their influences, as well as those of some other cultures and systems.
7. Engage in critical listening as an audience member and express critical views effectively both orally and in writing.
8. Attract and maintain an audience's attention.
9. Employ methods that enhance source credibility.
10. Analyze an audience and tailor a speech to fit it.
11. Identify and analyze a variety of social problems in various cultures and compare possible solutions.
12. Present ideas using effective style and delivery.
13. Develop and present sound reasoning and evidence.
14. Identify and implement ethical, effective strategies for the purpose of informing or persuading an audience.

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General Education Learning Outcomes - State of Idaho

Upon successful completion of this course, you should be able to demonstrate the following competencies:

1. Research, discover, and develop information resources and structure verbal messages to increase knowledge and understanding.
2. Research, discover, and develop evidence-based reasoning and persuasive appeals for influencing attitudes, values, beliefs, or behaviors.
3. Understand interpersonal rules, roles, and strategies in varied contexts.
4. Effectively listen and adapt verbal messages to the personal, ideological, and emotional perspectives of the audience.
5. Employ effective verbal and nonverbal behaviors that support communication goals.
6. Effectively recognize and critically evaluate the reasoning, evidence, and communication strategies of self and others.

Idaho Foundation Standards for Communication Arts / Speech & Debate Secondary Education

Endorsement –

Essay question #1 from Exam #3 in this course will measure the student's ability to effectively analyze your audience and adapt a persuasive appeal. This outcome is linked to "Performance Standard #3" of the Idaho Standards for Communication Arts.

Essay question #1 on Exam #2 will measure the student's knowledge of various methods of organization and the effects on the communication process. This outcome is linked to "Performance Standard #5" of the Idaho Standards for Communication Arts.

The various speech drafts, research, workshops, and final presentations will measure the student's knowledge of preparation, practice, and presentation of various types of speeches. This outcome is linked to "Performance Standard #3" of the Idaho Standards for Speech and Debate.

Assignments Breakdown

This class will be based on 1000-point scale. The breakdown of points is as follows:

Mini Speech: Partner Introduction Speech	10 pts
Mini-Speech: Song of Self-Introduction	15 pts
Informative Speech & Outline:	100 pts
Film Review Paper:	25 pts
Persuasive Speech & Outline:	100 pts
Monroe's Motivated Sequence Group Speech	50 pts
Preparation Worksheets (Informative and Persuasive):	25 pts
Special Occasion Speech:	75 pts
Impromptu Speech:	50 pts
Speech Reflections:	25 pts
Exam 1:	100 pts
Exam 2:	100 pts
Exam 3:	100 pts
Exam 4:	100 pts
Class Attendance & Participation:	<u>125 pts</u>
	1000 Total Possible Points

Grading Scale

Final grades will be determined as follows:

93.45-100%	A	72.45-76.44%	C
89.45-93.44%	A-	69.45-72.44%	C-
86.45-89.44%	B+	66.45-69.44%	D+
82.45-86.44%	B	59.45-66.44%	D

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79.45-82.44%	B-	Below 59.45%	F
76.45-79.44%	C+		

Course Policies

Attendance

This class will abide by the school policy in regards to absences. Because we at LCSC value your education as students, we ask that you take ownership of your education and understand that it is a privilege.

Due to the nature of the course and the need for students to speak to an audience, there is incentive for attending on speech days when you are not speaking. On a speech day when you are not speaking, you will receive 5 points of your “attendance/participation” grade. If you are absent, you will forfeit those points.

In addition, if you miss class on a presentation day without valid notice, you may receive a zero for that assignment. There is no guarantee that there will be time to make up the presentation.

A student may also be dropped from the class for excessive tardiness and for failure to attend the class the first day or during the first week of class.

Please attend class. It not only causes you to suffer when you miss too much class but it also takes away from the educational experience of your classmates. Of course, if there is an emergency, please come speak directly to me and we will address the issues as they come up.

Students are responsible for dropping or withdrawing from classes they are no longer attending. Students who remain enrolled in a class beyond the published withdrawal deadline will receive an evaluative letter grade. See the details for each class in the schedule for these important dates.

Tardiness

Being late (tardy) for class will SIGNIFICANTLY reduce your participation points and overall course grade. It is also a form of nonverbal communication. Being late signifies to everyone else in the room that you consider your time more important than theirs—mine included. If you are late for any class, you must come to see me after class and explain why you were late—whether it is a good reason or not. If you are coming directly from work before class, I’ll be more than happy to work with you. However, if you have a work-related situation immediately before class you need to come see me during the first week of class if you want this to be considered. If it is something that arises after our semester together begins, come and see me immediately.

Formatting

All work for this class is to follow precise APA formatting rules as outlined in the APA manual suggested above. In its most basic form this means that everything turned in needs to be stapled together, typed and double-spaced in 12-point, Times New Roman font. It is also required that a correctly formatted cover page and reference page(s) be included with every assignment unless otherwise stated. Using proper spelling, grammar, and punctuation is also critical and failure to do so will result in a loss of points for that assignment.

Written work (E.g., outlines, extra credit, etc) can be submitted electronically (Blackboard dropbox).

Late Work

I do not except late work. The biggest reason for this is that it makes my job as an instructor much more difficult and heightens the chances of me misplacing your work. **I try to be understanding in the event of an emergency; however, unless I hear from you an adequate amount of time, you will not receive credit for late assignments.** Also, if you are absent and your work is not in by the beginning of class on the day it is due, you will not receive credit for it. It is your responsibility to turn your work in on time whether you are in class or not. **Accepting late work is up to the discretion of the instructor.**

Classroom Behavior

You are adults and I expect each of you to know what is and is not appropriate classroom behavior. Please keep your cell phones away during class (unless otherwise stated). Be considerate of your fellow classmates when they are speaking, and be

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considerate of me while I am teaching. If I feel like you are violating what is appropriate classroom behavior, I will take away participation points and/or ask you to leave the classroom for the duration of the class period.

You are not only expected to attend class and be there on time as described above, but are also expected to participate in class discussions and be a positive audience member during lectures, student presentations or group activities. Remember, participation is another way to earn points that may make the difference between a half or full letter grade in the final grade computation. Disruptive or discourteous behavior such as sleeping or talking while the instructor or guest is lecturing or a student is delivering a presentation may result in points being deducted from your grade and/or dismissal from class. I won't always inform you each time that points are deducted for such behaviors. I encourage you to check on your participation performance with me at some point early on in the semester to make sure you are headed in the right direction.

Note that participation requires you to be aware of both your verbal and nonverbal communication. Negative verbal and nonverbal communication may reflect your attitude and disrupt others from learning. **Since this is a communication class, and nonverbal communication is a critical part of your success as a public communicator, I will, as part of your learning experience, discuss with you any disruptive nonverbal communication I observe.** Research supports that listeners (your audience!) interpret meaning far more from nonverbal than verbal communication (the estimates range between 80-93%). My assumption is that you will reflect on my feedback in these areas and make efforts to improve. If I see efforts at improvement, I won't deduct points from your participation grade according to the Professional Behaviors and Dispositions Checklist on the final page of this syllabus. Sometimes students are unaware of the nonverbal messages they are sending, in which case you should consider our discussion part of your professional communication development. I'm not looking for perfection, but awareness and an attitude that reflects a willingness to improve. Students of public speaking are in no small way students of nonverbal communication.

Bringing your book and syllabus to each class session is crucial. At this level of undergraduate learning, participation is based on more than merely "talking" – i.e., answering questions posed by the instructor or volunteering your opinions and comments. Such things are definitely an important part of participation, but not the whole picture. I expect you to critically reflect on the material and be prepared to share that reflection when called upon. For a better look at the "whole" picture, see "Class Participation: Professional Communication Behaviors and Dispositions" located on the last page of this syllabus. Consistent failure to adhere to these dispositions may result in your withdrawal from class.

While the instructor will present necessary lecture material to establish the foundation for discussion on related mass communication and culture topics and issues, ***the course is intended to be participatory in nature wherein learners will share responsibilities for accomplishing a common goal.*** You should come prepared to discuss the material you read. This means that you should be putting in considerable time outside of class preparing for your time in class. Much of what we discuss in class will supplement or otherwise add to your readings. Think of it this way, ***for every 1 hour of "seat time" (or face-to-face time), you should be putting in at least 2 hours of outside preparation. This is a standard formula to follow for all your classes if you want to maximize your success in college. That means that time management is a necessary and critical skill for you to start developing if you don't already have it.*** I encourage you to get help with this immediately if you need it. I can help you or put you in touch with someone on campus who can help you get started.

Classroom Behavior and Student Code of Conduct

Students are expected to respect and obey standards of student conduct while on class and on campus. The student Code of Conduct, disciplinary procedure, and student due process can be found in the Student Handbook. As your instructor, I have the following additional expectations in this class:

- All papers must be typed and double-spaced UNLESS otherwise specifically noted by the professor in the syllabus. Cite all references according to the APA style manual (6th ed.). Points may be deducted for students' failure to adhere to the APA style manual (6th ed.). Keep a back-up copy of your work on disk or your hard drive (see "Late Work" policy above).
- Read all the chapters as assigned. Again, ***lectures may NOT mirror the assigned readings***, so it is up to YOU to complete course reading prior (not during) the class period. ***Keeping up with the required reading will contribute significantly to your success in this course.***
- Remove any headphones or other I-pod audio-visual devices prior to entering into this class.

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- Turn off all cell phones prior to class and store them out of sight (i.e., can't be left on your desk). If your cell phone rings during class, you are causing a disruption in the learning process (see "Professional Behaviors and Dispositions" in this syllabus). If you need to answer an emergency phone call, please quietly leave the classroom.
- In-class assignments may be unannounced in some cases until the day of class. These assignments will relate to the class work and videos shown in class and will often involve small group interaction. If for some reason, you are not in class on those days, you will not be able to make those assignments up. If you have any questions or concerns, do not wait until your grade has suffered. Please discuss them with me.
- I expect a lot from you. The bar has been set high. I believe you can meet these expectations with a lot of hard work and dedication to the learning experience. I'm here to serve you and be available to work with you as you strive to meet these expectations. **I work hard to create a hospitable environment where you feel comfortable to ask questions, make mistakes, celebrate your accomplishments, and approach me at any time.** You can't wear out your welcome.
- Since I do expect a lot and the bar is set high in this class, the criteria for assignments have been made available to you in advance in Blackboard so you understand how to meet course expectations. Thus, from "day one" you know what is expected of you, in great detail, in order to perform well on each assignment. If you have any questions as to what will be expected of you, or if you are uncertain about the requirements for any assignment described in the syllabus, it is your responsibility to see the instructor and seek clarification. Again, I'm available. I have given you my email and will meet outside of class for such purposes.
- Remember that the skills acquired and mastered in earlier assignments are to be retained and used along with others gained later in the course. The standards of work for each practical assignment will be progressively higher.
- In the event there are presentations, homework or other work due and/or an exam scheduled on a day that class is not held due to closure of the College or absence of the instructor, all students are responsible for coming to the next scheduled class prepared to present their speech or presentation, or to turn in any work due and/or to take the exam.

Submission of Assignments

When submitting written assignments and extra credit, please submit in the dropbox on Blackboard.

What is effective research?

In order to produce a quality paper, you need to use a variety of sources in order to follow different angles in the pursuit of your topic. Recognize that in doing good research, nothing good comes easy. A well-planned, systematic approach to research will allow you to uncover valuable information toward mastery of the research topic.

1. Choose a topic
2. Gain a general overview by using the reference collection (print & online).
3. Narrow to a specific research question.
4. Determine what type (*books, articles, essays, reports, studies, statistics, primary sources, conference proceedings, & dissertations, etc.*) and amount of information is needed (*depends of length of paper or presentation*) & what types of sources might have that information (*indexes, catalogs, bibliographies, web search tools –these provide lists of information sources, "where to go"*).
5. Choose appropriate "access" tools, develop a search strategy for each tool (See Library Guide *Building Better Searches*), and conduct a search
 - **Library catalogs** for books, audio/visual, etc.
 - **Periodical indexes** for journal & magazine articles (see Research databases)
 - **Research databases** for a combination of periodicals, books, essays, encyclopedias, & other information resources
 - **Internet directories** or indexes, search engines, mega/metasearch engines, webliographies or web gateways for web pages
6. Examine the results and select the most relevant and credible
7. Read, take notes, & evaluate sources.

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As a component of critical thinking, it will be important for you to determine what constitutes a better-quality, professional source. For example, the internet contains both paragraphs of content with no listed author (not very useful), as well as scholarly information that is undeniably practical.

All information, whatever its format or means of distribution, needs to be evaluated for authority, accuracy, content, and usefulness. The following questions should be asked: Who wrote it? – **Authority**; Is the information accurate? – **Accuracy**; Why was it written? – **Purpose**; What is the bias? – **Objectivity**; Is the information dated? -- **Currency**

8. Revise, refine and repeat steps 1-7 as needed (corrections, adjustments or backtrack)

Research is a progression of discovery and evaluation, requiring a first-rate strategy and efficient time management on your part. Flexibility in the process is important as well, since research ideas are naturally reformulated and redirected during the course of creating the final product.

SPEECH INFORMATION

- **TIME:** There are numerous people in the class who will be required to speak. For this reason, there will be time constraints placed upon each speaker in the class. You will know in advance the minimum and maximum time a speech can be. If your speech is over (or under) the allotted time you will lose points and you will be asked to end your speech at that time. It is imperative you keep your speech within time constraints so you are able to finish your speech and earn the grade you hoped. Practice, practice, practice.... this is the main way to keep your speech within time limits. Being well-organized is another way. I'm available for feedback on speeches before they are scheduled to occur, and am willing to provide extra assistance to help with your organizational skills.
- **DELIVERY:** Each speech will be delivered from note cards in a conversational, extemporaneous manner. Speeches are not to be memorized. Also, no manuscripts or reading of speeches is permissible. Significant points will be deducted if you read your speech. Most students read their speeches because they are not well prepared and/or because they are nervous/ anxious (related to what researchers describe as "communication apprehension"). Every speech will have an outline and it will be typed in a certain format. Anyone speaking from a manuscript will receive an automatic zero (0) for that speaking assignment.
 - a) Outlines should follow the models in Blackboard and handouts
 - b) In all speeches, strive for a smooth and compelling delivery. You should practice effective use of voice and movement throughout the course. Each subsequent speech should reflect improvement. All speaking assignments are considered extemporaneous in nature, meaning they should be well prepared and delivered in a conversational manner.
 - c) *In all speeches, with the exception of the Impromptu, Group, and Special Occasion speeches, transitions between main points in the Body of your speech (i.e., between A, B & C, etc.), and between main sections of your speech (i.e., between the Introduction and the Body, and the Body and Conclusion), should be typed out in your outlines (that means you'll type them out between key words in the typed outline). Transitions are defined and illustrated in your textbook, and are explained in class. Points will be deducted from your speech if these transitions are missing.*
 - d) Use appropriate visual aids. Illegal, illicit, and/or dangerous materials such as drugs, alcohol, firearms, pornography, animals, etc., cannot be brought to class or used as visual aids.
 - e) Use appropriate language. Profanity, slang, and abusive vulgar sexist, ethnically and ethically-biased, or irreverent language is not appropriate for this class. Using "powerful" or "shocking" language may be appropriate at times, but this will depend on the context of your speech and the point you are trying to make. If you have any doubts or questions about the specific language in your speech, or are considering using "powerful" or "shocking" language, it is your responsibility to see me before you speak. We'll talk about appropriate use of "shocking language" once the class gets underway.
- **DRESS:** First appearances are critical to one's communication credibility. What is appropriate depends on the context. So, let me set the expectations I have for this public speaking context. For all speeches other than the Introduction and Impromptu speeches, it is the instructor's requirement that all speakers wear "professional/ professional casual dress."

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The key here is to avoid distractions.

Note that for the Informative Speech, it is possible that a special type of dress is relevant to your speech (for e.g., you give a Civil War speech and dress like a Union soldier as you describe parts of the uniform). If “special dress” for your informative speech is your intent, then you must clear this with me well in advance of your speaking date. Failure to adhere to the dress requirements herein will result in individual speech and total class participation point deductions. The reasons for dress requirements should be apparent in a public speaking course. They are discussed in the book as it relates to credibility and nonverbal communication.

- **PREPARATION:** A good speech is not prepared the night before. An audience can often spot an unprepared speaker. It shows respect for your audience when you take time to prepare and rehearse your speech before delivery. Not only that, but it will increase your chances for a good grade. Just being a “smooth talker” or someone who is comfortable speaking in front of others won’t cut it. It is a beginning, but not the end. Practice, practice, practice. In short, don’t “wing it” or rely on your improvisational abilities in this class. Formal protocol and expectations apply every time you step in front of the class to speak. I understand that some of you may have taken similar courses in the past, for example, in high school. If that applies to you, I encourage you to work hard to take yourself to the next level of development in your oral communication skills. In any case, please note that the academic expectations and rigor at the undergraduate college level are significantly higher than at the high school level.

RESERVATION OF THE RIGHT TO MODIFY

The instructor in conjunction with the Department of Humanities at LCSC has attempted to provide information, which, at the time of preparation for publication, most accurately described the policies, procedures, regulations and requirements of the department and this course. However, the instructor reserves the right to alter or change any statement contained herein without prior notice. If changes are made, notice of any such alteration will be given in class.

This syllabus is also found on Blackboard. The syllabus found on the aforementioned site will constitute the official, final version of the syllabus. Any changes made to the syllabus throughout the semester and mentioned during class will be made to the syllabus online. Thus, after the first day of class, students should turn to the syllabus online for the final word on anything pertaining to the matters contained in this course.

Tentative Course Outline:

*Schedule and assignments are *tentative* and subject to change according to instructor’s discretion.

1	8/22/16	-Welcome -Syllabus Overview -Blackboard Overview	
2	8/24/16	Chapter 1 What is Communication? The Communication Process Speaking in Public Song of Self Introduction Speech Overview	READ: Chapter 1
3	8/29/16	Song of Self Introduction Speech	
4	8/31/16	Chapters 2 & 3 Ethics Plagiarism Listening Audience Analysis	READ: Chapters 2 & 3
5	9/5/16	LABOR DAY: NO CLASS	
6	9/7/16	Chapters 4 & 5 Giving your first speech Selecting of a Topic Purpose of the Speech	READ: Chapters 4 & 5

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		Research	
7	9/12/16	Partner Introduction Speeches	
8	9/14/16	EXAM 1 Chapters 1-5	
9	9/19/16	Chapter 8 & 15 Supporting Ideas Speaking to Inform	READ: Chapter 8 & 15
10	9/21/16	Chapters 9 , 10, & 11 Organizing the Speech Intros and Conclusions Outlines	READ: Chapters 9, 10, & 11
11	9/26/16	Chapters 12, 13, & 14 Using Language to your Benefit Delivery Nonverbal Communication Visual Aids	READ: Chapters 12, 13 & 14
12	9/28/16	Chapter 6 & 7 Gathering Materials Audience Analysis Film Review: <i>Just Say It! Exploring the Fear of Public Speaking.</i>	READ: Chapters 6 & 7
13	10/3/16	Library Research Meet at Library	TOPIC DUE
14	10/5/16	EXAM 2 Chapters 6-12	
15	10/10/16	Informative Speeches	DUE: Outline (if presenting)
16	10/12/16	Informative Speeches	DUE: Outline (if presenting)
17	10/17/16	Informative Speeches	DUE: Outline (if presenting)
18	10/19/16	Chapter 16 Persuasive Speech Overview Speaking to Persuade	READ: Chapter 16 DUE: Film Review
19	10/24/16	Chapter 17 Methods of Persuasion Groups Speech Overview and Activity	READ: Chapter 17 DUE: Speech Reflection TOPIC DUE
20	10/26/16	Monroe's Motivated Sequence Group Speeches	
21	10/31/16	Persuasive Speeches	DUE: Outline (if presenting)
22	11/2/16	Persuasive Speeches	DUE: Outline (if presenting)
23	11/7/16	Persuasive Speeches	DUE: Outline (if presenting)
24	11/9/16	Persuasive Speeches	DUE: Outline (if presenting)
25	11/14/16	Chapters 18 & 19 Speaking on Special Occasions Speaking in Small Groups Special Occasion Speech Overview	READ: Chapter 18 & 19 DUE: Speech Reflection
26	11/16/16	Exam 3: Chapters 13-18	
27	11/21/16	NO CLASS: THANKSGIVING	
28	11/23/16	NO CLASS: THANKSGIVING	
29	11/28/16	Special Occasion Speeches	

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30	11/30/16	Special Occasion Speeches	
31	12/5/16	Impromptu Speeches	
32	12/7/16	Impromptu Speeches	
32	12/12/16	Final Exam (all chapters)	

Grade Tracking Sheet

Use this worksheet to help you keep track of your own grades and assignments.

Class Attendance & Participation	(	/125 pts
Exam 1	(	/100 pts
Exam 2	(	/100 pts
Exam 3	(	/100 pts
Exam 4	(	/100 pts
Informative Speech & Outline	(	/100 pts
Persuasive Speech & Outline	(	/100 pts
Special Occasion Speech	(	/75 pts
Group Speech	(	/50 pts
Impromptu Speech	(	/50 pts
Film Evaluation	(	/25 pts
Preparation Worksheets (Informative and Persuasive)	(	/25 pts
Mini-Speech: Song of Self-Introduction	(	/15 pts
Informative and Persuasive Speech Reflection	(	/25 pts
Partner Introduction Speech	(	/10 pts
Total	(	/1000 pts.

DESCRIPTION OF SPEECHES, ASSIGNMENTS, EXAMS

- **Introduction Speech (10 points)**

For this assignment each student will be paired up with another classmate. The assignment is to conduct an informal interview of your partner and then introduce the partner to the rest of the class. The purpose of this speech is to get students up in front of the classroom in a less-formal setting in order to help them practice for their upcoming speeches as well as to get to know other classmates. This assignment will be graded for participation points only.

- **Song of Self-Introduction (15 points)**

Students will introduce themselves using a song that describes them in an interesting (though not incriminating) manner. This might be a song that makes you think of a special memory, or something that helps you prepare for an athletic event. You will briefly discuss the significance of the song, musically and lyrically, and then play a clip for the class.

- **Informative Speech/ Outline (100 points)**

The most basic type of speech is one meant to inform the audience. Topics can range anywhere from the history of Pompei to why McDonald's uses the particular color scheme they do. The goal with this speech is not to persuade your audience of anything but rather, just teach them about something new. Consider your audience when selecting a topic as you want them to be interested in your speech. Avoid topics that are cliché or overdone, try to be inventive with your topics. You will also be required to have a visual aid of your choosing as well as an outline that will be due on the day you are scheduled to present (We will go over the outline format in class).

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Time Limit: 5-7 minutes

Required Sources: At least four reputable sources orally cited in the speech.

APA formatted visual aid, outline, and reference sheet required

- **Persuasive Speech/ Persuasive Outline (100 points)**

One of the most important and useful types of speech is the persuasive speech. It is important to learn how to apply persuasive mechanisms to a speech in order to challenge the mindset of the audience toward the speaker's viewpoint. Again it is important to pick an interesting and engaging topic, and consider your audience when doing so. The outline will be due on the scheduled speaking day.

Time Limit: 8-10 minutes.

Required Sources: At least 10 reputable sources cited in the outline; five orally cited in the speech.

APA formatted visual aid, outline, and reference sheet required.

- **Special Occasion Speech (75 points)**

Many times in a person's life occasions come up where people are required to speak and address an audience. These occasions can range anywhere from a toast at a best friend's wedding to the introduction of a keynote speaker. This assignment will be to choose an occasion and apply all of the things you understand to be necessary for a good speech. This will be your chance to show the class everything you have learned this semester about what it means to be a good speaker in any occasion.

Time Limit: 3-4 Minutes

Include necessary sources where applicable

Visual aid not required, no formal outline required

- **Impromptu Speech (25 points)**

This is a 2-3 minute speech done with limited preparation. You will be given two minutes to prepare a speech on one of a variety of subjects provided at the beginning of class. We'll talk more about this speech once class is under way.

- **Monroe's Motivated Sequence Group Speech (50 points)**

This is a 5-7 minute speech will be completed with fellow students. You will be asked to address a campus issue (parking, cafeteria food, a specific policy, a certain rule, etc...Have fun with it!) and use Monroe's Motivated Sequence to persuade your audience.

Each member of the group will be required to speak for 1-2 minutes. This speech will be persuasive in nature and topics must be approved by the instructor.

- **Exams (400 points)**

There will be four exams throughout the semester worth 100 points each. These exams may include true/false, multiple choice, and short answer.

- **Film Review (40 points)**

We will watch the documentary, *Just Say It! Exploring the Fear of Public Speaking*. You will be required to write a 1-2 page summary of the film, citing different aspects which apply to you. Please use the text to back up your points.

- **Reading/Homework**

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The reading for this course will be rigorous. It should not take too long to complete but it is important that you keep up on the reading. It is assigned weekly but feel free to read ahead. There will be weekly reading quizzes based on the assigned reading each week.

- **Personal Reflection (25 points)**

For the informative and persuasive speech, students will be responsible for completing personal evaluations. Students will be responsible for reviewing their taped speeches and writing a 450-500 page reflection on their own speech. Some points to address include what you did well, what you could improve on verbally/nonverbally, and your reasonable goals for the next speech. Remember to cite the text for improvement to receive full credit.

- **Extra Credit Opportunity**

There may be extra credit opportunities. Please contact the instructor later in the semester.

Criteria Used for Evaluating Speeches

The *average speech* (grade C) should meet the following criteria:

1. Conform to the kind of speech assigned—informative, persuasive, etc.
2. Be ready for presentation on the assigned date
3. Conform to the time limit
4. Fulfill any special requirements of the assignment—preparing an outline, using visual aids, conducting an interview, etc.
5. Have a clear specific purpose and central idea
6. Have an identifiable introduction, body, and conclusion
7. Show reasonable directness and competence in delivery
8. Be free of serious errors in grammar, pronunciation, and word usage

The *above average speech* (grade B) should meet the preceding criteria and also:

1. Deal with a challenging topic
2. Fulfill all major functions of a speech introduction and conclusion
3. Display clear organization of main points and supporting materials
4. Support main points with evidence that meets the tests of accuracy, relevance, objectivity, and sufficiency
5. Exhibit proficient use of connectives—transitions, internal previews, internal summaries, and signposts
6. Be delivered skillfully enough so as not to distract attention from the speaker's message

The *superior speech* (grade A) should meet all the preceding criteria and also:

1. Constitute a genuine contribution by the speaker to the knowledge or beliefs of the audience
2. Sustain positive interest, feeling, and/or commitment among the audience
3. Contain elements of vividness and special interest in the use of language
4. Be delivered in a fluent, polished manner that strengthens the impact of the speaker's message

The *below average speech* (grade D or F) is seriously deficient in the criteria required for the C speech.

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Class Participation Behaviors and Dispositions	
Standard	Acceptable—Meets Standard
Effective Communication Skills <i>Listening</i>	<i>Listens purposefully and attentively</i> <i>Follows instructions</i> <i>Uses active listening skills in class discussion</i> (vs. does not pay attention in class: reads, sleeps or whispers during student, instructor, guest speaker presentations)
Effective Communication Skills: <i>Speaking</i>	<i>Values diverse opinions by tactfully interacting with others</i> (vs. uses slang, vulgar or disrespectful language, or shows lack of tact when expressing opposite opinion). <i>Keeps discussion on the topic.</i> <i>Voice projection is appropriate for the setting</i> (vs. voice projection is too low or too high for setting). <i>Usually uses language and grammar appropriate</i> (vs. frequently makes grammatical errors).
Effective Communication Skills <i>Writing</i>	<i>Relatively error free written communication, using vocabulary appropriate to the audience.</i> <i>Type or level of errors does not interrupt meaning</i> (vs. multiple sentence structure or spelling errors that <i>interrupt</i> meaning on multiple written assignments) <i>Good organization and development of ideas.</i>
Presentation of class work	<i>Assignments or presentation show care and thoughtfulness; follows instructions</i> (vs. assignments or presentation show lack of thought, are incomplete or sloppy).
Completion of work	<i>Work is turned in on time according to guidelines given in course syllabus</i> (vs. multiple assignments are late with or without excuses or arrangements).
Attendance and punctuality	<i>Attendance is punctual and shows high level of commitment to the class.</i>
Accepts responsibility for actions	<i>Meets deadlines without excuses</i> (vs. blames others and/or instructor for failure to meet criteria of assignment). <i>Incorporates changes based on feedback</i> (vs. refuses to revise or make improvement) <i>Apologizes when necessary.</i>
Maintains emotional stability when interacting with students or professor.	<i>Treats others with respect. Exhibits self-control. Uses tactful language in difficult situations. Relates to others in socially acceptable ways.</i> (vs. uses inflammatory or disrespectful language or gestures; incidences of argumentativeness, uncontrolled crying or sullenness)
Professional appearance and behaviors	<i>Neat and clean appearance that is appropriate to the setting.</i>
Collaborates with others	<i>Group work is shared equally by all members</i> (vs. group members report student is not meeting or doing his share of the project; does all the work or excludes members).

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Responsible for own work	<i>Work is original and sources are properly cited (vs. relies on others for class assignments)</i>
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Syllabus Addendum

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Diversity Vision Statement

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**CONSENT AGENDA
JUNE 15, 2017**

COMM 205: LOGIC AND ARGUMENTATION

Spring 2016

Lewis-Clark State College

Professor: Kyle Ferguson, MA

E-mail: kjferguson@lcsc.edu

Office Hours: 10:00am-11:00am Monday & Wednesday; 10:00am-12:00pm Friday, Office SPH 311; By appointment

Classroom: Activity Center West, 136

Credit Hours: 3.0 Hours (Tuesday/Thursday 9:00am-10:15am)

Course description

The principles of deductive and inductive logic, how to present cogent arguments, and how to identify errors in reasoning. Writing integrated.

Required Materials

- How to Think Logically, 2nd ed., by Gary Seay and Susana Nuccetelli, Prentice Hall, 2012.

ISBN-10: 0205154980

ISBN-13: 9780205154982

*Please bring textbook with you to class daily for in-class assignments and activities.

- Presentation visuals (PowerPoint, posters, markers, etc.)
- Access to LCSC Blackboard – Comm205 – syllabus, content materials, exams, resources

Course objectives

As a result of the practice and instruction afforded by this class, a student should be able to:

1. Identify and reconstruct arguments
2. Recognize categorical and propositional forms of deductive arguments
3. Reconstruct categorical propositions and deductive inferences in traditional logic
4. Draw valid immediate inferences with the Traditional Square of Opposition
5. Draw valid immediate inferences by conversion, observation, and contraposition
6. Determine a categorical syllogism's figure
7. Assess the validity of a categorical syllogism with Venn's diagrams
8. Assess the validity of a categorical syllogism with Aristotelian rules
9. Evaluate inductive and deductive inferences using the concepts of validity, soundness, reliability, strength and cogency
10. Recognize and describe common logical fallacies

Idaho Foundation Standards for Communication Arts / Speech & Debate Secondary Education

Endorsement –

Essay questions from Exam #4 in this course will measure the student's ability to effectively analyze theory, principles, and practices of debate (e.g., argumentation, logical reasoning, and competitive speaking). This outcome is linked to "Performance Standard #5" of the Idaho Standards for Communication Arts.

Grading Scale

Final grades will be determined as follows:

93.45-100%	A	72.45-76.44%	C
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89.45-93.44%	A-	69.45-72.44%	C-
86.45-89.44%	B+	66.45-69.44%	D+
82.45-86.44%	B	59.45-66.44%	D
79.45-82.44%	B-	Below 59.45%	F
76.45-79.44%	C+		

Course Policies

Attendance

This class will abide by the school policy in regards to absences. Because we at LCSC value your education as students, we ask that you take ownership of your education and understand that it is a privilege.

A student may also be dropped from the class for excessive tardiness and for failure to attend the class the first day or during the first week of class.

Please attend class. It not only causes you to suffer when you miss too much class but it also takes away from the educational experience of your classmates. Of course, if there is an emergency, please come speak directly to me and we will address the issues as they come up.

Students are responsible for dropping or withdrawing from classes they are no longer attending. Students who remain enrolled in a class beyond the published withdrawal deadline will receive an evaluative letter grade. See the details for each class in the schedule for these important dates.

Tardiness

Being late (tardy) for class will SIGNIFICANTLY reduce your participation points and overall course grade. It is also a form of nonverbal communication. Being late signifies to everyone else in the room that you consider your time more important than theirs—mine included. If you are late for any class, you must come to see me after class and explain why you were late—whether it is a good reason or not. If you are coming directly from work before class, I'll be more than happy to work with you. However, if you have a work-related situation immediately before class you need to come see me during the first week of class if you want this to be considered. If it is something that arises after our semester together begins, come and see me immediately.

Formatting

All work for this class is to follow precise APA formatting rules as outlined in the APA manual suggested above. In its most basic form this means that everything turned in needs to be stapled together, **typed and double-spaced in 12-point, Times New Roman font**. It is also required that a correctly formatted cover page and reference page(s) be included with every assignment unless otherwise stated. Using proper spelling, grammar, and punctuation is also critical and failure to do so will result in a loss of points for that assignment.

Written work (E.g., outlines, extra credit, etc) can be submitted electronically (Blackboard dropbox).

Late Work

I do not except late work. The biggest reason for this is that it makes my job as an instructor much more difficult and heightens the chances of me misplacing your work. **I try to be understanding in the event of an emergency; however, unless I hear from you an adequate amount of time, you will not receive credit for late assignments.** Also, if you are absent and your work is not in by the beginning of class on the day it is due, you will not receive credit for it. It is your responsibility to turn your work in on time whether you are in class or not. **Accepting late work is up to the discretion of the instructor.**

Classroom Behavior

You are adults and I expect each of you to know what is and is not appropriate classroom behavior. Please keep your cell phones away during class (unless otherwise stated). Be considerate of your fellow classmates when they are speaking, and be

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considerate of me while I am teaching. If I feel like you are violating what is appropriate classroom behavior, I will take away participation points and/or ask you to leave the classroom for the duration of the class period.

You are not only expected to attend class and be there on time as described above, but are also expected to participate in class discussions and be a positive audience member during lectures, student presentations or group activities. Remember, participation is another way to earn points that may make the difference between a half or full letter grade in the final grade computation. Disruptive or discourteous behavior such as sleeping or talking while the instructor or guest is lecturing or a student is delivering a presentation may result in points being deducted from your grade and/or dismissal from class. I won't always inform you each time that points are deducted for such behaviors. I encourage you to check on your participation performance with me at some point early on in the semester to make sure you are headed in the right direction.

Note that participation requires you to be aware of both your verbal and nonverbal communication. Negative verbal and nonverbal communication may reflect your attitude and disrupt others from learning. **Since this is a communication class, and nonverbal communication is a critical part of your success as a public communicator, I will, as part of your learning experience, discuss with you any disruptive nonverbal communication I observe.** Research supports that listeners (your audience!) interpret meaning far more from nonverbal than verbal communication (the estimates range between 80-93%). My assumption is that you will reflect on my feedback in these areas and make efforts to improve. If I see efforts at improvement, I won't deduct points from your participation grade according to the Professional Behaviors and Dispositions Checklist on the final page of this syllabus. Sometimes students are unaware of the nonverbal messages they are sending, in which case you should consider our discussion part of your professional communication development. I'm not looking for perfection, but awareness and an attitude that reflects a willingness to improve.

Bringing your book and syllabus to each class session is crucial. At this level of undergraduate learning, participation is based on more than merely "talking" – i.e., answering questions posed by the instructor or volunteering your opinions and comments. Such things are definitely an important part of participation, but not the whole picture. I expect you to critically reflect on the material and be prepared to share that reflection when called upon. For a better look at the "whole" picture, see "Class Participation: Professional Communication Behaviors and Dispositions" located on the last page of this syllabus. Consistent failure to adhere to these dispositions may result in your withdrawal from class.

While the instructor will present necessary lecture material to establish the foundation for discussion on related mass communication and culture topics and issues, ***the course is intended to be participatory in nature wherein learners will share responsibilities for accomplishing a common goal.*** You should come prepared to discuss the material you read. This means that you should be putting in considerable time outside of class preparing for your time in class. Much of what we discuss in class will supplement or otherwise add to your readings. Think of it this way, ***for every 1 hour of "seat time" (or face-to-face time), you should be putting in at least 2 hours of outside preparation. This is a standard formula to follow for all your classes if you want to maximize your success in college. That means that time management is a necessary and critical skill for you to start developing if you don't already have it.*** I encourage you to get help with this immediately if you need it. I can help you or put you in touch with someone on campus who can help you get started.

Classroom Behavior and Student Code of Conduct

Students are expected to respect and obey standards of student conduct while on class and on campus. The student Code of Conduct, disciplinary procedure, and student due process can be found in the Student Handbook. As your instructor, I have the following additional expectations in this class:

- All papers must be typed and double-spaced UNLESS otherwise specifically noted by the professor in the syllabus. Cite all references according to the APA style manual (6th ed.). Points may be deducted for students' failure to adhere to the APA style manual (6th ed.). Keep a back-up copy of your work on disk or your hard drive (see "Late Work" policy above).
- Read all the chapters as assigned. Again, ***lectures may NOT mirror the assigned readings***, so it is up to YOU to complete course reading prior (not during) the class period. ***Keeping up with the required reading will contribute significantly to your success in this course.***
- Remove any headphones or other I-pod audio-visual devices prior to entering into this class.

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- Turn off all cell phones prior to class and store them out of sight (i.e., can't be left on your desk). If your cell phone rings during class, you are causing a disruption in the learning process (see "Professional Behaviors and Dispositions" in this syllabus). If you need to answer an emergency phone call, please quietly leave the classroom.
- In-class assignments may be unannounced in some cases until the day of class. These assignments will relate to the class work and videos shown in class and will often involve small group interaction. If for some reason, you are not in class on those days, you will not be able to make those assignments up. If you have any questions or concerns, do not wait until your grade has suffered. Please discuss them with me.
- I expect a lot from you. The bar has been set high. I believe you can meet these expectations with a lot of hard work and dedication to the learning experience. I'm here to serve you and be available to work with you as you strive to meet these expectations. **I work hard to create a hospitable environment where you feel comfortable to ask questions, make mistakes, celebrate your accomplishments, and approach me at any time.** You can't wear out your welcome.
- Since I do expect a lot and the bar is set high in this class, the criteria for assignments have been made available to you in advance in Blackboard so you understand how to meet course expectations. Thus, from "day one" you know what is expected of you, in great detail, in order to perform well on each assignment. If you have any questions as to what will be expected of you, or if you are uncertain about the requirements for any assignment described in the syllabus, it is your responsibility to see the instructor and seek clarification. Again, I'm available. I have given you my email and will meet outside of class for such purposes.
- Remember that the skills acquired and mastered in earlier assignments are to be retained and used along with others gained later in the course. The standards of work for each practical assignment will be progressively higher.
- In the event there are presentations, homework or other work due and/or an exam scheduled on a day that class is not held due to closure of the College or absence of the instructor, all students are responsible for coming to the next scheduled class prepared to present their presentation, or to turn in any work due and/or to take the exam.

Submission of Assignments

When submitting written assignments and extra credit, please submit in the dropbox on Blackboard.

What is effective research?

In order to produce a quality paper, you need to use a variety of sources in order to follow different angles in the pursuit of your topic. Recognize that in doing good research, nothing good comes easy. A well-planned, systematic approach to research will allow you to uncover valuable information toward mastery of the research topic.

1. Choose a topic
2. Gain a general overview by using the reference collection (print & online).
3. Narrow to a specific research question.
4. Determine what type (*books, articles, essays, reports, studies, statistics, primary sources, conference proceedings, & dissertations, etc.*) and amount of information is needed (*depends of length of paper or presentation*) & what types of sources might have that information (*indexes, catalogs, bibliographies, web search tools –these provide lists of information sources, "where to go"*).
5. Choose appropriate "access" tools, develop a search strategy for each tool (See Library Guide *Building Better Searches*), and conduct a search
 - **Library catalogs** for books, audio/visual, etc.
 - **Periodical indexes** for journal & magazine articles (see Research databases)
 - **Research databases** for a combination of periodicals, books, essays, encyclopedias, & other information resources
 - **Internet directories** or indexes, search engines, mega/metasearch engines, webliographies or web gateways for web pages
6. Examine the results and select the most relevant and credible
7. Read, take notes, & evaluate sources.

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As a component of critical thinking, it will be important for you to determine what constitutes a better-quality, professional source. For example, the internet contains both paragraphs of content with no listed author (not very useful), as well as scholarly information that is undeniably practical.

All information, whatever its format or means of distribution, needs to be evaluated for authority, accuracy, content, and usefulness. The following questions should be asked: Who wrote it? – **Authority**; Is the information accurate? – **Accuracy**; Why was it written? – **Purpose**; What is the bias? – **Objectivity**; Is the information dated? -- **Currency**

8. Revise, refine and repeat steps 1-7 as needed (corrections, adjustments or backtrack)

Research is a progression of discovery and evaluation, requiring a first-rate strategy and efficient time management on your part. Flexibility in the process is important as well, since research ideas are naturally reformulated and redirected during the course of creating the final product.

RESERVATION OF THE RIGHT TO MODIFY

The instructor in conjunction with the Department of Humanities at LCSC has attempted to provide information, which, at the time of preparation for publication, most accurately described the policies, procedures, regulations and requirements of the department and this course. However, the instructor reserves the right to alter or change any statement contained herein without prior notice. If changes are made, notice of any such alteration will be given in class.

This syllabus is also found on Blackboard. The syllabus found on the aforementioned site will constitute the official, final version of the syllabus. Any changes made to the syllabus throughout the semester and mentioned during class will be made to the syllabus online. Thus, after the first day of class, students should turn to the syllabus online for the final word on anything pertaining to the matters contained in this course.

Tentative Course Outline:

*Schedule and assignments are *tentative* and subject to change according to instructor's discretion.

[illegible]

CONSENT AGENDA **JUNE 15, 2017**

[illegible]

Grade Tracking Sheet

DESCRIPTION OF ASSIGNMENTs

Class Participation Behaviors and Dispositions	
Standard	Acceptable—Meets Standard
Effective Communication Skills <i>Listening</i>	<i>Listens purposefully and attentively</i> <i>Follows instructions</i> <i>Uses active listening skills in class discussion</i> (vs. does not pay attention in class: reads, sleeps or whispers during student, instructor, guest speaker presentations)
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Effective Communication Skills Writing	<i>Relatively error free written communication, using vocabulary appropriate to the audience.</i> <i>Type or level of errors does not interrupt meaning (vs. multiple sentence structure or spelling errors that interrupt meaning on multiple written assignments)</i> <i>Good organization and development of ideas.</i>
Presentation of class work	<i>Assignments or presentation show care and thoughtfulness; follows instructions (vs. assignments or presentation show lack of thought, are incomplete or sloppy).</i>
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**CONSENT AGENDA
JUNE 15, 2017**

Speech & Debate
Halpin—
M Syllabus

WK: Speech and Debate - COMM 291 - 01

Instructor: Marcy Halpin
Office: 214 Spalding Hall
Mailbox: Humanities Division, Spalding Hall, 111-A
Email: mlhalpin@lcsc.edu
Phone: 792-2905, (my office & voicemail)
792-2307, (Humanities Department)

Office Hours: Mon. 12:30 – 2:30 and Tues. 3:00 – 5:00
& By appointment

Note: Please make use of my office hours if you need help. If you cannot attend my office hours, please feel free to make appointments with me. I live only a short drive from campus and am on campus often. While I am happy to talk to you outside of office hours, to ensure that I can meet with you without distraction during such outside times, please try to make an appointment.

I teach at the following times & places:

204-04	Public Speaking	M W	10:30 – 11:45	@ ACW 135
291-01	WK: Speech & Debate	M	3:00 – 5:00	@ MLH B32
499-01	Sr. Research Project/Seminar	T TH	10:30 – 11:45	@ LIB ICC
380-01	Ethical Issues in Comm	T TH	1:30 – 3:00	@ SGC 122

Your Instructor:

I am here to help you learn, but you are also responsible for guiding that process. Please feel free to ask any question. No question is too insignificant. My office hours are for your assistance. Please take advantage of them. Also, I will be checking my email at least twice every day, probably after my first class in the morning (around noon) and later in the evenings (probably around 9 or 10 p.m.). I also usually check my email during office hours and on weekends.

Required Materials & Readings:

Ericson, Jon M., Murphy, James J., and Zeuschner, Raymond Bud. (2011, 1961)
The Debater's Guide. Fourth Edition. Carbondale, IL: Southern Illinois
University Press.

ISBN: 978 – 0 – 8093 – 3034 – 8

Any Supplementary Materials provided in class.

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Speech & Debate
Halpin—
M Syllabus

Videotaping:

Some speeches/debates in class *may* be videotaped. These speeches are videotaped for the purposes of evaluation, feedback and/or self – evaluation.

Course Description:

This class is designed to encourage, enhance, and engage students in advanced speech and debate activity. This course will concentrate on developing skills necessary to deliver and compose effective public speeches, as well as effectively engage in argument. This course emphasizes the “art” of speech by focusing on presenting artfully prepared information or argumentation as well as through routine exercises in impromptu speaking. Moreover, the class explores advanced argumentation in formal debate settings. Speech content will be considered as important as style and delivery. This class should help you not only with speaking and with feeling comfortable in front of an audience, but with *research, organization, critical thinking, problem solving, and listening skills.*

Learning Outcomes:

- Differentiate between different styles of competitive debate
- Identify and Explain the theoretical principles argumentative case construction
- Engage in the practice of argumentation and refutation.
- Explain the characteristics of different categories of speech events.
- Practice the art of Impromptu speaking
- Exposure to the competitive speech & debate environment

Idaho Foundation Standards for Communication Arts / Speech & Debate Secondary Education Endorsement

- *Debate #1:* This course will assess your ability to construct and organize and defend an argument, which is linked to “Performance Standard #5 “the theory, principles, and practices of debate, argumentation, logical reasoning, and competitive speaking,” of the Idaho Standards for Speech and Debate.
- *Tournament or Public Debate Participation:* This course will assess your ability to perform in a competitive or public setting, which is linked to “Performance Standard #6: Provides opportunities for students to participate in debate and speaking events” of the Idaho Standards for Speech and Debate.

Class Structure:

Given that class is designed as a workshop in Speech & Debate, the class sessions will be structured in a ½ and ½ format – ½ of each day’s class will be content based, ½ of each day’s class will be exercise or debate or impromptu based.

Classroom Conduct:

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JUNE 15, 2017

Speech & Debate
Halpin—
M Syllabus

I respect my students and try to create a comfortable learning environment. However, it is also your responsibility to create and help maintain such an environment. Debate requires respect for the speaker, the audience, the subject matter, and the ideas presented. Please note that respect for ideas does not necessarily mean “agreement” with those ideas. I highly encourage disagreement and discussion. However, snickering, laughing, whispering during others’ speeches is intolerable. Such actions *or* harassment of any kind creates a hostile environment that is completely unacceptable. Moreover, I ask that you please refrain from reading newspapers during class and that you please turn off your cell phones or beepers.

Attendance and Tardy Policy:

This is a speech and argument workshop. It is a small class, you need to attend, which means I request your presence both physically and mentally. Attendance and participation are expected and required. While attendance is necessary, each student is allowed 2 unexcused absences. Moreover, some circumstances arise that qualify as excusable absences (medical, family emergency). For an absence to be excused, students should submit documentation (for example, a doctor’s note) verifying the excuse. I also ask that athletes or participants in other university-sponsored activities please submit the appropriate documentation and schedules to verify their absences for travel, etc.

While documentation is the only fair way to ensure an excused absence, I still ask that you keep me informed (preferably via email) as to the reasons for your absence(s). I can only help you if you come to talk to me. Moreover, I expect that you will provide documentation, inform me of illness, scheduling conflicts, misc. absences within a reasonable period of time. Coming to me at the end of the semester will not help you. Coming back after an extended period of absence with a host of excuses will not help you. Telling me a week or two later that you caught a cold will not help you. It only takes a few minutes to send a quick, to-the-point email. It only takes a few minutes to talk to me before or after class. Keeping your instructor informed is not a matter of inconvenience. It is a matter of responsibility.

ALSO NOTE: Frequent unexcused absences may result in the reduction of your final grade including a final grade of “F” given.

Also, keep in mind that absences will affect your class-participation grade *and* your evaluations grade—missing peer and/or self evaluations will receive a zero for the day (*See course assignments and grading*).

Policy Regarding Class Notes:

I strongly believe that there is a value in note “taking” and that writing things down (or typing them) helps you remember and digest the material. As such, I do not distribute my lecture notes or my power points to students (with the exception of certain “review” quiz show formats). That said, if you miss class for some reason, it is your responsibility to get the notes from one of your classmates. Requests made to me for class notes will be unsuccessful. This means that you should be kind to your classmates and foster positive working relationships with them. Consistent with this philosophy, I also prohibit the photography or video-recording of class lectures and slides. As some of you may know, I try to use media examples in my teaching and in my powerpoints, and thus maintaining control of my slides and limiting their distribution also limits the potential distribution of copyrighted material. As the OWL at Purdue explains regarding ‘Fair Use’, “Using copyrighted images in a classroom PowerPoint presentation is more acceptable than making the presentation available online or putting the images on a website.... Make the

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new use available for the shortest amount of time to the smallest group possible” (OWL, <http://owl.english.purdue.edu/owl/resource/731/1/>).

Academic Integrity & Judicial Affairs:

Students in this course will be expected to comply with the Lewis-Clark State College’s policy on academic integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the College’s guidelines on academic integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating College Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and/or programmable calculators.

With regard to written work **and** speeches, students must learn to cite sources properly. Failure to credit the proper sources (plagiarism), the undocumented/uncredited cutting and pasting of Internet material (plagiarism), or the use of a previously written paper or speech (plagiarism) will have serious consequences.

“Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding.” If a student is suspected of committing an act of academic dishonesty, the incident will be documented, and the Judicial Affairs Officer in Reid Hall will be notified.

Disability Services:

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment to talk with me.

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and register with the Disability Services Office, RCH 111. Disability Services reviews documentation related to a student’s disability, provides verification of the disability, and recommends suitable accommodations for specific courses.

FERPA:

The *Family Educational Rights and Privacy Act* (FERPA) is a federal law designed to protect the privacy of student education records and is enforced by the U.S. Department of Education. In essence, the act states that (1) students must be permitted to inspect their own “education records” and (2) “school officials” may not disclose personally identifiable information about a student without written permission from the student. For further information on FERPA and LCSC’s directory information policy, visit www.lcsc.edu/registrar or call 208-792-2223.

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Assignments and Grading: (1& 2 Credit Enrollments will have variations)

3 Credit Enrollment

Debates (2)	2 @ 100 pts each	200 pts
Written Argument / Case (1 Affirmative & 1 Negative)	2 @ 100 pts each	200 pts
MidTerm Exam	1 @ 100 pts each	100 pts
Extemporaneous/ Impromptu /SPAR Performances	5 @ 10 pts each	50 pts
Current Events Articles and/or Editorials	5 @ 10 pts each	50 pts
Participation (Arguing/ Debating/ Working through Arguments In Class) Allowed 1 Absence	1 @ 100 pts each	100 pts
Tournament <i>or</i> Public Debate Participation	1 @ 100 pts each	100 pts
FINAL (Prepared Speech EVENT) –	1 @ 100 pts	100 pts
TOTAL =		900 pts

2 Credit Enrollment

Debates (2)	2 @ 100 pts each	200 pts
Written Argument / Case (1 Affirmative & 1 Negative)	2 @ 100 pts each	200 pts
MidTerm Exam	1 @ 100 pts each	100 pts
Extemporaneous/ Impromptu /SPAR Performances	4 @ 10 pts each	40 pts
Current Events Articles and/or Editorials	3 @ 10 pts each	30 pts
Participation (Arguing/ Debating/ Working through Arguments In Class) Allowed 3 absences	1 @ 100 pts each	100 pts
Tournament <i>or</i> Public Debate Participation	1 @ 100 pts each	100 pts
FINAL (Prepared Speech EVENT)	1 @ 80 pts	80 pts
TOTAL =		850 pts

1 Credit Enrollment

Debates (2)	2 @ 100 pts each	200 pts
Written Argument / Case (1 Affirmative & 1 Negative... for debates)	2 @ 100 pts each	200 pts
MidTerm Exam	1 @ 100 pts each	100 pts
Extemporaneous/ Impromptu /SPAR Performances	3 @ 10 pts each	30 pts
Current Events Articles	2 @ 10 pts each	20 pts
Participation (Arguing/ Debating/ Working through Arguments In Class) Allowed 4 absences	1 @ 100 pts each	100 pts
Choice of Tournament <i>or</i> Public Debate Participation <i>or</i> Final Speech In- Class	1 @ 100 pts each	100 pts
TOTAL =		750 pts

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Debates:

All Students will participate in 2 in-class “formal” debates. Depending on class-enrollment, and class-size, students will participate in 2-person vs. 2 person debates or 2 1 person v. 1 person debates (1 person v. 1 person will be substituted if class enrollment does not permit 2 person debate). **Failure to show up on scheduled performance day, will result in a 0 for the assignment.**

Written Arguments/Case:

Participation in any form of debate requires preparation of arguments in advance. Students will work on preparing their arguments in advance. An argument for an Affirmative Debate And an Argument for a Negative Debate. Affirmative Teams get to choose the Proposition (Topic of the Debate).

Extemporaneous /Impromptu/ SPAR Performances (Credit Variation)

Virtually every week in class, students will practice/perform an exercise in extemporaneous or impromptu performance. Extemporaneous /Impromptu is individual in orientation. SPAR Performances stand for “spontaneous argumentation” and are impromptu debates performed against another individual in the class on general topics that everyone should be able to generate opinions about.

Current Events Articles: (Credit Variation)

As preparation for extemporaneous speaking events, making arguments, and debate events, each student will come to class each week of the semester with one article discussing a current issue or event in the world. Articles should come from either news magazines (Time, Newsweek, US News, the Economist, Popular Science, etc) or major news websites (CNN, BBC, Reuters) or major newspapers (NYT, Chicago Tribune, Washington Post, Wall Street Journal, LA Times). Local newspaper articles are okay, but students should choose relevant national headline stories....*from which arguments can be made.*

Tournament or Public Debate Participation: (Credit Variation)

This class is structured to support, enhance, encourage participation in Speech and Debate. The Speech and Debate team aims to travel competitively and to perform at least one public debate each semester. Enrolled students are expected to participate in at least one of these activities/events (either a tournament or the public debate). If a student attends a competitive tournament, the student is expected to participate in 2-3 events. **Failure to show up on scheduled performance day, will result in a 0 for the assignment. Single Credit Enrollments may choose between this option and a “final speech” (delivered in class) Students who participate in more than one public debate or tournament may waive the Final Speech.**

FINAL : Speech – Informative or Persuasive:

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For their final, students will prepare one competition quality speech/oratory piece in the class. Speeches must be high quality, organized, cohesive pieces, with all components of an introduction, body, conclusion, with source citation. Visual aids, if used must be effectively used and of professional quality. **Failure to show up on scheduled performance day, will result in a 0 for the assignment. This speech may be a “revision” of a speech delivered by you in another class. The idea is to hone a speech to its best quality.**

Class Participation: (Credit Variation on Attendance)

Because this class is run in a speech and debate workshop format, participation is heavily weighted and expected. Participation may include in-class activities, exercises, and quizzes, if necessary. Students enrolled for 3 credits are allowed 2 absences, enrolled for 2 credits allowed 3 absences, enrolled for 1 credits allowed 4 absences.

Participation from all members of the class constructs a community that both enacts and fosters an understanding of the concepts encountered over the course of the semester. However, active participation is more than reckless argument or mindless chat. In forming such a community, I expect that students will complete oral and written assignments in a timely and enthusiastic manner, show respect and consideration for classmates and instructor; frequently provide positive, relevant, original and/or thought-provoking contributions to discussion and debates; and show attentiveness through active listening. *A failing grade in participation* is obtained by: a failure to complete assignments, failure to attend class, failure to contribute to discussion on at least a minimal level, showing disrespect toward classmates or instructor via offensive or inappropriate contributions or remarks, inappropriate behavior during other students' speeches.

Schedule:

Attached, please find a *tentative* schedule for the semester.

Syllabus Addendum

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at <http://www.lcsc.edu/studentconsumerinformation/>

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Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://www.lcsc.edu/catalog/>) and the LCSC Student Handbook (available at <http://www.lcsc.edu/student-services/contactus.htm>) for more information.

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the Dean of Student Services for official disciplinary action.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Dean of Student Services' web page (<http://www.lcsc.edu/student-services/>).

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

<http://www.lcsc.edu/culturaldiversity/>

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Welcome to Comm 301-60 – Online
Introduction to Media Relations



Hello and **WELCOME** to your selected communication course!

“Effective communication” of all forms has become a notable necessity, regarded by businesses as the “most desired trait and skill” looked for in employees. Not only are businesses demanding and in need of this noted skill but our family lives, personal relationships, and activities are requiring it more and more for an enjoyable stable existence.

That’s why I am here to teach, coach, and facilitate you and your classmates in better communication via Media Relations-Online. I live in Lewiston Idaho and have been teaching communication courses for 25 years. I have a Ph.D. in Communication, Education, Counseling/Psychology, with graduate and undergraduate degrees in Radio/TV, Communication, Theatre/Dance Management and a secondary teaching certificate. I have worked in the business sector in Public Relations and Marketing, and in the private sector as a Life Coach and Counselor. I love being outdoors exercising, hiking, riding horses, and reading. While collaborating with the students, I find that not only do the students gain new insights, skills, knowledge, training, and confidence but I also gain. I appreciate the dual benefits.

My email address is tastory@lsc.edu, and phone number is 208.792.2575. Please feel free to email or call with any concerns, questions, or input you may have in regards to this class. Do not hesitate. Best communication is through the course email or the email above.

Responsible engagement and interaction is expected in this class. Readings, assignments, presentations, and discussions are scheduled in advance. You should have no problem being punctual in submitting your work. Please inform me if any extenuating circumstances arise – so we may deal with the matter appropriately.

Being a student isn’t easy. It does take time, effort, cooperation, and work. Organization and preparedness are your salvation tools. The philosophy of “JUST DO IT!” is the best encouragement and ideal for ownership – remember this throughout the semester and you’ll do well.

The course syllabus and schedule will help guide you through this course. Please keep and refer to it regularly. Since your communication gains are what are in sight for this course – it can be interesting and enjoyable for us all, as well as an excellent growth and learning experience. I am looking forward to delving into this semester with you.

ENJOY!!

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SYLLABUS: Comm 301-60 -- Introduction to Media Relations - ONLINE

Contact Information:

Instructor: Dr. Traci A. Story

Address: Lewis-Clark State College

e-Learning Services

500 8th Ave., Sam Glenn Complex Rm. 212

Lewiston, ID 83501

<http://www.lcsc.edu/e-learning/>

Office: 305 Spalding Hall, LCSC Campus, Lewiston Idaho

Phone: 208.792.2575 (brief message – who, what, where, when etc...)

Emergencies: Cell - 509.994.0946

Email: tastory@lcsc.edu (best & brief, short 4 liner)

Required Texts:

Howard, C.M. and Mathews, W.K. (2013). *On Deadline: Managing Media Relations (5th Ed.)*
Longrove, IL: Waveland Press. ISBN: 978-1-478-60340-5

Wilcox, D.L, Cameron, G.T., and Reber, B.H. (2015). *Public Relations: Strategies and Tactics (11th Ed.)*
Boston, MA: Pearson. ISBN: 978-0-205-96064-4

Diggs-Brown, B. (2013). *The PR Style Guide.* Belmont, CA: Wadsworth/Thomson.
ISBN: 978-1-111-34811-3

Kessler, L. and McDonald, D. (2012). *When Words Collide: A Media Writer's Guide to Grammar and Style (8th Ed.)* Wadsworth. ISBN: 978-0-495-57240-4

Course Description:

COMM 301 provides an overview of the principles and styles of TV, radio, Internet and print media, public relations history, audiences, ethical practices and necessary skills for effective media relations in the 21st century. *This course is Writing, Discussion, and Presentation Integrated.*

No pre-requisite courses are required however you will need to know how to execute and utilize a variety of resources demonstrating your proficiency in writing an essay paper, background research paper, use of a digital recorder or webcam and accessories, give a professional oral presentation, and demonstrate basics in MR/PR writing – media plan, contact lists, pitch letter, news releases, fact sheet/FAQ's, photos, features, ANR or VNR, social media, and webpage design.

Go to Weekly Unit and Weekly Discussion along with Assignments on the Course Introduction Homepage to find weekly readings, assignments, exercises, and discussion topics w/directions. Plus, PR chapter PowerPoint lecture presentations are found on the weekly unit homepages. These Unit Pages are your lifeline to keeping you on top of the course -- be sure to follow closely the instructions.

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Course Objectives:

As a result of the practice and instruction afforded by this class, a student should be able to:

1. Students will be expected to identify and discuss major theories of public relations.
2. Students will be expected to demonstrate competence in the following areas through identifying writing, explaining, analyzing, discussing and presenting:
 - a. written news releases
 - b. written public service announcements
 - c. analyze media kits, social media, and web pages
 - d. explain the nature and elements of effective media campaigns
 - e. analyze and strategize for relevant audiences
 - f. demonstrate basic editorial policy
 - g. demonstrate the importance and strategies of developing relationships with members of the media
 - h. manage crisis situations
 - i. develop, implement and manage internal organizational media relations
 - j. evaluate media relations campaigns and strategies
 - k. create an effective media kit through utilizing a variety of resources
 - l. organize and employ methods that enhance source credibility
 - m. analyze a media audience and tailor a presentation to fit
 - n. present ideas using effective style and delivery
 - o. develop and present with creativity and persuasion using sound reasoning and evidence
 - p. identify and implement ethical effective strategies for the purpose of informing or persuading an audience

Idaho Foundation Standards for Communication Arts/Speech and Debate Secondary Education Endorsement:

- Final EMK (Electronic Media Kit) Project in this course will demonstrate (written and oral) the importance of audience analysis and adaptation, identified in Performance Standard Three of the Idaho Standards for Communication Arts.

Materials Needed:

- * Textbook
- * Presentation Materials
- * Access & create a Youtube.com or a Photobucket.com account immediately
- * Access to a digital video recorder/smartphone/campus digital room- ACW 135
- * Audience members for presentation (min. 5 adults) – Professional setting (classroom, church, office, auditorium, library.....)
- * PowerPoint Presentation Materials

Projects:

"Read this First-bb9Technical Guide" (Assignment)	10
Letter & Contract Document (Assignment)	10
Communication Apprehension (CommApp) (Assignment)	10
Introduction Speech (2-3 min.) – video (Discussion Board)	20

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Discussions - Post & Respond (per topic, weekly) (Discussion Board)	230
Media Kit Prep – Company Background Paper (Assignment & Disc. Board)	30
Media Kit Prep – Media Plan, Contact List, and Pitch(Intro) Letter (Assignment & Discussion Board)	30
Media Kit Prep– News Release and Fact Sheet (Assignment & Discussion Board)	30
Media Kit Prep – Photos, Features, Social Media, (extra)-Webpage (Assignment & Discussion Board)	30
Media Kit Prep – ANR (audio news release) or VNR (video news release) (Assignment & Discussion Board)	30
Final Project – Complete Electronic Media Kit (EMK) & Oral Presentation (Assignment & Discussion Board)	100
Course Experience Evaluation Paper (Assignment)	20
Participation, effort, attitude	50
Attendance - Monday Check-in	<u>70</u>
TOTAL	670
<i>(projects & points subject to change as needed) 670 Total Points</i>	

Grading Scale:

93 – 100%	A	83 – 86.9%	B	73 – 76.9%	C	60 – 66.9%	D
90 – 92.9%	A-	80 – 82.9%	B-	70-72.9%	C-	59.9% ---	F
87 – 89.9%	B+	77 – 79.9%	C+	69 -67%	D+		

Course Expectations and Policies:

Your approach to this type of course will need to be one of taking initiative and being pro-actively involved. The learning of this material will be your responsibility with my facilitating, supplying of content, and coaching in assignments, discussions, and presentation. This course is based on your own initiative and participation to glean the most from this experience. Mondays will be the start of class (check-in), working through the week to the next Monday (assignments being due on "Deadline Monday"). Class discussions will begin on Wednesdays and continue through Sunday Midnight. It is imperative you stay on top of the readings, assignments, discussions, and the schedule. Please stay on schedule so that the discussions can be thought provoking and applicable to the readings, assignments, and task at hand. Discussions should be posted no later than Saturday evenings so that your classmates may be able to respond by Sunday. If you can post/respond sooner – feel free too.

Don't hesitate to connect with a few people in the class - exchange email and phone numbers if need be -- work together. This may be your first internet class or you may be an 'old pro' -- don't hesitate to jump right in -- get familiar with the course set-up utilizing all your resources - textbook, websites, etc... Be sure to save or keep copies of all your work throughout this course including the syllabus and schedule.

Right off -- be sure to read through the "Read this First"-‘Technical Guide ‘(left sidebar) on the Course Homepage. This will assist in the course running smoothly for you and give you tips on how to manage a Blackboard course as a student.

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If you find you have technical difficulties, contact the helpful LCSC technical staff at blackboard@lsc.edu.

Attendance:

Attendance will be taken with a weekly check-in on Mondays. All you need to do is go to the discussion thread on Monday for that Weekly Check-in and say "hi - I am here - ready to go for the week". Be sure to identify yourself on the discussion line (example - "Susan K. - Checking In") This allows us to stay in contact and helps to stay focused with the course. Attendance is also monitored within your interactive discussions throughout the week. Points are given for attendance and participation -- do not hesitate to make yourself known in class with thought provoking, stimulating, insightful, polite interactions in your postings, responses, and comments. Personal interactions should be done through the course email system.

Discussions:

Discussions will need to be active, engaging, and thought provoking. Courtesy to one another is mandatory. Be sure to use proper and thorough grammar as if you are writing for the public -- please stay away from use of slang, abbreviations, and inappropriate language. Points will only be given for thorough postings and responses, not for short, abbreviated, lacking integrity and content postings and responses. Once again, be sure to identify yourself on the main discussion line (ex: "Susan K. – Interview of a PR/MR Professional").

**** Postings** must be done well before Sunday so that your classmates have time to respond. Points will be taken off of discussion postings if they are submitted on Sundays or later - **Responses** are okay for Sundays.

Your **postings** should be at least a **1/2 page paragraph or two** with the text and your combined insights of the assigned discussion topic(s). **Responses** need to be respectful, focused, thought-provoking, and encouraging. The responses need to be at least a paragraph or two with acknowledgement of the post and your insightful response. The responses are about the classmates post, not just about you. **One liners will not be acceptable for your required responses (i.e.: "that's great" or "I agree")**. Put some thought into your responses, maybe even end with a provoking question or two.

****Important Note:** You will be required to **post per discussion topic plus respond to a posting per discussion topic** via textbook and insights. For example, one week you may have a **posting** for "Speaker Interview" and Chapter 5. Besides these two postings you will do, you also will be required to **respond** to a classmates posting **of each**. Please do not respond to the same individual each week. Mix it up a bit. If you see that someone's posting has not been responded to -- you respond. Discussions begin on Wednesday of each week and continue through Sunday Midnight. My advice to you is to post and respond ASAP! Do not wait to the last minute to do you posting and responding. Please do not limit yourself to only two or three responses -- if you feel you can add insightful, thought-provoking contributions, please feel free to as many as you like -- however, be sure to do the minimum.

As the instructor, I will facilitate and observe these discussions, but you and your classmates will be the primary motivating factors in this experience. I will only intervene or give comment when I feel I am needed -- so the discussions are your ball game - show me what you can do. There are approximately two-three discussion postings/responses per week!

We have a good size class -- we do not want anyone to get lost. So please include people, give people opportunities to interact, and encourage one another. The discussion portion of the course is what will make or break (give/get the most benefit) of this course for you, along with your demonstration of competency (identifying, analyzing, writing, discussing, explaining, creating, developing, organizing, and presenting) the materials along with a final project of creating and presenting a media kit for a business of your choice.

Be engaged. Be thoughtful. Participate.

Assignments & Presentations:

This course is primarily made up of readings, power point lectures, discussions, assignments, and two

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presentations. There will be no tests at this point in the design of the course. You will need to display your learning, knowledge, experiences through the discussions, assignments, and presentations. If this doesn't seem to be working for the class we may change this design, if needed. But I truly believe you can gain the knowledge and experience based on the goals of this course through pro-actively engaging in the current design.

The assignments and presentations will be required for the course will be due on "Deadline Monday" by 11pm. Check the schedule for assignment and presentations deadlines and their requirements. **Plan ahead** if need be -- you know your schedules. All assignments are due on said deadline dates. No late assignments accepted. All assignments will need to be presented in a concise, neat, proper, and professional format. Just a reminder 'discussion postings and responses' are different than the 'assignments and presentations' -- discussions & responses are weekly and are done between Wednesdays and Sundays each week unless otherwise posted (note instructions above).

Assignments and presentations for this course include and (where they are submitted):

"Read this First-bb9Technical Guide" (Assignment)
Letter & Contract Document (Assignment)
Communication Apprehension (CommApp) (Assignment)
Introduction Speech (2-3 min.) – video (Discussion Board)
Media Kit Prep – Company Background Paper (Assignment & Disc. Board)
Media Kit Prep – Media Plan, Contact List, and Pitch(Intro) Letter (Assignment & Discussion Board)
Media Kit Prep– News Release and Fact Sheet (Assignment & Discussion Board)
Media Kit Prep – Photos, Features, Social Media, (extra)-Webpage (Assignment & Discussion Board)
Media Kit Prep – ANR (audio news release) or VNR (video news release) (Assignment & Discussion Board)
Final Project – Complete Electronic Media Kit (EMK) & Oral Presentation (Assignment & Discussion Board)
Course Experience Evaluation Paper (Assignment)

The **Introduction Speech** (submit active hyperlink - Discussion Board) and **Final Project - EMK** (submit also as its' own file) **& oral presentation** (submit active hyperlink - Assignment & Discussion Board) will be recorded onto a digital camcorder/smartphone/webcam, uploaded to Youtube.com and then you will submit the active hyperlinks to their perspective locations for review by the instructor and classmates for feedback (deadline dates given on the Syllabus Schedule and Assignment pages).

Prepare ahead of time - do not let the deadlines "come up and get you"! Other assignments will be turned into the instructor via 'assignment link' located on the course. Various textbook readings and projects (ex: Media Kit review & Professional Interview) will be used for **discussions and responses**. As you can see -- this course is designed with your **active participation** in mind.

Textbook and PowerPoint Lectures:

Textbooks are required for this course. Be sure to familiarize yourself with their content. Read each chapter in your textbook and utilize any online resources for your own advancement and familiarity. Utilize the student book

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companion websites --- excellent resources are at your disposal. They can aid in your learning and applying communication, developing your media and public relations knowledge and skills, and giving presentations in building your confidence and ability to demonstrate your skills and techniques. These resources will also aid in your assignments, presentations, and discussion postings and responses. Take advantage of them!

Chapter PowerPoint Lectures can be found in the Weekly Units and also on the left side bar for each of the chapters covered in the PR textbook. Be sure to start your week with a preview of the chapter PowerPoint lectures and end your week with a review of the same PowerPoint lectures. You will notice advancement in your awareness and knowledge on the chapter material by doing this process of **preview and review**. The chapter PowerPoint lectures are quite thorough and helpful.

Response Policy:

The instructor will reply to course emails within 48 hours and outside emails within 24 hours. You will receive assignment feedback and grades within one to two weeks of assignment submissions.

Getting Help:

If you get stuck on an issue, do not hesitate to get help. Don't forget that your classmates can be an excellent resource. Sometimes talking through problems can help clarify topics and teaching others is an effective way to learn. The Writing Center is another vital resource. It is located in the LCSC library. There, students who have taken this or similar classes are available to help. Of course, I am also here to help you.

Academic Support Services:

TRIO Academic Services webpage:

<http://www.lcsc.edu/trio/>

Research and Writing:

- LCSC writing center webpage:
<http://www.lcsc.edu/writing-center/>
- LCSC Library homepage:
<http://www.lcsc.edu/library/>
- Purdue Online Writing Lab (OWL):
<http://owl.english.purdue.edu/>

Blackboard's On Demand Learning Center for Students:

<http://ondemand.blackboard.com/students.htm>

Technical Support:

If you are having technical difficulties with Blackboard or computer problems, you should contact Distance Learning or IT for help.

For help with Blackboard:

- Blackboard helpdesk phone: 208-792-2635
- Blackboard helpdesk email: blackboard@lcsc.edu
- Helpdesk hours: M-F from 8am-5pm, PST
- Distance Learning website:
<http://www.lcsc.edu/e-learning/>
- Blackboard's Accessibility webpage:
<http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

For help with LCMail and WarriorWeb:

- IT Helpdesk phone: 208-792-2231
- IT Helpdesk email: helpdesk@lcsc.edu
- IT Helpdesk hours: M-F from 8am-12pm and 1pm-5pm
- IT Helpdesk website: <http://www.lcsc.edu/it/for-students>

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and/or adaptation.

Student Rights and Responsibilities Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the [LCSC General Catalog](#) and the [LCSC Student Handbook](#).

Accidents/Student Insurance Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members will impose their own policies and sanctions regarding academic dishonesty. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

Illegal File Sharing Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the [VP for Student Affairs' web page](#).

Diversity Vision Statement Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

Disclosures During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities. ***Updated January 2014*

Miscellaneous:

Extenuating circumstances? Please feel free to contact me. Let's keep the lines of communication open.

Academic Integrity: The guidelines for academic integrity as outlined in the student handbook are followed in this course. In particular, plagiarism (presenting others ideas as your own without crediting the source), knowingly allowing another person to turn in material you generated as his/her own, and cheating will not be condoned.

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Course Schedule
(along with Discussion & Assignment Descriptions)

'At a Glance'

***Discussions begin Wednesday & end Sunday Midnight**
(**postings** should be done well before Saturday/**responses** by Sunday –may post/respond early if needed – **all** discussion topic threads need to have at least one to two responses each)
***All Assignments** are due on 'Deadline Mondays' by 11 PM (unless otherwise noted)

Dates	Activity
<u>Week 1</u> Jan 19-22: Intro Self, Tech Guide, Letter/Contract & CommApp Read & Prep for Week 3: PR Chapters 1-4 OD Chapters 1-4,6	Welcome! Course Intro, Review of Syllabus & Schedule <u>Discussion (starts Wednesday - ends Sunday midnight):</u> Check-In Monday & Intro Self <u>Preview/Review:</u> PR Chapters 1,2,3,4 Power Point Lectures <u>Read & Prep:</u> PR Chapters 1-4; OD Chapters 1-4,6 <u>Assignment:</u> Tech Guide, Letter/Contract & CommApp Reflection, due next week- Mon.
<u>Week 2</u> Jan 25-29: <u>Due:</u> Tech Guide, Letter/Contract & CommApp Intro self-video Wed. –Discussion Board Read & Prep for next week: PR Chapters 1-4 OD Chapters 1-4,6	<u>Assignment Due (Monday) :</u> Tech Guide, Letter/Contract & CommApp Reflection <u>Discussion (starts Wednesday - ends Sunday midnight):</u> Check-In: Monday Intro self- video - post (due Wednesday) <u>Preview/Review:</u> PR Chapters 1,2,3,4 Power Point Lectures <u>Read & Prep:</u> PR Chapters 1-4; OD Chapters 1-4,6
<u>Week 3</u> Feb 1-5:	<u>Discussion (starts Wednesday - ends Sunday midnight):</u> Check-In: Monday

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<p>Read & Prep for next week: PR Chapters 5-8 OD Chapters 7,10</p>	<p>PR Chapters 1-4; OD Chapters 1-4,6 Explore/Choose/Review 2 Electronic Media Kits – eval each</p> <p><u>Preview/Review:</u> PR Chapters 5,6,7,8 Power Point Lectures</p> <p><u>Read & Prep:</u> PR Chapters 5-8; OD Chapters 7,10</p>
<p><u>Week 4</u> Feb 8-12:</p> <p>Read & Prep for next week: PR Chapters 9-12 OD Chapters 9,11</p> <p>Intro & Prep: Final Prjt: Student Electronic Media Kit (EMK) & Presentation (due 4/25)</p>	<p><u>Discussion (starts Wednesday - ends Sunday midnight):</u> Check-In: Monday PR Chapters 5-8; OD Chapters 7,10 Interview MR/PR Professional 1 page write-up</p> <p><u>Preview/Review:</u> PR Chapters 9,10,11,12 Power Point Lectures</p> <p><u>Read & Prep:</u> PR Chapters 9-12; OD Chapters 9,11</p>
<p><u>Week 5</u> Feb 15-19:</p> <p>Read & Prep for next week: PR Chapters 13-16 OD Chapter 5</p> <p>Intro & Prep: Company Background Paper (due 3/7)</p>	<p><u>Discussion (starts Wednesday - ends Sunday midnight):</u> Check-In: Monday PR Chapters 9-12; OD Chapters 9,11 Choose YOUR Company (EMK) - ideas</p> <p><u>Preview/Review:</u> PR Chapters 13,14,15,16 Power Point Lectures</p> <p><u>Read & Prep:</u> PR Chapters 13-16; OD Chapter 5</p>
<p><u>Week 6</u> Feb 22-26:</p> <p>Read & Prep for next week: PR Chapters 17-21 OD Chapter 8</p> <p>Intro & Prep: Media Plan, Contacts List, Pitch(Intro) Ltr (due 3/14)</p>	<p><u>Discussion (starts Wednesday - ends Sunday midnight):</u> Check-In: Monday PR Chapters 13-16; OD Chapter 5</p> <p><u>Preview/Review:</u> PR Chapters 17,18,19,20,21 Power Point Lectures</p> <p><u>Read & Prep:</u> PR Chapters 17-21; OD Chapter 8</p>
<p><u>Week 7</u> Feb 29-Mar 4:</p> <p>Read & Prep for next week: PR Guide Chapters 4,6,7,8,14</p> <p>Intro & Prep: News Release, Fact Sheet/FAQ's (due 3/21)</p>	<p><u>Discussion (starts Wednesday - ends Sunday midnight):</u> Check-In: Monday PR Chapters 17-21; OD Chapter 8</p> <p><u>Preview/Review:</u> NO PowerPoint lectures</p> <p><u>Read & Prep:</u> PR Guide Chapters 4,6,7,8,14</p>

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<p><u>Week 8</u> Mar 7-11:</p> <p><u>Due:</u> Company Background Paper</p> <p><u>Read & Prep for next week:</u> PR Guide Chapters 2,9,11,15,16</p> <p><u>Intro & Prep:</u> Photos, Features, Social Media (due 4/4) Extra: Webpage</p>	<p><u>Assignment Due (Monday):</u> Company Background Paper</p> <p><u>Discussion (starts Wednesday - ends Sunday midnight):</u> Check-In: Monday Company Background Paper PR Guide Chapters 4,6,7,8,14</p> <p><u>Preview/Review:</u> NO PowerPoint lectures</p> <p><u>Read & Prep:</u> PR Guide Chapters 2,9,11,15,16</p>
<p><u>Week 9</u> Mar 14-18:</p> <p><u>Due:</u> Media Plan, Contacts List, Pitch(Intro) Letter</p> <p><u>Read & Prep for next week:</u> PR Guide Chapters 3,5,10,12,13</p> <p><u>Intro & Prep:</u> ANR - audio news release & VNR – video news release (due 4/11)</p>	<p><u>Assignment Due (Monday):</u> Media Plan, Contacts List, Pitch(Intro) Letter</p> <p><u>Discussion (starts Wednesday - ends Sunday midnight):</u> Check-In: Monday Media Plan, Contacts List, Pitch(Intro) Letter PR Guide Chapters 2,9,11,15,16</p> <p><u>Preview/Review:</u> NO PowerPoint lectures</p> <p><u>Read & Prep:</u> PR Guide Chapters 3,5,10,12,13</p>
<p><u>Week 10</u> Mar 21-25:</p> <p><u>Due:</u> News Release, Fact Sheet/FAQ's</p> <p><u>Read & Prep for next week:</u> NO reading – review if needed for prep</p> <p><u>Prep:</u> Photos, Features, Social Media (due 4/4) Extra: Webpage</p>	<p><u>Assignment Due (Monday):</u> News Release, Fact Sheet/FAQ's</p> <p><u>Discussion (starts Wednesday - ends Sunday midnight):</u> Check-In: Monday News Release, Fact Sheet/FAQ's PR Guide Chapters 3,5,10,12,13</p> <p><u>Preview/Review:</u> NO PowerPoint lectures</p> <p><u>Read & Prep:</u> review where needed & prep upcoming materials</p>
<p><u>Week 11</u> Mar 28-Apr 1: Spring Break</p>	<p style="text-align: center;">Spring Break – Enjoy!</p>
<p><u>Week 12</u> Apr 4-8:</p> <p><u>Due:</u> Photos, Features, Social Media Webpage(extra)</p> <p><u>Read & Prep for next week:</u></p>	<p><u>Assignment Due (Monday):</u> Photos, Features, Social Media Webpage(extra)</p> <p><u>Discussion (starts Wednesday - ends Sunday midnight):</u> Check-In: Monday Photos, Features, Social Media Webpage (extra)</p>

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<p>NO reading – review if needed for prep</p> <p>Prep: ANR - audio news release & VNR – video news release (due 4/11)</p>	<p>Final Project planning ideas</p> <p><u>Preview/Review:</u> NO PowerPoint lectures</p> <p><u>Read & Prep:</u> review where needed & prep upcoming materials</p>
<p><u>Week 13</u> Apr 11-15:</p> <p><u>Due:</u> ANR - audio news release or VNR – video news release</p> <p>Prep: Student Electronic Media Kit (EMK) & Presentation (due 4/25)</p>	<p><u>Assignment Due (Monday):</u> ANR - audio news release or VNR – video news release</p> <p><u>Discussion (starts Wednesday - ends Sunday midnight):</u> Check-In: Monday ANR - audio news release or VNR – video news release Final Project planning ideas</p> <p><u>Preview/Review:</u> NO PowerPoint lectures</p> <p><u>Read & Prep:</u> review where needed & prep upcoming materials</p>
<p><u>Week 14</u> Apr 18-22:</p> <p>Check-In -- NO Discussion - Prep Final Project</p> <p>Prep: Student Electronic Media Kit (EMK) & Presentation</p>	<p>Prep 'Final Project' – Electronic Media Kit (EMK) & Oral Presentation</p> <p>Due: Monday 4/25 (upload video presentation to Youtube.com; submit EMK file /video link & course evaluation to Assignment Link; post EMK & video presentation to Discussion Board)</p>
<p>FINAL Week Apr 25-29:</p> <p><u>Due:</u> Final Project: Electronic Media Kit (EMK) and Oral Presentation video</p> <p>Course Evaluation</p>	<p><u>This is It!</u></p> <p><u>Assignment Due (Monday):</u> 'Final Project' – Electronic Media Kit (EMK) & Oral Presentation</p> <p>(upload video presentation to Youtube.com; submit EMK file /video link & course evaluation to Assignment Link; post EMK & video presentation to Discussion Board)</p> <p><u>Discussion (starts Monday and ends Friday-no responses accepted after Friday):</u> Submit presentation video link to Discussion Board along with EMK file and respond to at least two classmates, - give - feedback on format, content, and creativity</p> <p>SCE – formal class evaluations http://www.lcsc.edu/sce</p> <p>Have a super summer break!</p>

Discussions and Assignments (details)

Weekly Discussions/Responses: due each week, worth approx 230 pts

Weekly discussions should be posted and responded to every Wednesday thru Sunday Midnight each week. Postings and responses should be content and experienced based with thought provoking statements, ideas, insights

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and questions. These **discussions should be timely according to topic (directions can be found on each Weekly Discussions and Weekly Unit Page)**, and expedient in timeframe allotted. When posting be sure to title your discussion line with your name & a brief version of the discussion topic (ex: Susan K. - MR/PR Professional Interview). Note resources available to aid in discussions – Weekly Units, textbooks and materials, websites, PowerPoint Lectures, fellow classmates input and insight and instructor coaching and feedback. Reflect and gain from your own personal experiences and those around you. Utilize all resources to enhance these discussion postings and responses.

Discussions will need to be active, engaging, and thought provoking. Courtesy to one another is mandatory. Be sure to use proper and thorough grammar as if you are writing for the public -- please stay away from use of slang, abbreviations, and inappropriate language. Points will only be given for thorough postings and responses, not for short, abbreviated, lacking integrity and content postings and responses. Once again, be sure to identify yourself on the main discussion line (ex: "Susan K. – MR/PR Professional Interview").

Your **postings** should be at least a **1/2 page paragraph or two** with the text and your combined insights of the assigned discussion topic(s). **Responses** need to be respectful, focused, thought-provoking, and encouraging. The responses need to be at least a paragraph or two with acknowledgement of the post and your insightful response. **One liner's will not be acceptable for your required responses (i.e.: "that's great" or "I agree")**. Put some thought into your responses, maybe even end with a provoking question or two.

You will be required to post per discussion topic plus respond to a posting per discussion topic via textbook and insights. For example, one week you may have a **posting** for "Professional Interview" and Chapter 5 & 7. Besides these three postings you will do, you also will be required to **respond** to a classmates posting of **each**. Please do not respond to the same individual each week (these are called Discussion topic threads). Mix it up a bit. If you see that someone's posting has not been responded to -- you respond. Discussions begin on Wednesday of each week and continue through Sunday Midnight. My advice to you is to post and respond ASAP.

Do not wait to the last minute to do you posting and responding – discussions should be in by Saturday evening, so that your classmates will be able to respond to you in a timely fashion. Please do not limit yourself to only two or three responses - if you feel you can add insightful, thought-provoking contributions, please feel free to respond to as many as you like -- however, be sure to do the minimum.

The discussions and responses are meant to engage in student interaction with a demonstration of your knowledge and insight into the newly learned materials and your own experiences.

A reminder, that some of the assignments will be also be submitted on the Discussion Board for your classmates feedback. Be sure to read directions thoroughly on where you will be submitting your materials.

As the instructor, I will facilitate and observe these discussions, but you and your classmates will be the primary motivating factors in this experience. I will only intervene or give comment when I feel I am needed -- so the discussions are your ball game - show me what you can do. There are approximately two-three discussion postings/responses per week! The discussion portion of the course is what will make or break this course for you along with your assignments, presentations and final project.

Be engaged. Be thoughtful. Participate.

Assignments:

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1) Read this First-Technical Guide bb9

2) Intro Letter w/contract & CommApp (PRCA)

Due Week 2 – Monday - worth 10 pts each, 30 total, Assignment Link

First, go to the "Assignments Link" on the left sidebar, open, and then select the link for the **"Read this First-Technical Guide bb9" Assignment**. Read, and briefly summarize (one full page typed, Word Document or rtf.)- the Technical Guide components and what it has to offer, submit properly.

Second, open the link **"IntroLtrContract.rtf"** and **save it to your computer** and then write a letter to me; telling me who you are on this document. Tell me of your strengths, weaknesses, fears, and goals. Discuss your worlds and how your roles in these worlds might affect your performance in this class. Please tell me what area of study you are in. Tell me what you expect to learn in this class and what your goals for the class are – how can I help you to achieve these goals? After you have written me the letter, please answer the questions about the course policies (page 2 of these document), so that I know you understand them. **Save your assignments and then upload** them using the 'assignment page' tool. **Be sure to upload all documents -- then submit them together - remember to submit the assignment below too.**

Third, CommApp (PRCA) Assignment: Website for survey - [PRCA-24 Survey](#)

You will then **submit a Word document with your results and insights to the instructor via the 'assignment link'**. **Reflect on your fears, strengths, ways to overcome and benefits of public speaking.**

Save the attached forms to your computer, write the letter and fill out the form. When you have finished creating and saving the file, attach your completed saved version and submit. Be sure you are finished with the assignment before submitting them all together.

Special Note: **Preview Video Student Speech Samples on the Course Homepage before taping own speeches - look for style, format, organization, professionalism, use of VA's – these should help you prepare for your Introduction Speech and Final Presentation of your Electronic Media Kit (EMK).**

Introduction Speech: Due January 27th (Wednesday) – worth 20 pts, Discussion Board

Introduction Speech: You will prepare a creative and insightful introduction of yourself, 2-3 minute speech. Suggestions: name, major, career, family, likes, dislikes, hobbies, interests, most embarrassing moment, favorite food, color, music, animals, etc..... You will video tape this presentation. You will be evaluated on creativity, content, attire, and visual aids (make sure they are visible on camera). Your camera is your audience for this presentation. Your camera person should be aware of these requirements. This is a semi-formal presentation meant to introduce yourself to the class and warm you up for the Final Presentation of you and your electronic media kit (EMK). You will have created a Youtube.com account (free), upload your video, for instructor and classmate viewing, evaluation, and feedback. Be sure to upload in a timely fashion – sometimes it takes a while to upload.

*This assignment will be submitted to the **Discussion Board – Week Two** for your instructors' and fellow classmates' review/response.

Media Kit Prep – Company Background Paper:

Due March 7th, worth 30 pts, Assignment Link & Discussion Board

Company Background Paper: You will create a creative written presentation paper on the background of the company you have chosen to create an Electronic Media Kit (EMK). Must be a company that you have given consideration for that is in need of a new or re-designed EMK. The background paper should contain information on the company's history, people, purpose, mission, product, past press, ideas for future, etc... Length should be no less than two full pages – four at the most, typed, double spaced, easily identifiable categories – well designed and laid out. Note this is a professional paper with purposeful and intentional information and should represent your 'best practice' of MR/PR Company Background written work. Use a style of writing that is consistent with

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MR/PR writing – either MLA or APA. Use style consistently throughout writing projects in this course. If you are unsure of the style you would like to use – please feel free to consult with the instructor and other MR/PR professionals and websites. Be sure to cite resources appropriately for a professional paper.

*You will submit this paper to the **Assignment Link** for instructors review and feedback, **and also** to the **Discussion Board** for your fellow classmates' review/responses.

Media Kit Prep – Media Plan, Contacts List, and Pitch (Intro) Letter:

Due March 14th, worth 30 pts, Assignment Link & Discussion Board

Media Plan: You will create and design a thought-out Media Plan based off of your company background paper and needs of the company and required components of this course and your Final Project – EMK and Presentation. You will need identified components of your plan for the EMK and other assigned projects of course, key details, and deadline dates. Length of Media Plan should approximately two full pages – three at the most, typed, double spaced, easily identifiable categories – well designed and laid out. Note this is a professional paper with purposeful and intentional information and should represent your 'best practice' of MR/PR Media Plans. Use a style of writing that is consistent with MR/PR writing – either MLA or APA. Use style consistently throughout writing projects in this course. If you are unsure of the style you would like to use – please feel free to consult with the instructor and other MR/PR professionals and websites. Be sure to cite resources appropriately.

*You will submit this paper to the **Assignment Link** for instructors review and feedback, **and also** to the **Discussion Board** for your fellow classmates' review/responses.

Contacts List: After meeting with your company, you will identify, create, list contact information of prospective media and public companies that the EMK may be presented. A professional and detailed design will be executed in meeting the needs of the company and the required components of this course and your Final Project – EMK. Make sure the contact information includes: Purpose of List - identifying who and why you these particular contacts are on the list. Each contact will need: company name, contact person, complete street address, phone number, email address, and website (if available). Minimum of ten contacts should be on the list, no more than 20. Note this is a professional document with purposeful and intentional information and should represent your 'best practice' of MR/PR Contacts list development. Use a style of writing that is consistent with MR/PR writing – either MLA or APA. Use style consistently throughout writing projects in this course. If you are unsure of the style you would like to use – please feel free to consult with the instructor and other MR/PR professionals and websites. Be sure to cite resources appropriately.

*You will submit this paper to the **Assignment Link** for instructors review and feedback, **and also** to the **Discussion Board** for your fellow classmates' review/responses.

Pitch (Intro) Letter: You will design a creatively written media pitch (intro) letter to introduce your company and the media kit. Note: the components needed for a professionally written pitch letter (textbook and other resources may be used as a reference and resource) – include these in your one page, aesthetically pleasing and well worded letter, in which will be the first document in your EMK. This is usually the first thing a prospective client or media group will see – make the first impression impactful. This letter should contain bits of highlighted and eye catching information on the company's history, people, purpose, mission, product, press, features, ideas for future, etc... Length should be one full page typed appropriately designed and laid out. Note this is a professional paper with purposeful and intentional information and should represent your 'best practice' of MR/PR Pitch (Introductory) Letter. Use a style of writing that is consistent with MR/PR writing – either MLA or APA. Use style consistently throughout writing projects in this course. If you are unsure of the style you would like to use – please feel free to consult with the instructor and other MR/PR professionals and websites.

*You will submit this paper to the **Assignment Link** for instructors review and feedback, **and also** to the **Discussion Board** for your fellow classmates' review/responses.

Media Kit Prep – News Release and Fact Sheet/FAQ's:

Due March 21, worth 30 pts, Assignment Link & Discussion Board

News Release: You will create and design a thought-out News Release based off of your company needs and required components of this course. You will need identified components of a well written news release layout and then write one that will highlight your company's program, persons of interest, a product(s), event, etc... This

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news release will be a part of your final EMK. Write according to new release format (refer to textbooks, websites, MR/PR professionals for design and qualified components necessary). Details and word usage are vital in the design of a news release. Practice your best practice here again. Length of written News Release should be approximately one half page to a one full page – two at the most, typed, double spaced, easily identifiable components – well designed and laid out. Note this is meant to be professional news release with purposeful and intentional information and should represent your ‘best practice’ of MR/PR News Release. Use a style of writing that is consistent with MR/PR writing – either MLA or APA. Use style consistently throughout writing projects in this course. If you are unsure of the style you would like to use – please feel free to consult with the instructor and other MR/PR professionals and websites. Be sure to cite resources appropriately.

*You will submit this paper to the **Assignment Link** for instructors review and feedback, **and also** to the **Discussion Board** for your fellow classmates’ review/responses.

Fact Sheet/FAQ’s: You explore, develop, and create a Fact Sheet with FAQ’s (frequently asked questions) that highlights the goals and needs of the company’s purpose for the media kit (company’s program, persons of interest, a product(s), event, etc...). The fact sheet/FAQ’s should accomplish two things: highlight interesting information that is relevant to the media kits purpose and to answer thoughtful questions ahead of time that the prospective viewer of the kit will have in regards to the company, product, event.... This Fact sheet/FAQ’s will be a part of your final EMK. Write according to Fact Sheet/FAQ’s formats (refer to textbooks, websites, MR/PR professional for design and qualified components necessary). Details and word usage are vital in the design of a Fact Sheet/FAQ’s. Length of written Fact Sheet/FAQ’s should be approximately two full pages, typed appropriately, double spaced, easily identifiable components – well designed and laid out. Note this is meant to be professional news release with purposeful and intentional information and should represent your ‘best practice’ of MR/PR Fact Sheet/FAQ’s. Use a style of writing that is consistent with MR/PR writing – either MLA or APA. Use style consistently throughout writing projects in this course. If you are unsure of the style you would like to use – please feel free to consult with the instructor and other MR/PR professionals and websites. Be sure to cite resources appropriately if necessary.

*You will submit this paper to the **Assignment Link** for instructors review and feedback, **and also** to the **Discussion Board** for your fellow classmates’ review/responses.

Media Kit Prep – Photos, Features, Social Media, Webpage (extra): **Due April 4th, worth 30 pts, Assignment Link & Discussion Board**

Photos, Features, Social Media: You will creatively design a thoughtful and attractive layout of photos and interesting features of the company’s purpose in the media kit that represent and highlight your company’s program, persons of interest, product(s), event, etc... This layout should not be redundant of the previous assignments; it should complement the former items and the company’s purpose in the media kit – in giving additional insight into the company and their purpose. This layout will be a part of your final EMK. Create and design according to a thoughtful creatively laid out format that would support your purpose (refer to textbooks, websites, MR/PR professionals for design and qualified components necessary). Design, relevance, and eye appeal are vital in the design of this layout. Practice your best practice. Length of layout should be approximately two full pages, typed, double spaced, easily identifiable components – well designed and laid out. Note this is meant to be professional photo, features, social media usage (ideas) layout with purposeful and intentional information and should represent your ‘best practice’ of MR/PR layouts. Use a style of writing and design that is consistent with MR/PR writing/design – either MLA or APA. Use style consistently throughout writing/design projects in this course. If you are unsure of the style you would like to use – please feel free to consult with the instructor and other MR/PR professionals and websites. Be sure to cite resources if necessary.

*You will submit this paper to the **Assignment Link** for instructors review and feedback, **and also** to the **Discussion Board** for your fellow classmates’ review/responses.

Webpage (extra credit) – worth ‘worthwhile’ pts (contact instructor for explanation): This is an extra credit project due at this time. If you choose – you will create a new or re-design a webpage that highlights and supports your purpose in your media kit. The intention is to add to the media kit more quality that would support your company. You will creatively design a thoughtful and attractive webpage layout company’s information that supports the purpose in the media kit that represent and highlight your company’s program, persons of interest, a product(s), event, etc... This webpage should be of ‘best practice’ quality and not be redundant of the previous

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assignments; it should complement the former items and the company's purpose in the media kit – in giving additional insight into the company and their purpose. This webpage can be a part of your final EMK. Create and design according to a thoughtful creative webpage design that would support your purpose (refer to textbooks, websites, MR/PR professionals for design and qualified components necessary). Design, relevance, and eye appeal are vital in the design of this webpage. Length of webpage should be accordingly. Note this is meant to be professional webpage layout with purposeful and intentional information and should represent your 'best practice' of MR/PR webpages. Use a style of writing and design that is consistent with MR/PR writing/design – either MLA or APA. Use style consistently throughout writing/design projects in this course. If you are unsure of the style you would like to use – please feel free to consult with the instructor and other MR/PR professionals and websites. Be sure to cite resources if necessary.

*You will submit this paper to the **Assignment Link** for instructors review and feedback, **and also** to the **Discussion Board** for your fellow classmates' review/responses.

Media Kit Prep – Audio News Release (ANR) or Video News Release (VNR):

Due April 11th, worth 30 pts, Assignment Link & Discussion Board

ANR or VNR: You will explore, examine, and create a thoughtful and impactful ANR or VNR based off of your company needs and required components of this course. You will need identified components of a well written audio or video news release layout and then create one that will highlight your company's program, persons of interest, a product(s), event, etc... This ANR or VNR will be a part of your final EMK. Write/design/create according to ANR or VNR format (refer to textbooks, websites, MR/PR professionals for design and qualified components necessary). Details and word usage are vital in the design of an ANR or VNR. Practice your best practice here again. Length of written/performed ANR or VNR should be approximately .30 seconds to one minute or longer if necessary – create according to industry practices -- easily identifiable components – well designed and laid out. Note this is meant to be professional ANR or VNR with purposeful and intentional information and should represent your 'best practice' of MR/PR audio or video news releases. Use a style of writing and design that is consistent with MR/PR writing and design – either MLA or APA. Use style consistently throughout writing/design/presenting projects in this course. If you are unsure of the style you would like to use – please feel free to consult with the instructor and other MR/PR professionals and websites. Be sure to cite resources appropriately

*You will submit this paper to the **Assignment Link** for instructors review and feedback, **and also** to the **Discussion Board** for your fellow classmates' review/responses.

Final Project: Electronic Media Kit (EMK) and Oral Presentation of EMK:

Due April 25th, worth 100 pts, Assignment Link & Discussion Board

Electronic Media Kit (EMK) and Oral Presentation: You will have prepared a creative, thought-provoking completed-final Electronic Media Kit (EMK), assembled in an appropriate manner representing your company of choice - (person(s), event, or product... :

- 1) Cover Document –Intro Company – person(s), event, or product (resemble a hardcopy folder)
- 2) Pitch (Intro) letter
- 3) News Release
- 4) Fact Sheet/FAQ's
- 5) Photos, Features, Social Media info (Webpage is extra)
- 6) ANR or VNR

This EMK electronic file will also be submitted separately in the 'Assignment Link' for detailed review **along with** the oral presentation video of you presenting the EMK.

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The oral presentation will consist of a persuasive/informative purpose in-design to introduce/'pitch'/explain YOUR media kit. Your media kit in this presentation should be in a hardcopy form also while presenting your EMK to us. Your audience (camera and five adult members) will act as a prospective client or media representative that you will be 'pitching' and explaining the components of your media kit -- sell it and explain it!

The oral presentation should consist of a five (5) minute Persuasive/Informative EMK with hard copy - presentation, with a format set up based on components learned in the book. Persuade and inform us regarding the purpose and entirety of the media kit. Use a solid Intro, Body, Conclusion format with at least three (3) resources cited (if necessary). **Professional as possible!** You will video tape this presentation in front of a live audience of at least five (5) adults. Have your camera person scan the audience with the camera at the beginning of your presentation then introduce yourself and your purpose of being there with a 'No more No less' – five (5) minute presentation of introducing the components of your media kit and purpose. You will be evaluated on time, format, creativity, content, appeals used, dress, and visual aids. Three different visual aids other than the EMK and hardcopy are required and need to be shown throughout the speech (ie: PowerPoint, poster, objects, brochures, outfits, video clip etc....other than your EMK) -- **make sure the EMK and VA's are all visible on camera along with you. Talk as you show...** Your camera person should be aware of these requirements.

The oral presentation with EMK can be recorded on any digital device that allows you to load up to Youtube.com (smartphone, electronic classroom or office, webcam, etc.....). You will have created a Youtube.com account (free) to upload your video for instructor and classmate viewing. Upload your video early before deadline, sometimes it takes a while for the uploading process. After submitting to the assignment link the active video link for the instructor review, you will also submit this to the discussion board for your fellow classmates' review/responses.

Be prepared, Practice - Practice- Practice, Be creative and have fun!

Final Course Evaluation:

Due April 25th, worth 20 pts, Assignment Link

Course Experience Evaluation: Please reflect on and write an evaluation/reflection paper of:

- 1) what worked in this course for you and why (five specific things)**
- 2) what didn't work so well and why (five specific things)**
- 3) what you wished you could have done differently in the course to make it work better for you – why and how (three specific things)**

This reflection document is to be one full page in length, typed, and labeled accordingly with areas mentioned above, and your name, document title, and date.

Advanced Public Speaking - COMM 304

Instructor: Marcy Halpin

Office:

Mailbox: Humanities Division, Thomas Jefferson Hall

Email: mlhalpin@lcsc.edu

Phone: 792-2905, (my office & voicemail)
792-2307, (Humanities Department)

Office Hours: Mon. & Wed 1:00 – 2:30; Tues. 3 – 5 & By appointment

Note: Please make use of my office hours if you need help. If you cannot attend my office hours, please feel free to make appointments with me. I live only a short drive from campus and am on campus often. While I am happy to talk to you outside of office hours, to ensure that I can meet with you without distraction during such outside times, please try to make an appointment.

I teach at the following times & places:

304-01	Adv. Public Speaking	M W	10:30 – 11:45	@ MSB 1
204-04 & LI04	Public Speaking	M W	3:00 – 4:15	@ ACW 135
499-01	Sr. Research Project/Seminar	T TH	1:30 – 2:45	@ MLH 210
345-01	Communication & Diversity	WEB		

Course Description:

This course is an advanced study of the theory, practice, and criticism of public speaking. Alongside the study of great American speeches, students will examine and practice speech writing strategies for a variety of well-defined rhetorical situations. Students will prepare and deliver speeches at an advanced skills level, with emphasis on the writing and revision of speeches using an assortment of genres, styles, and techniques. The course incorporates extensive speaking performance and individualized critiques from instructor and students. Students will employ impromptu, extemporaneous, manuscript, and technology enhanced delivery techniques. This course is writing integrated and will require self-evaluation papers as well as an analysis/criticism paper of a famous oratorical work.

Your Instructor:

I am here to help you learn, but you are also responsible for guiding that process. Please feel free to ask any question. No question is too insignificant. My office hours are for your assistance. Please take advantage of them. Also, I will be checking my email at least twice every day, probably after my first class in the morning (around noon) and later in the evenings (probably around 9 or 10 p.m.). I also usually check my email during office hours and on weekends.

Required Materials & Readings:

Crick, Nathan. (2011). *Rhetorical Public Speaking*. 2nd Edition. Boston, MA: Allyn & Bacon, an Imprint of Pearson. ISBN-13: 978-0-205-66558-7

Reynolds, Garr (2011) *Presentation Zen: Simple Ideas on Presentation Design and Delivery*. 2nd Edition. Berkeley, CA: New Riders. ISBN-13: 978-0321811981

+ *Supplementary materials provided by instructor* including but not limited to transcripts and/or audio/video recordings of speeches in the speech database at *AmericanRhetoric.com*.

Course Objectives:

As an advanced course, this class assumes as a starting point a basic competency in public speaking. As such, this course aims to refine the skills developed in the basic course in order to improve critical thinking and to organize, write, and speak even more effectively. More specifically, students will:

- Identify civic and theoretical origins and functions of public speaking.
- Explain the concept of a rhetorical situation and the practical considerations of speaking in different environmental contexts.
- Practice the composition of speeches, including a sensibility toward appropriate and artful use of language
- Employ effective research, evidence, explanation, and reasoning to inform and persuade listeners in an ethical way.
- Incorporate technology into presentation design for effective, professional delivery.
- Practice a range of verbal and non-verbal cues for maximum presentational impact.
- Critically evaluate the organization, development, and delivery of oral presentations.

Idaho Foundation Standards for Communication Arts / Speech & Debate Secondary Education Endorsement

- *Speech #6: Revision & Redelivery of Choice* in this course will assess your ability to develop and deliver speeches, which is linked to “Performance Standard #3: to prepare, practice, and present various types of speeches,” of the Idaho Standards for Speech and Debate

Video Recording:

All major graded speeches will be video recorded. These speeches are recorded for the purposes of evaluation, feedback and self – evaluation. Students will self-evaluate by analyzing the speeches on their videos.

Classroom Conduct:

I respect my students and try to create a comfortable learning environment. However, it is also your responsibility to create and help maintain such an environment. Public Speaking is a course that requires respect for the speaker, the audience, the subject matter, and the ideas presented. Please note that respect for ideas does not necessarily mean “agreement” with those ideas. I highly encourage disagreement and discussion. However, snickering, laughing, whispering

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during others' speeches is intolerable. Such actions *or* harassment of any kind creates a hostile environment that is completely unacceptable. Moreover, I ask that you please refrain from reading newspapers during class and that you please turn off your cell phones. On speech days, I also ask that you refrain from eating during speeches. Such disruptions affect the environment for the speaker and will be considered infractions on the class participation grade. Also, if you should arrive late to find a speech occurring, please do not disrupt someone's speech by entering the classroom. Wait outside until the speech is finished, then enter the room.

Attendance and Tardy Policy:

This is a course in public speaking. A public *and* a speaker are necessary and required components of the course. Your classmates deserve your respect in this class, which means I request your presence both physically and mentally. Attendance and participation are expected and required. While attendance is necessary, each student is allowed 2 unexcused absences. Moreover, some circumstances arise that qualify as excusable absences (medical, family emergency). For an absence to be excused, students should submit documentation (for example, a doctor's note) verifying the excuse. I also ask that athletes or participants in other university-sponsored activities please submit the appropriate documentation and schedules to verify their absences for travel, etc.

While documentation is the only fair way to ensure an excused absence, I still ask that you keep me informed (preferably via email) as to the reasons for your absence(s). I can only help you if you come to talk to me. Moreover, I expect that you will provide documentation, inform me of illness, scheduling conflicts, misc. absences within a reasonable period of time. Coming to me at the end of the semester will not help you. Coming back after an extended period of absence with a host of excuses will not help you. Telling me a week or two later that you caught a cold will not help you. It only takes a few minutes to send a quick, to-the-point email. It only takes a few minutes to talk to me before or after class. Keeping your instructor informed is not a matter of inconvenience. It is a matter of responsibility.

ALSO NOTE: Frequent unexcused absences may result in the reduction of your final grade including a final grade of "F" given.

Also, absences will affect your class-participation grade *and* your evaluations grade—missing peer and/or self-evaluations will receive a zero for the day (*See course assignments and grading*).

Late Assignments:

Students must deliver their speeches on their assigned day. **Failure to deliver a graded speech on an assigned day will result in a zero for that assignment. I will allow Speech make-ups ONLY in the instance of a documented excused absence.**

For written work, I have a standard 24 hour policy—That is, I allow students one day to get the assignment to me before I consider it late. After 1 day, point deductions will ensue based on the severity/lateness of the infraction.

Academic Integrity & Judicial Affairs:

Students in this course will be expected to comply with the Lewis-Clark State College's policy on academic integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the College's guidelines on academic integrity. This may include, but is not limited to, receiving a failing grade on the assignment, receiving a failing grade in the class, the

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confiscation of the examination of any individual suspected of violating policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and/or programmable calculators.

With regard to written work **and** speeches, students must learn to cite sources properly. Failure to credit the proper sources (plagiarism), the undocumented/uncredited cutting and pasting of Internet material (plagiarism), or the use of a previously written paper or speech (plagiarism) will have serious consequences.

“Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding.” If a student is suspected of committing an act of academic dishonesty, the incident will be documented, and the Judicial Affairs Officer in Reid Hall will be notified.

Assignments and Grading:

Speech “Exercises”, may include ... Impromptu Speeches or Exercises Vivid Description Writing Antithesis Presentation Of RA Paper	Mini – Persuasive Narration Vocal Exploration	10 @ 10 pts each	100 pts
Speech “Exercises” are small, 10 point assignments, meant to focus on specific speaking tools or skills. If designated for presentation, presentation of such exercises should be between 1-2 minutes. If they include a written component, the written form should be kept in your portfolio.			
Rhetorical Analysis Paper – An analysis of a ‘great speech’ in American history. This paper will be 4 – 6 pages in length and will pay attention both to the rhetorical situation of the speech, and to the language use and style of the speech.		1 @ 100 pts	100 pts
Speech #1 – Pecha Kucha – The Pecha Kucha method uses twenty slides, each shown for twenty seconds, with a story told in sync with visuals. (This speech is Technology Enhanced, i.e., requires the use of ppt.)		1 @ 100 pts	100 pts
Speech #2 – Eulogy - This speech should be between 3 and 5 minutes in length. (EULOGY): Is a speech of praise, typically given in tribute to someone who has passed away.		1 @ 50 pts	50 pts
Speech #3 – Public Relations Crisis Response Speech – A Speech explaining and defending an organizations motivations & actions in the context of a public relations crisis. Students will choose a “real life” crisis and will construct Speeches acting as organizational or oppositional public representatives. This speech should be between 5 and 7 minutes in length. (Technology Enhanced - Optional)		1 @ 75 pts	75 pts

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Speech #4 – Technical Briefing – or – Motivational Policy Appeal This speech should be between 3 and 5 minutes in length. (This speech is Technology Enhanced, i.e., requires the use of ppt.) (TECHNICAL BRIEFING) A short informative speech given in a business setting. (POLICY APPEAL): Is a speech focused on persuading the audience to adopt the speaker’s opinion on a specific public policy issue and to motivate them to take some specific action.	1 @ 50 pts	50 pts
Speech # 5 – REVISION of Public Relations Crisis Speech (old and new revised outline must be submitted together) (Technology Enhanced)	1 @ 100 pts	100 pts
Speech # 6 – REVISION of Choice (Eulogy/Briefing/Policy) (old and new revised outline must be submitted together) (Optional Technology Enhanced)	1 @ 100 pts	100 pts
Final Exam	1 @ 100 pts	100pts
Class Participation (includes peer evaluations)		75 pts
TOTAL =		850 pts

A Tentative Schedule will be provided.

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Persuasion – OnCampus
Halpin—Fall 2016

Persuasion ~ COMM 320 ~ 60

Instructor: Marcy Halpin

Office: 214 Spalding Hall

Mailbox: Humanities Division, Spalding Hall, 111-A

Email: mlhalpin@lcsc.edu

Phone: 792-2905, (my office & voicemail)
792-2307, (Humanities Department)

Office Hours: Mon. 3: 00 – 5:00; Wed. 3: 00 – 5: 00
& By appointment

Note: Please make use of my office hours if you need help. If you cannot attend my office hours, please feel free to make appointments with me. I live only a short drive from campus and am on campus often. In fact, you will probably be able to find me in the department outside of my office hours. While I am happy to talk to you at these times, to ensure that I can meet with you without distraction during such outside times, please try to make an appointment.

I teach at the following times & places:

204-02 (LB02)	Public Speaking	M W	10:30 – 11:45	@ ACW	135
320-60	Persuasion	M W	1:30 – 2:45	@ MLH	B30
498-01	Sr. Research P.Design	T TH	10:30 – 11:45	@ ACW	136
204-10	Public Speaking	T TH	12:00 – 1:15	@ SGC	204
SD107-20	New Student Orientation	T TH	3:00 – 4:15	@ SAC	146
394-I02	IN: Radio and News	TBA			

Your Instructor:

I am here to help you learn, but you are also responsible for guiding that process. Please feel free to ask any question. No question is too insignificant. My office hours and email are for your assistance. Please take advantage of them.

Quite simply, email is the *best* way to contact me, especially later in the week. I only check my office voicemail when I am in my office, and while that *may* be more frequently than my office hours on Monday and Tuesday, there are no guarantees.

I usually check my email at least twice every day, probably sometime in the morning (although given my schedule, it may very well be early afternoon) and later in the evenings (probably around 9 or 10 p.m.). I also usually check my email during office hours and on weekends (although less frequently on weekends).

If you have emailed me *at the correct email address* (my LCSC address listed above), you should receive an email response within 48 hours, and usually sooner than that. I have my LCSC account filtered into my phone, and if the answer is something that can be addressed quickly, you can probably expect a prompt reply. However, if I have to check something, whether it be the gradebook, the details of the assignment, or a setting in Blackboard, anticipate that the response time might be longer, especially if I am away from my computer. *If for some reason, you do not hear back from me within three days, please contact me again.* There are some rare occasions in which, for unexplained reasons, emails don't go through, or filter into spam, or simply get overlooked in a sea of other emails.

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Required & Materials & Readings:

Borchers, Timothy A. (2012) *Persuasion in the media age*. 3rd Edition. Long Grove, IL: Waveland Press, Inc.

Cialdini, Robert B. (2009) *Influence: Science and practice*. 5th Edition. Boston, MA: Pearson Education, Inc.

Course Description:

This course represents a comprehensive review of the process of attitude change, including both classical and contemporary views of the persuasion process. Students will be introduced to a wide variety of advocacy situations and be expected to recognize and critically evaluate persuasive strategies and techniques including but not limited to: advertising, music, film, political rhetoric, and other forms of public discourse.

Learning Objectives:

1. Define or explain persuasion from multiple perspectives.
2. Recognize and identify persuasive strategies in practice.
3. Recognize and differentiate media influences in the persuasive process.
4. Employ theory, methods or tools for evaluating persuasive techniques, strategies, or messages.
5. Employ persuasive techniques or strategies in the construction of narratives or messages.
6. Critically evaluate false, erred, deceptive, or unethical persuasive practices.

Idaho Foundation Standards for Communication Arts / Speech & Debate Secondary Education Endorsement

- *Paper #1: Construct an Argument* in this course will assess your ability to construct and organize an argument, which is linked to “Performance Standard #7 “various methods of organization and their effects on the communication process,” of the Idaho Standards for Speech and Debate.
- *Paper #1: Construct an Argument* in this course will assess your ability to construct and organize an argument, which is linked to “Performance Standard #5 “various methods of organization and their effects on the communication process,” of the Idaho Standards for Communication Arts.

Pre-Requisites:

This course has a listed pre-requisite of Public Speaking (or instructor’s permission) for entry into the course. It is therefore anticipated that you have a rudimentary knowledge of persuasive appeals (ethos, pathos, logos) and/or argument construction.

Because this is an upper division course, it is also expected that you will demonstrate competency in college writing and source citation. If you need assistance improving your writing skills, please consider a visit to the Writing Center, located on the first floor of the LCSC Library (<http://www.lcsc.edu/writing-center/>). Distance students may also receive assistance from the Writing Center via the Online Writing Lab. Students needing a reminder of proper source citation can (either) review a current edition of the APA manual (or) visit the Purdue OWL APA Formatting and Style Guide.

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Halpin—Fall 2016

Classroom Conduct:

I respect my students and try to create a comfortable learning environment. However, it is also your responsibility to create and help maintain such an environment. Please note that *respect* for ideas does not necessarily mean “agreement” with those ideas. I highly encourage disagreement and discussion. But when you disagree, please afford your classmates the respect necessary to maintain civil discourse. Moreover, I ask that you please refrain from reading newspapers during class and that you please turn off your cell phones.

Attendance, Participation, and Late Work Policy:

Your classmates deserve your respect in this class, which means I request your presence both physically and mentally. Attendance and participation are expected and required. Your classmates deserve your respect in this class, which means I request your presence both physically and mentally. Attendance and participation are expected and required. While attendance is necessary, each student is allowed 2 unexcused absences. Moreover, some circumstances arise that qualify as excusable absences (medical, family emergency). For an absence to be excused, students should submit documentation (for example, a doctor’s note) verifying the excuse. I also ask that athletes or participants in other university-sponsored activities please submit the appropriate documentation and schedules to verify their absences for travel, etc. In the case of serious personal or family emergencies, students should contact their Dean.

While documentation is the only fair way to ensure an excused absence, I still ask that you keep me informed (preferably via email) as to the reasons for your absence(s). I can only help you if you come to talk to me. Moreover, I expect that you will provide documentation, inform me of illness, scheduling conflicts, misc. absences within a reasonable period. Coming to me at the end of the semester will not help you. Coming back after an extended period of absence with a host of excuses will not help you. Telling me a week or two later that you caught a cold will not help you. It only takes a few minutes to send a quick, to-the-point email. It only takes a few minutes to talk to me before or after class. Keeping your instructor informed is not a matter of inconvenience. It is a matter of responsibility.

ALSO NOTE: Frequent unexcused absences may result in the reduction of your final grade including a final grade of “F” given.

Also, keep in mind that absences will affect your class-participation grade.

Policy Regarding Class Notes: I strongly believe that there is a value in listening and in note “taking” and that writing things down (or typing them) helps you remember and digest the material. As such, I do not distribute my lecture notes or my power points to students (with the exception of certain “review” quiz show formats). That said, if you miss class for some reason, it is your responsibility to get the notes from one of your classmates. Requests made to me for class notes will be unsuccessful. This means that you should be kind to your classmates and foster positive working relationships with them. Consistent with this philosophy, I also prohibit the photography or video-recording of class lectures and slides. As some of you may know, I try to use media examples in my teaching and in my powerpoints, and thus maintaining control of my slides and limiting their distribution also limits the potential distribution of copyrighted material. As the OWL at Purdue explains regarding ‘Fair Use’, “Using copyrighted images in a classroom PowerPoint presentation is more acceptable than making the presentation available online or putting the images on a website.... Make the new use available for the shortest amount of time to the smallest group possible” (OWL, <http://owl.english.purdue.edu/owl/resource/731/1/>). If it is helpful to you to *audio* record lecture, you may.

Late Papers:

In general, papers are considered late once 24 hours passes from the given due date/time. While I would generally rather an assignment turned in late than not at all, late assignments are subject to a point deduction of a minimum of 5 points, subject to the discretion of the instructor, based on *how late the*

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paper is. Finally, late papers will not be accepted beyond the last full day of class of the semester (Friday, Dec.11). In other words, I will not accept any late papers during finals week.

Academic Integrity & Judicial Affairs:

Students in this course will be expected to comply with the Lewis-Clark State College's policy on academic integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the College's guidelines on academic integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating College Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and/or programmable calculators.

With regard to written work and speeches, students must learn to cite sources properly. Failure to credit the proper sources (plagiarism), the undocumented/uncredited cutting and pasting of Internet material (plagiarism), or the use of a previously written paper or speech (plagiarism) will have serious consequences, including and automatic failure on the assignment and possibly an automatic failure in the course.

"Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding." If a student is suspected of committing an act of academic dishonesty, the incident will be documented, and the Judicial Affairs Officer in Reid Hall will be notified.

Assignments and Grading:

Quizzes	varied	125 pts
Class Grade: Persuasion Wiki	1 @ 25 pts	25 pts
Individual Grade: Persuasion Wiki	10 posts @ 10 pts	100 pts
Internet Activities/Weekly Assignments	5 @ 20 pts	100 pts
MidTerm	1 @ 100 pts	100 pts
Paper #1: (4 – 5 pgs.)	1 @ 100 pts	100 pts
Paper #2: (4 – 6 pgs.)	1 @ 100 pts	100 pts
Final Exam:	1 @ 100 pts	100 pts
Attendance/Participation	1 @ 100 pts	100 pts

Total Points Available	850 pts
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Assignments and Grading (general info):

- Turnaround/return time for other assignments will vary based the depth of the assignment and the time of the semester in which they are submitted. Most small point assignments (10 pt. Wiki posts; quizzes) should be graded even if by rubric within two week's time. Larger, more involved assignments (papers) will be returned within 3 weeks.
- You have the freedom to choose the Wiki assignments *to which* you will post and respond. Since half of your Persuasion Wiki assignments must be posted by the close of Week 8, you will see five Wiki post scores cemented shortly after this deadline. The remaining half are due by the close of Week 15, the close of the semester. That said, the sooner you complete your ten Wiki Posts, the sooner you will see this score solidified.
- The class grade for Persuasion Wiki will be assigned during Finals week.

Quizzes: (Learning Objectives 1, 2, 3,)

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Quizzes will be objective quizzes (multiple choice or true/ false) based on the reading, which will be administered at the beginning of class. The intent of the quizzes is to encourage you to keep up with the course reading.

Point values for quizzes will vary slightly (20 pts, 25 pts, or 30 pts) based on the relative amount of reading content for the week or day.

PAPERS & FORMATTING :

ALL papers are expected to be your original work, properly cited using APA where required and/or appropriate, and spell-checked and proofread. Page and formatting requirements assume 12 pt. Times New Roman font, with one inch margins. ALL papers must be paginated. Title pages are not necessary, but, ALL papers must have the student's full name (in either corner) on the first page of the paper.

Please submit ALL papers with the following filename format: Paper # - Your Name

ALL – PAPERS - MUST - BE - SUBMITTED - ELECTRONICALLY - THROUGH BLACKBOARD via attachment in a READABLE document format (.doc, .docx, or .rtf).

Hard copies will not be accepted. Email copies will not be accepted.

Paper #1: Construct an Argument (100 pts) (Learning Objectives 2, 4, 5)
(4 -5 pgs, 5 quality sources)

For this assignment, you will construct an argument in support of an advocacy of your choice. You must follow Toulmin's model of Argument. You must include (1 ethos, 1 pathos, and 1 logos) appeal. You must employ at least two persuasive strategies or appeals as identified by Cialdini. You should identify one counter-argument to your position and refute it. You must try to avoid fallacious reasoning. You must include and use a minimum of 5 *high quality* sources in the construction of your argument. Sources must be cited properly according to APA style (both in text and on the works cited page).

Paper # 2: Image and Visual Analysis: (100 pts) (Learning Objectives 2, 3, 4, 6)
(4-5 pgs – *not including appendices*)

For this assignment, you will choose a Persuasive artifact (print advertisement, photograph, tv commercial, etc.) for analysis and evaluation. Students will choose among a limited selection of approaches from which to analyze the chosen artifact. Students must provide an appendix to the paper with either a copy of the artifact or the appropriate instructions/web address to view the artifact.

Class Wiki: Persuasion (120 pts) (Learning Objectives 1, 2, 3, 4, 6)

As a running assignment throughout the semester, this class, as a whole, will contribute to the construction of a Wiki on Persuasion. Since the success of this project relies on the cooperation and responsibility of the class, there will be a “**class grade**” worth 25 points. Although specific details will be provided on the Wiki Assignment sheet, **generally speaking, the class grade will be based on**

- decorum and professionalism
- organization
- consistency in appearance
- clarity of writing, proofreading, spellchecking

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That said, throughout the semester, you will see “targeted Wiki assignments” under your weekly materials folders. **Each individual in the class is responsible for contributing to –10 targeted Wiki assignments—over the course of the semester.** A variety of targeted assignments will be posted throughout the semester (one or two each week).

In general, the goal and expectation for each targeted Wiki assignment will be:

- for the student to follow the instructions of the targeted assignment
- for the student to post to the targeted assignment during the relevant content week
- Wiki Posts may be highlighted or reviewed in the content week’s Wednesday class.
- for the student to find examples of the persuasive strategy,
- for the student to post an example of the persuasive strategy,
- for the student to explain how the strategy is at work in the example.

Extra Credit Wiki Opportunity – (Limit 2) Worth Possible 15 pts.

Students may earn extra credit by starting their “own” targeted Wiki Page on the Persuasion Wiki. More details will be provided on the Wiki Assignment sheet. As a preview, however, students may start a page seeking examples of a “persuasive concept or strategy” covered in the chapter, but *not already emphasized in a class-assigned targeted assignment*. To start a page, students must, at a minimum:

- Define the concept or strategy to be sought
- Identify that the page was started by (their name)
- Provide a sample post with description/explanation
- Provide clear instructions to the class
- Label the page EC- Wk#- Name of Targeted Assignment

Internet Activities/Weekly Assignments:

The text includes several internet activities that tie into the course material. Some of these will be assigned to the class. Students must complete 5 of these assigned activities. (more than 5 will be available).

Midterm & Final Exam: (Learning Objectives 1, 2, 3, 4, 5, 6) (100 pts)

Exams will be *mostly* objective, including, but not limited to true false, multiple choice and short answer. Exams may also include one or two essay or short essay questions. Exams will most likely *not* be cumulative (with the exception of a few items), but may include material *not discussed* in class. Review sheets will be provided, with review activities posted on blackboard

Class Participation:

Participation is expected. Participation from all members of the class constructs a community that both enacts and fosters an understanding of the concepts encountered over the course of the semester. However, active participation is more than reckless argument or mindless chat. In forming such a community, I expect that students will complete oral and written assignments in a timely and enthusiastic manner, show respect and consideration for classmates and instructor; frequently provide positive, relevant, original and/or thought-provoking contributions to discussion and debates; and show attentiveness through active listening. **Some small application assignments, or if necessary, pop**

quizzes will filter into the class participation grade. *A failing grade in participation* is obtained by: a failure to complete assignments, failure to attend class, failure to contribute to discussion on at least a minimal level, showing disrespect toward classmates or instructor via offensive or inappropriate remarks.

Syllabus Addendum 2016/2017

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at www.lcsc.edu/consumer-information/

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://webdev.lcsc.edu/catalog>) and the LCSC Student Handbook (www.lcsc.edu/media/2157659/Student-Handbook.pdf or www.lcsc.edu/student-affairs/student-rights-and-responsibilities/) for more information.

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the Vice President for Student Affairs for official disciplinary action.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the Vice President for Student Affairs' web page (www.lcsc.edu/student-affairs/student-code-of-conduct/ or www.lcsc.edu/consumer-information/).

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, gender identity, or sexual orientation, you will be treated and respected as a human being.

Disclosures

CONSENT AGENDA
JUNE 15, 2017

Persuasion – OnCampus
Halpin—Fall 2016

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard) systems.

Student Work

Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

Approved by Vice President for Student Affairs & Provost / Vice President for Academic Affairs June 2, 2016

CONSENT AGENDA

JUNE 15, 2017

Comm COMM-380-01
Classroom: SAC 146

Professor: Ben Morton
Office: 114 Spalding Hall
Office Hours: MW 10:15-11:45am
and by appointment

Ethics e-mail: bamorton@lcsc.edu
[e-mail me by 5pm on weekdays if you want a same-day response. Friday e-mails will be returned by Monday morning. We all have lives outside of school. Plan ahead.]

Communication Ethics – Spring 2016

Objectives of the Course

What is the right way to communicate? This is the central question for any communication ethics course. Communication Ethics looks more closely at our taken-for-granted communication habits in an effort to decide *what should be done* in particular communication contexts: public discourse, interpersonal relationships, organizations, between cultures, business, and health care. Overall, this course will give you the tools and terminology to discuss communication ethics and, more importantly, empower you to make more informed decisions regarding what you say and how you act in the world.

At the end of this course you should:

1. Demonstrate basic comprehension and mastery of terms and theories related to communication ethics.
2. Understand the importance of values and ethics relevant to the communication process.
3. Reflect on your own taken-for-granted communication habits.
4. Be able to spot the ethical gray areas in different communication contexts.
5. Give reasons for why you communicate in particular contexts.
6. Be a better human being.

Idaho Foundation Standards for Communication Arts/Speech & Debate Secondary Education Endorsement

ANALYZE AN ETHICAL DEBATE ESSAY (Performance 1 & 2)

- The “Analyze an Ethical Debate” essay in this course will measure your ability to detect the importance of values and ethics relevant to the communication process, which is linked to “Performance Standard #1” of the Idaho Standards for Communication Arts.
- The “Analyze an Ethical Debate” essay in this course will measure your ability to conduct and apply research, which is linked to “Performance Standard #2” of the Idaho Standards for Communication Arts.

Required Text and Materials

- Neher & Sandin. *Communicating Ethically: Character, Duties, Consequences, and Relationships*. Boston, MA: Pearson, 2007. [in Bookstore or online]
- Readings and other multimedia materials assigned and to be announced on the course Blackboard site (www.lcsc.blackboard.com).
- Twitter account and username (free) to use the course hashtag, **#cethics16**

Active Participation

I will not be taking attendance in this class. You are an adult, and coming to class is your choice. Rather than merely grading on attendance, I will be grading your participation. Participation reflects your preparation for discussions, activities, and assignments, in addition to your ability to actively contribute to the course material in class and online. You will not be able to make up points for quizzes and in-class assignments unless you let me know prior to missing class.

Because this is an upper-level course I will not be lecturing as much as we will be discussing the readings in order to reach a common understanding. Let me hear your voice. You don't have to agree with the material we cover, but you do have to offer thoughtful, analytical responses. “Good” or “not good” or “I like it” or “I don't like it” is not effective. Your job is to search for *why* something is good or not good, interesting or boring. Analyze, describe, and compare.

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Syllabus – Organizational Communication Fall 2014

Part of your participation grade requires you to engage with the class material OR act as if you are engaging with the class material. Try to fool me and your classmates; we may never know. There are many situations in which we are not personally interested in what others have to say. Yet acting as if you're attentive is an integral part of being an effective listener both in school and off campus (my mom says this is also the key to a happy marriage).

Your first assignment in this class (and five points of your participation grade) is to write down all of the homework assignments in a planner and to show me that planner on the second day of class.

Pop Quizzes/ Misc. Assignments	10%
Twitter Posts (10)	10%
Paper 1	15%
Paper 2	20%
Final Paper/Presentation	25%
Participation	10%
Discussion Leader	10%

Grading Scale

93.45-100%	A	72.45-76.44%	C
89.45-93.44%	A-	69.45-72.44%	C-
86.45-89.44%	B+	66.45-69.44%	D+
82.45-86.44%	B	59.45-66.44%	D
79.45-82.44%	B-		
76.45-79.44%	C+	Below 59.45%	F

*Note: these percentages are to the one hundredth percentile because (1) I round up and (2) so there will be no close call disputes at the end of the course. If blackboard says you are at 93.44%, that is an "A-." No exceptions.

Deadlines

DISCUSSION LEADER each student will sign up to be a discussion leader for one of the chapters (Chs. 3-14) on a Tuesday throughout the course. As discussion leader you should come to class prepared to do three things: 1) give a brief introduction (5-10 minutes) to that week's topic. This can be a formal lecture, a class activity, a small group activity, etc. 2) Bring to the class' attention a real/hypothetical scenario related to that week's topic of discussion. 3) Pose generative questions (i.e., questions that do not have a definite answer) that help the class better understand and explore the week's readings.

TWITTER POSTS should be posted each Monday by 6pm. You are required to complete 10 twitter posts throughout the semester, but you can only post once each week (including spring break but not including finals week). If you do not have a twitter account you can go to www.twitter.com and register for a free Twitter account (you do not need a smartphone to have a Twitter account). **In order to get credit for your post you must use the class hashtag, #cethics16.** What will you tweet? The purpose of the twitter posts is to connect what we learn in class to the happenings in the world around us. If communication ethics has to do with the gray areas in the ways in which we communicate, what stories, podcasts, videos, documentaries, art exhibits, etc. did you come across that call attention to those gray areas? Your twitter post should do three things: (1) comment on your story, or pose a question, connecting the story to topics/questions in communication ethics; (2) use #cethics16; and (3) provide a link to the story. For example:

CONSENT AGENDA

JUNE 15, 2017

Syllabus – Organizational Communication Fall 2014



Ben Morton @BenjaminPerson · 25s

Snowden reveals US surveillance secrets. Is this whistleblower a hero or traitor (Ch. 12)? #cethics16 npr.org/2014/02/18/279...



PAPERS should be submitted through the appropriate assignment dropbox in either Microsoft Word (.doc or .docx) or PDF (.pdf) format. Blackboard will not read any other file types. All word processing programs (including Apple's 'Pages') can save as a .doc file. Click file/save-as and choose .doc, .docx, or .PDF. Please do not email me your papers. My comments and grade rubric will be on Blackboard. See each assignment for details on length and other specific instructions.

COURSE CALENDAR

- ★ Unless otherwise specified, all readings and assignments are due by class time of the day listed. For example, Ch. 1 should be read before Thursday, 1/21's class.
- ★ All homework readings refer to the *Communicating Ethically* text unless the reading appears with an asterisk (*). All readings designated with * can be found under "readings" on the Blackboard page. Bring all readings to class (including those online) the day on which they are due.
- ★ Please check the home page to the Blackboard site often for any changes.

Week	Date	Content	Readings
1	Jan. 19	Introduction to Communication Ethics	
	Jan. 21		Ch. 1; homework planner; What are ethics?
2	Jan. 26	How Many Types of Ethics?	Ethical Theories*; "Communication Ethics" in Griffin, <i>A First Look at Communication Theory</i>
	Jan. 28	Character & Virtue Ethics	Ch. 2
3	Feb. 2	Duties	Ch. 3
	Feb. 4		Case Study 1*: Ariely, "The (Honest) Truth About Dishonesty"; Blake, "Of Course Presidents Lie"
4	Feb. 9	Consequences	Ch. 4
	Feb. 11		Case Study 2*: Greenwald, "NSA Prism Program Taps in to User Data of Apple, Google and Others"; Toobin, "Edward Snowden is No Hero"; Cassidy, "Hillary Clinton is Wrong About Edward Snowden"; Pew Research, "Americans' Attitudes About Privacy,

CONSENT AGENDA **JUNE 15, 2017**

Syllabus – Organizational Communication Fall 2014

			Security and Surveillance”
5	Feb. 16	Relationships	Ch. 5
	Feb. 18	PAPER 1 due on Blackboard by 4pm	Case Study 3*: Brown, “It isn’t just about you: A dialogic approach to forgiveness”; Puniewska, “Healing a Wounded Sense of Morality”
6	Feb. 23	Contemporary Challenges	Ch. 6
	Feb. 25		Case Study 4*: Brook, “Bros before Ho(mo)s: Hollywood Bromance and the Limits of Heterodoxy”
7	Mar. 1	Ethics in Interpersonal Communication	Ch. 7
	Mar. 3		Case Study 5*: boyd, “Bullying: Is Social Media Amplifying Meanness and Cruelty?”
8	Mar. 8	Ethics & The Communication of Diversity	Ch. 8
	Mar. 10		Case Study 6*: Friedersdorf, “Overcaffeinated Attacks on the Starbucks ‘Race Together’ Campaign”; Richeson, “Stop mocking Starbucks’s ‘Race Together.’ It could actually lead to useful conversations about race”; Speri, “‘Race Together’ Critics Tell Starbucks to Put Its Money Where Its Mouth Is”
9	Mar. 15	Communication Ethics & Disabilities	Ch. 9
	Mar. 17		Case Study 7*: Ladau, “I Won’t Pretend That Disability Simulation Works”; Smith, “Disability Simulation That Works”; Burgstahler, “Disability-Related Simulations: If, When, and How to Use Them in Professional Development”
10	Mar. 22	Ethical Issues in Mass Communication	Ch. 10
	Mar. 24	PAPER 2 due on Blackboard by 4pm	Case Study 8*: Pariser, “Introduction” in <u>The Filter Bubble</u>
		SPRING BREAK	
11	Apr. 5	Ethics of Political Communication	Ch. 11
	Apr. 7		Case Study 9*: Ansolabehere, “Going Negative: How

CONSENT AGENDA **JUNE 15, 2017**

Syllabus – Organizational Communication Fall 2014

			Negative Campaigns Shrink Electorate, Manipulate News Media”; Geer, “Negative ads aren’t all bad”; Rich, “Why negative advertisements are powerful, essential, and sometimes (see “Daisy”) even artistic”; Pew Research, “Negative Campaigning Disliked by Most Americans”
12	Apr. 12	Ethics in Organizational Communication	Ch. 12
	Apr. 14		Case Study 10*: Elliot, “The Challenger Tragedy: A Case Study in Organizational Communication Ethics”
13	Apr. 19	Ethics & Communication Technology	Ch. 13
	Apr. 21		Case Study 11*: Venema, “‘Good’ Pictures? Discussing Ethical Challenges of Visual Everyday Communication”
14	Apr. 26	Future Communication Ethics Challenges	Ch. 14
	Apr. 28	FINAL PRESENTATIONS	
15	May 3	FINAL PRESENTATIONS (continued Thursday)	
	May 5	FINAL PAPER due on Blackboard by 4pm	
16	May 12	NO FINAL EXAM	

CONSENT AGENDA

JUNE 15, 2017

Syllabus – Organizational Communication Fall 2014

Writing Center

The Writing Center is there to aid you with *free* one-on-one help. If you would like additional assistance with your writing the Writing Center is highly recommended for any level student. You can find out more about the Writing Center in person (Library 172) or online:

Website <http://www.lcsc.edu/writing-center/>
Email writinglab@lcmail.lcsc.edu

Syllabus Addendum

Consumer Information

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CONSENT AGENDA

JUNE 15, 2017

Syllabus – Organizational Communication Fall 2014

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Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being. <http://www.lcsc.edu/culturaldiversity/>

CONSENT AGENDA

JUNE 15, 2017

Comm COMM-384-01
Classroom: MLH 210

Professor: Ben Morton
Office: 114 Spalding
Office Hours: MW 8:45-10:15am
and by appointment

Theory e-mail: bamorton@lcsc.edu
[e-mail me by 5pm on weekdays if you want a same-day response. Friday e-mails will be returned by Monday morning. Plan ahead.]

Communication Theory – Fall 2016

Objectives of the Course

Theories are used by anyone who hopes to figure out why or how something happens. Why does a baseball fall to the ground when it is hit into the air? Gravity. How can a sailboat move against the direction of the wind (this is also how airplanes get off the ground)? We have the theories of Bernoulli and Euler to explain this. If science helps us explain why things happen in our physical world, communication theories help us explain why things happen in our social worlds. The theories discussed in this class help us answer the following questions and more: Why do we “stalk” potential dates on social media? Why do we adapt our speaking style to different persons/groups? Why is finding your “true” self so hard? Do persuasive arguments have key elements in common? Are there “rules” to having a conversation with someone? Why do we share certain details with some people but not with others? Why do we tend to talk about the same things we hear in the news or see on social media? Can political advertisements encourage voters to pick a certain candidate?

At the end of this course you will:

1. Be able to identify and summarize major terms, concepts, and theories in the communication studies discipline.
2. Understand how theory might be applied to your own understanding of why people communicate certain ways in certain contexts.
3. Understand communication as a shared process consisting of integral components.
4. Practice, conduct, and apply communication theory research.
5. To critically question the roots of the study of communication.
6. To uncover the assumptions inherent in any theory that tries to explain how and why people and groups engage in certain types of communication

Idaho Foundation Standards for Communication Arts/Speech & Debate Secondary Education Endorsement

- The “Final Research Project” in this course will measure your ability to conduct and apply research, which is linked to “Performance Standard #2” of the Idaho Standards for Communication Arts.
- Test 1 & 2 in this course will measure your ability to see communication as a process consisting of integral components, which is linked to “Performance Standard #4” of the Idaho Standards for Communication Arts.
- Test 1 in this course will measure your ability to identify and describe the process and components of effective interpersonal communication, which is linked to “Performance Standard #1” of the Idaho Standards for Speech & Debate.

Required Text and Materials

- Griffin, Em. *A First Look at Communication Theory*, 8th Ed (2012) [in School Bookstore or online]
- Readings and other multimedia materials assigned and to be announced on the course Blackboard site (www.lcsc.blackboard.com).
- Even if you read them online, please bring all readings to class for discussion.

Assignments

POP QUIZZES tell me whether or not you have been keeping up with the reading. The pop quizzes will be multiple choice, true/false, and short answer. You will not know when they will come, so please read and take notes before coming to each day's class. **10% of your grade**

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JUNE 15, 2017

Syllabus – Communication Theory Fall 2015

THEORY APPLICATIONS & EXAMPLES are your way of showing me that you can connect the abstract theories we discuss in class to news, stories, events, research, movies, music, or other phenomena in the real world. Your theory applications and examples can (1) confirm a theory we have discussed (or will discuss) in class, (2) dispute or disagree with a theory, or (3) offer a new understanding or angle on a theory. You can turn in your theory application and example on the “Theory Applications & Examples” section of Blackboard. All theory applications and examples should be between **500-800 words**.

15% of your grade (five total; limited to one each week)

PAPERS should be submitted through the appropriate assignment dropbox in either Microsoft Word (.doc or .docx) or PDF (.pdf) format. Please do not email me your papers. Submit them to their assignment’s dropbox. See each assignment for details on length and formatting.

Active Participation

For our class, participation is not attendance. Rather than merely showing up, participation reflects your preparation for discussions, activities, and workshops, in addition to your ability to actively contribute to the course material in class and on Blackboard. Let me hear your voice. You don’t have to agree with the material we cover, but you do have to offer thoughtful, analytical responses. “Good” or “not good” or “I like it” or “I don’t like it” is not effective. Your job is to search for *why* something is good or not good, interesting or boring. Analyze, describe, and compare. Participation includes: your actions within the class, your contributions to class discussion, and your contributions to the Blackboard discussion page.

Part of your participation grade requires you to engage with the class material OR act as if you are engaging with the class material. Try to fool me and your classmates; we may never know. There are many situations in which we are not personally interested in what others have to say. Yet acting as if you’re attentive is an integral part of being an effective listener both in school and off campus (my mom says this is also the key to a happy marriage).

Your first assignment in this class (and five points of your participation grade) is to write down on a planning calendar all of the readings, tests, papers, and speeches due each day for the entire semester. You will show me this calendar on the second day of class, demonstrating that you have prepared for the year ahead. It might be a good idea to do this for all of your classes so that you know which weeks will require more work than others (e.g., if you have two tests or papers due in the same week).

“How do I get an A?”

A grade of **C**: You can earn a C by attending class regularly and punctually, completing with competence all of the work assigned and participating regularly in class activities. This requires 1) completing assignments on time; 2) adequately meeting all criteria for assignments; and 3) completing reading assignments on time and being prepared to share your opinions on the texts in class. Simply put, a C grade fulfills all of the requirements.

A grade of B: You can earn a B by fulfilling all of C’s requirements while demonstrating a significantly higher level of effort and competence on all work assigned for the class. To earn a B you must show an interest in energetically, creatively, and critically engaging with the material and assignments. B work typically reflects independent thinking. The B student is self-reflexive and often asks questions such as “How can I make my work better? How can I revise this? How can I make my work unique and interesting? How can I help the class have productive and energetic discussions?”

CONSENT AGENDA **JUNE 15, 2017**

Syllabus – Communication Theory Fall 2015

A grade of **A**: To receive an A in the course, you must surpass the requirements for B work as well as demonstrate a high level of sophistication through critical thinking. A students interrogate all sides of issues enthusiastically in order to clarify their own opinions. A students don't skip class, fail to honor deadlines for any reason, or show up unprepared to discuss the reading. A students surprise themselves as well as the teacher. Again, A work is surprisingly above and beyond the requirements.

A grade of D: You can earn a D by not fulfilling your responsibilities outlined under “Grade of C” criteria, and/or failing to show respect for or interest in your fellow students’ presentations of ideas. A D student is a student who has many excuses but few completed assignments. For example, D students often fail to complete assignments or fail to hand in reading responses and then claim later that they were ill or had a family emergency. D students are generally disinterested students who refuse to take an active role in making the class energetic and productive.

A grade of F: This is easy. An F student doesn't complete assignments, doesn't come to class, or doesn't contribute to class discussions when they are present.

Pop Quizzes	10%
Readings Applications & Examples (5 Total)	15%
Test 1	15%
Test 2	15%
Final Project	20%
Final Presentation	5%
Participation	10%
Discussion Leader	10%

Grading Scale

93.45-100%	A	72.45-76.44%	C
89.45-93.44%	A-	69.45-72.44%	C-
86.45-89.44%	B+	66.45-69.44%	D+
82.45-86.44%	B	59.45-66.44%	D
79.45-82.44%	B-		
76.45-79.44%	C+	Below 59.45%	F

COURSE CALENDAR

- ★ Unless otherwise specified, all readings and assignments are due by class time of the day listed. For example, chapters 1 and 2 should be read before Thursday, Aug. 24's class.
- ★ All homework readings refer to the *A First Look at Communication Theory* text unless the reading appears with an asterisk (*). All readings designated with * can be found under “readings” on the Blackboard page. Bring all readings to class (including those online) the day on which they are due.
- ★ Please check the home page to the Blackboard site often for any changes.

Week	Date	Content	Homework
1	Aug. 22	Course Introduction	

CONSENT AGENDA **JUNE 15, 2017**

Syllabus – Communication Theory Fall 2015

	24	Studying & Talking About Communication Theory	Chs. 1-2
2	29	Weighing the Words Mapping the Territory	Chs. 3-4
	31	Paradigms of Communication Theory	Deetz Paradigms*
3	Sept. 5	NO CLASS – LABOR DAY	
	7	Symbolic Interactionism Coordinated Management of Meaning	“Interpersonal Messages” & Chs. 5-6
4	12	Expectancy Violations Theory	Ch. 7
	14	Social Penetration Theory Uncertainty Reduction Theory	“Relationship Development” & Chs. 9-10
5	19	NO CLASS Narrative	Ballard & Ballard (2011)
	21	Relational Dialectics Communication Privacy Management	“Relationship Maintenance” & Chs. 12-13
6	26	Symbolic Convergence Theory Workplace Communication	“Group Communication” & Ch. 19
	28	Cultural Approach to Organizations Critical Theory of Comm in Organizations	“Organizational Communication” & Chs. 20- 21
7	Oct. 3	TEST 1	
	5	The Rhetoric	“Public Rhetoric” & Ch. 22
8	10	Dramatism	Ch. 23
	12	Media Ecology	“Media & Culture” & Ch. 25
9	17	Cultural Studies	Ch. 27
	19	Subcultures	Subculture: The Meaning of Style* (Ch. 7 or 8?)
10	24	Uses & Gratifications Cultivation Theory	“Media Effects” & Ch. 28-29
	26	Agenda-Setting Theory	Ch. 30
11	31	Communication Accommodation Theory	“Intercultural Communication” & Ch. 31
	Nov. 2	Face-Negotiation Theory	Ch. 32
12	7	Genderlect Styles	“Gender & Communication” & Ch. 34
	9	Standpoint Theory	Ch. 35
13	14	Review	
	16	TEST II	
14	28	Final Presentation Workshop	Workshop 1*
	30	Final Presentation Workshop	Workshop 2*
15	Dec. 5	FINAL PRESENTATIONS FINAL ASSIGNMENT due by 5pm	

**CONSENT AGENDA
JUNE 15, 2017**

Syllabus – Communication Theory Fall 2015

	7	FINAL PRESENTATIONS	
16	12	NO FINAL EXAM	
	14		

Writing Center

The Writing Center is there to aid you with *free* one-on-one help. If you would like additional assistance with your writing the Writing Center is highly recommended for any level student. You can find out more about the Writing Center in person (Library 172) or online:

Website <http://www.lcsc.edu/writing-center/>
Email writinglab@lcmail.lcsc.edu

Syllabus Addendum

CONSENT AGENDA

JUNE 15, 2017

Syllabus – Communication Theory Fall 2015

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Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being. <http://www.lcsc.edu/culturaldiversity/>

COMM 420 – RESTORATIVE COMMUNICATION – FALL 2016

Contact Information

Instructor: Josh Misner, Ph.D.

Email: jwmisner@lcsc.edu (please check email address before sending, as I do not receive emails sent to jwmisner@lcmail.lcsc.edu)

Office: North Idaho College, Fort Sherman Officers' Quarters, Room 118

Phone: 208-769-7872

For the most part, I am available at any reasonable time throughout the day by email (jwmisner@lcsc.edu). I do take every Saturday off to spend time with my family, so please wait until Sunday for a response if you email me late on Friday or Saturday. My email goes straight to my phone and I typically respond within 24 hours or less.

Course Overview:

Using techniques of self-reflection and methods based in appreciative inquiry, this course will explore various approaches to cultivating sustainable communication within both organizational and interpersonal relationships. The goal of the course is to help students identify, characterize, and solve relevant, contemporary communication issues in a variety of contexts. In a conscious effort to restore communication within broken relationships, learners will develop and implement theory-based strategies based on a synthesis of interpersonal communication, positive psychology, and leadership theory.

Course Objectives

- *Identify* personal barriers to effective communication through self-reflection, while developing long-term solutions for such hindrances.
 - *Articulate* an understanding of how elements of positive psychology relate to communicative well-being through the practice of weekly communication activities.
 - *Identify* detriments to sustainable communication, starting from the intrapersonal level and emanating to interpersonal and organizational levels.
 - *Demonstrate* critical thinking by using self-reflection and observation to develop strategies to overcome obstacles to sustainable communication.
 - *Apply* core concepts to *develop* a leadership philosophy based on service and compassion.
 - *Develop* a strategy for restoring communication using the methodology of appreciative inquiry.
-

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Course Readings:

- Remen, R. N. (2006). *Kitchen table wisdom: Stories that heal*. New York, NY: Berkeley Publishing Group.
- Boyle, Fr. G. (2011). *Tattoos on the heart: The power of boundless compassion*. New York, NY: Free Press.
- Palmer, P. (2009). *A hidden wholeness: The journey toward an undivided life*. New York, NY: Jossey-Bass.

Other readings to be posted on Blackboard

Course Topics:

Module 1: Increasing Awareness

- Looking inward: defining an intrapersonal baseline
- Metacognition & self-reflection
- Looking outward: how does self-perception affect the way we view others?
- Throwing the curtains back on the Johari Window

Module 2: Barriers to Communication

- The debilitating effects of pride and ego
- The connection between ego and anger
- Assessing listening styles
- Learning to navigate conflict

Module 3: Positive Psychology

- Mindfulness and presence
- Mindful leadership and dialogue
- The impact of gratitude on perception and interpretation
- How expressing appreciation affects communication

Module 4: Application to Leadership

- Applying humility to conflict
 - Using humility to develop the servant leader
 - Appreciative Inquiry: the basics
 - Applying appreciative inquiry to elements of positive psychology
-

Two Course Assessments, based on a 100-point scale:

1. Discussion/Participation: 40% of your grade

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Each week, you will review assigned readings, whether from the texts or supplemental sources, and then participate in an assigned out-of class activity. Those two sources will form the basis of your response to one discussion question per week that forms the basis of our exploration of restorative communication. I require that you reference connections to the readings and activities in your initial responses, and participation points will be heavily influenced by how well you can work those resources into your peer responses and weekly assignments as well.

You must complete your initial response to this question by no later than **Wednesday** of each week. This initial response must be substantive, meaning that you should provide roughly 250-400 words for each initial response, but I am less concerned with length of your responses as I am with the depth of meaning and reflection present in your well-thought out compositions. To achieve this depth, I expect you to explain at least one connection between what you choose to write about in your response and the assigned readings and activity for the week.

You must then respond to a minimum of three of your peers by no later than **Friday** of each week. Additional dialogue beyond the minimum is not only encouraged, but will be taken into account when assessing your participation grade, which will occur twice during the course (20 points at the end of Week 8 and 20 points the end of Week 16):

- Failure to respond to others at all, consistently failing to meet the minimum number of peer responses or posting responses that frequently lack depth will result in a score of 0-5 points out of 20.
- Participation that meets the bare minimum requirements of both depth and frequency will be awarded anywhere from 5-15 points out of 20.
- Participation that *occasionally* goes above the minimum of both frequency AND depth will be awarded 15-18 points out of 20.
- Only participation that **frequently and consistently** goes above and beyond the minimum expectations of frequency and contribution to class dialogue will be awarded the full 20-point score.

Students who I notice falling below expectations will be contacted immediately via email and gently reminded of these expectations.

2. Weekly Assignments: 60% of your grade

- 12 weekly assignments @ 3 points each
- 4 end-of-module assignments (weeks 4, 8, 12, and 16) @ 6 points each

Each week, you will be provided with a reflective prompt based on the readings, activity, and discussion topic for the week. Based on that prompt, you are expected to write a reflective response, which is due by the end of the week (by Sunday, before midnight). A reflective response is not a formal paper, but more like a stream-of-consciousness journal entry. Length

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requirements will vary by week (typically 1.5-3 pages or so), but weeks 4, 8, 12, and 16 will have longer requirements because they are the end-of-module assignments (usually 3-5 pages).

Final Grading

Final grades are assigned on the basis of a 100-point scale. Your grade is determined by the total number of points earned in relation to the total number of points that are possible.

Grade Equivalency

Grade	Equivalency
A	92 - 100%
A-	90 - 91%
B+	88 - 89%
B	82 - 87%
B-	80 - 81%
C+	78 - 79%
C	72 - 77%
C-	70 - 71%
D+	68 - 69%
D	62 - 67%
D-	60 - 61%
F	0 - 59%

Late Work Policy:

Seeing as how you signed up for this course, I can only assume that you want to be in this class and as such, I expect you to play an active role in our online community. Much of what we learn in this class will come not only from cognitive learning, but experiential learning as well. By enrolling in this course you are making a commitment to form a “learning community” with mutual responsibility for the discussions in our class. You will be sharing with us your knowledge and experience. This commitment includes being prepared for projects, activities, and assigned readings. The payoff is a good class for everyone involved.

Late assignments will not be awarded any points unless we have mutually negotiated an alternate submission date in advance of the assignment deadline. More simply put, if you know you are going to be late, let me know and I will work with you, but if you contact me after the fact, it is extremely unlikely that I will work with you, so plan ahead.

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Grading Scheme:

In evaluating assignments, I utilize the standard grading scale. Students often feel there is a degree of subjectivity in the grading. They are right; part of grading is subjective and part is based on my expertise in recognizing the quality of effort and product. Generally speaking however, the criteria listed below are what I look for in your work.

A: A superior work will address itself to all aspects of the assignment. Though it may have an occasional fault, it will be well-organized, detailed, and extremely well presented or written, with enthusiasm and emotional involvement.

B: This score will be for a well-presented work that is weak in some aspects of the superior work. For example, it may slight part of the assignment; it may not be as clearly organized as a superior work; it may have some minor inconsistencies. Otherwise, the work is competently composed.

C: This score is given for the following:

- Those that meet only minimum requirements
- Those in which the language is overly clichéd
- Those that are too general or superficial

D: This score is used for works that show little understanding of the assignment or suggest serious weakness or incompetence in organization and preparation.

F: This score is for students who fail to present their work at the required time or works that show little understanding of the question or suggest incompetence in structure, syntax, and diction.

Accessibility

If you need course adaptations or accommodations because of a disability or if you have emergency medical information to share with me, please communicate me. I can be reached at jwmisner@lcsc.edu or by telephone 208-769-7872.

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Senior Research Project Design ~ COMM 499

Instructor: Marcy Halpin
Office: 214 Spalding Hall
Mailbox: Humanities Division, Spalding Hall, 111-A
Email: mlhalpin@lcsc.edu
Phone: 792-2905, (my office & voicemail)
792-2307, (Humanities Department)

Office Hours: Mon. & Tues. 3:00 – 5:00 & By appointment

NOTE: I have committee meetings on Wed. & Thurs. afternoons on alternating weeks. I may have availability to meet with you on these days... you just need to check with me.

Note: Please make use of my office hours if you need help. If you cannot attend my office hours, please feel free to make appointments with me. I live only a short drive from campus and am on campus often. While I am happy to talk to you outside of office hours, to ensure that I can meet with you without distraction during such outside times, please try to make an appointment.

I teach at the following times & places:

204-04 & LB03	Public Speaking	M W	10:30 – 11:45	@ ACW 135
392-01	ST: Sports Communication	M W	1:30 – 2:45	@ SGC 126
204-03	Public Speaking	T TH	10:30 – 11:45	@ ACW 135
345-01	Communication & Diversity	T TH	12:00 - 1:15	@ ACW 133
499-01	Sr. Research Project/Seminar	T TH	1:30 – 2:45	@ MLH 210

Your Instructor:

I am here to help you learn, but you are also responsible for guiding that process. Please feel free to ask any question. No question is too insignificant. My office hours are for your assistance. Please take advantage of them. Also, I will be checking my email at least twice every day, probably after my first class in the morning (around noon) and later in the evenings (probably around 9 or 10 p.m.). I also usually check my email during office hours and on weekends.

Required Materials:

Publication Manual of the American Psychological Association, *Sixth Edition*
American Psychological Association

- Any READINGS Distributed in Class (or) Posted to BlackBoard

Recommended Materials & Readings:

- Wrench, Thomas-Maddox, Richmond, McCroskey, (2008). *Quantitative Research Methods for Communication: A Hands On Approach*. New York, NY: Oxford University Press

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- Emerson, Fretz, and Shaw, (1995). *Writing Ethnographic Fieldnotes*. Chicago, IL: The University of Chicago Press. (now in 2nd edition)
- Seidman, I. (2006). *Interviewing as Qualitative Research: A guide for Researchers in Education and the Social Sciences*. 3rd Edition. New York, NY: Teachers College Press.
- A 1, 1.5, or 2 inch, clean, professional looking, 3- Ring Binder and Sheet Protectors, in which Senior Portfolios will be assembled.

Course Description:

This course is a capstone course required for senior Communication Arts majors. It aims to engage students in the practice of scholarly research. The course explores paradigms, ethics, and various methodologies employed in the study of Communication. Over the course of semester students will select a research topic, determine a methodology, and explore a research project, which will be presented at the Senior Research Colloquium. In addition, students will begin to assemble a personal portfolio of exceptional work, to be presented at the Senior research Colloquium.

Objectives include:

1. Identify principles of academic writing and research
2. Practice critically reading scholarly works/writings
3. Practice selected research methodologies previously discussed.
4. Accurately read data and interpret results.
5. Execute an approved research project
6. Write an academic paper reflecting one's research findings.
7. Present completed project at LCSC Research Colloquium.

Idaho Foundation Standards for Communication Arts / Speech & Debate Secondary Education Endorsement

- *Final Research Paper/Project* - defines an area of study, identifies current literature in the field relevant to that area, articulates and follows a methodology, and discusses the results of such study, which is linked to "Performance Standard #2 "practice in conducting and applying research," of the Idaho Standards for Communication Arts.

Classroom Conduct:

I respect my students and try to create a comfortable learning environment. However, it is also your responsibility to create and help maintain such an environment. Please note that respect for ideas does not necessarily mean "agreement" with those ideas. I highly encourage disagreement and discussion. Moreover, I ask that you please refrain from reading newspapers during class and that you please turn off your cell phones or beepers. On presentation days, I also ask that you be particularly conscious of such items out of respect for your classmates' presentations. Such disruptions affect the environment for the speaker and will be considered infractions on the class participation grade.

Attendance and Tardy Policy:

This is a small class, meaning that its success depends on your presence and participation. Thus, your presence, both physically and mentally, is necessary. Attendance and participation are expected and required. While attendance is necessary, each student is allowed 2 unexcused absences. Moreover, some circumstances arise that qualify as excusable absences (medical, family emergency). For an absence to be excused, students should submit documentation (for example, a doctor's note) verifying the excuse. I also ask that athletes or participants in other university-sponsored activities please submit the appropriate

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documentation and schedules to verify their absences for travel, etc. In the case of serious personal or family emergencies, students should contact their Dean.

While documentation is the only fair way to ensure an excused absence, I still ask that you keep me informed (preferably via email) as to the reasons for your absence(s). I can only help you if you come to talk to me. Moreover, I expect that you will provide documentation, inform me of illness, scheduling conflicts, misc. absences within a reasonable period. Coming to me at the end of the semester will not help you. Coming back after an extended period of absence with a host of excuses will not help you. Telling me a week or two later that you caught a cold will not help you. It only takes a few minutes to send a quick, to-the-point email. It only takes a few minutes to talk to me before or after class. Keeping your instructor informed is not a matter of inconvenience. It is a matter of responsibility.

ALSO NOTE: Frequent unexcused absences may result in the reduction of your final grade including a final grade of “F” given.

Also, keep in mind that absences will affect your class-participation grade.

Policy Regarding Class Notes:

I strongly believe that there is a value in note “taking” and that writing things down (or typing them) helps you remember and digest the material. As such, I do not distribute my lecture notes or my power points to students (with the exception of certain “review” quiz show formats). That said, if you miss class for some reason, it is your responsibility to get the notes from one of your classmates. Requests made to me for class notes will be unsuccessful. This means that you should be kind to your classmates and foster positive working relationships with them. Consistent with this philosophy, I also prohibit the photography or video-recording of class lectures and slides. As some of you may know, I try to use media examples in my teaching and in my powerpoints, and thus maintaining control of my slides and limiting their distribution also limits the potential distribution of copyrighted material. As the OWL at Purdue explains regarding ‘Fair Use’, “Using copyrighted images in a classroom PowerPoint presentation is more acceptable than making the presentation available online or putting the images on a website.... Make the new use available for the shortest amount of time to the smallest group possible” (OWL, <http://owl.english.purdue.edu/owl/resource/731/1/>).

Late Assignments:

For journals and/or quizzes, 3 points will be deducted from any assignment made up or turned in more than one day past its due date. If a student should miss a quiz for any reason, he or she has a 1 week expiration date for taking that quiz.

Students are expected to deliver presentations on assigned days, take exams on assigned days, and turn in major assignments or papers on assigned days. **Make-ups for such items will be accepted ONLY in the instance of a documented excused absence.** In general, papers are considered late once 24 hours passes from the given due date/time.

Academic Integrity & Judicial Affairs:

Students in this course will be expected to comply with the Lewis-Clark State College’s policy on academic integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the College’s guidelines on academic integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating College Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and/or programmable calculators.

With regard to written work **and** speeches, students must learn to cite sources properly. Failure to credit the proper sources (plagiarism), the undocumented/uncredited cutting and pasting of Internet material (plagiarism), or the use of a previously written paper or speech (plagiarism) will have serious consequences, including an automatic “F” on the assignment.

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“Cheating or plagiarism in any form is unacceptable. The College functions to promote the cognitive and psychosocial development of all students. Therefore, all work submitted by a student must represent his/her own ideas, concepts and current understanding.” If a student is suspected of committing an act of academic dishonesty, the incident will be documented, and the Judicial Affairs Officer in Reid Hall will be notified.

- ***ALL Written Assignments & Revisions should be submitted ON BLACKBOARD***

Assignments and Grading:

Revisions/Drafts/Components	3 @ 100 pts each	300 pts
Revision Work-shopping	2 @ 50 pts each	100 pts
Lead Seminar Day	1 @ 100 pts each	100 pts
Senior Portfolio	1 @ 100 pts each	100 pts
Final Research Project/Paper	1 @ 100 pts each	100 pts
Practice Presentation of Research Project	1 @ 50 pts each	50 pts
Presentation of Research Project at Research Colloquium	1 @ 100 pts each	100 pts
Attendance/Participation (Quizzes /Peer feedback)	Varied	100 pts
Program Assessment / “Exit Interview” (During Final Exam Period)		50 pts
EXTRA CREDIT – Researcher’s Journal	25 pts max	
Total Points Available		1000 pts

Revisions/Drafts: Writing is a process of infinite revisions. To better facilitate a polished, completed final research project, components of the paper and revisions from the paper will be due throughout the semester. *Because of the turnover time in encouraging new and fresh revisions, as well as to accommodate student work-shopping, late revisions of project components will not be accepted.*

Revision Work-Shopping: To encourage and enforce early revisions, additions, and formulations to everyone’s projects, and to add voices of feedback, each student will workshop 2 paper revisions of another student. Often times, we become better writers and presenters when we evaluate others’ work, which is part of the motivation behind this assignment. In addition, this assignment is meant to encourage a cooperative and collaborative environment for the capstone seminar. To encourage more thorough comments, students will take copies of their classmates papers home, and be allowed 1 week’s time to return comments.

Lead Seminar Day: To engage students in each other’s projects and to encourage peer feedback and cooperation or collaboration, each student will lead seminar one day on the topic of his/her project. As such, each student will select a key reading (on their topic) for the class that day (readings should both be closely related to their project, *and* should ground the topic in the field of communication). Students are expected to lead seminar on the reading, connect the reading to other literature, articulate the importance of the reading to the field of communication, articulate important/key points for the reading, provide examples to illustrate concepts, and identify questions for discussion (students are expected to engage the class in discussion throughout the day’s class)

Senior Portfolio: As a senior, you will need to produce a polished senior portfolio as part of your graduation requirements. Portfolios should be in 1 or 1.5 or 2 inch three-ring binders, (white or black, professional looking). Portfolios should be formatted so to include typed indices, section dividers,

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abstracts, and work that is neatly presented in sheet protected pages. If a section of the portfolio contains several items, it, too, should have its own index/table of contents.

Some of the items that a portfolio should include are: Student Resume, Evidence of awards or honors, Samples of Superior Student Work and Projects, etc. Since students are attaining degrees in communication, materials should be somewhat focused in this area.

In general, both resumes & materials should be organized within selected categories from newest to oldest. Abstracts, (or descriptions of your projects, descriptions of the goals achieved or skills attained in the projects, and if part of a group project--your role it) should be incorporated for some items or projects – especially for projects that demonstrate special skills, group projects, or projects for which some explanation is needed. *However, Abstracts and descriptions SHOULD NOT BE too long*

As a guideline, assume that the audience (potential employer) looking at your portfolio has no understanding of what projects/assignments you completed in class or at work. You want them to be able to understand at a glance, what it is that you showing them, what was entailed, what skills you are demonstrating to them, and your role in the project.

Final Research Project/Paper: In 498, you completed a prospectus, or project proposal. In 499, you will execute that proposal as a final research project.

In your research prospectus, you accomplished four main objectives:

- (1) Identifying and defining the area of study and articulating why it is important;
- (2) Providing background on the topic and grounding the area of study in current literature (A literature review);
- (3) Situating the author's position or argument against the current literature;
- (4) Articulating a methodology or course of action, indicating how the author will proceed.

Thus, most of you have already determined your area of study, begun a review of the literature, established your methodology. This semester is built around you completing your projects.

IRB Approval:

- Not all Projects will require IRB approval.
- **However, all projects involving the participation and/or the study of human subjects will require IRB approval.**
- ALL Students pursuing the study of human subjects **MUST** submit an application to the LCSC IRB board **and receive approval before** any surveys can be administered, interviews conducted, or participants observed. ***I REPEAT: You cannot conduct any surveys or interviews until you receive IRB APPROVAL. So please PLAN AHEAD. Surveys and interview guides should be constructed in the first weeks of the semester, IRB proposals should be submitted in February.***

The final draft ...(formatting)

- Will be a *minimum* 25 pages; 12 pt. Times New Roman font, w/ standard 1 inch margins. With appendices, (Surveys or interview guides, transcripts, images, or document texts) the page length will actually potentially reach 35 or 30 pages.
- Your literature review must be expanded to include **a minimum of 15 sources, with a minimum of 10 academic sources.**
- You should have already produced a 15 page prospectus –the project should enhance and fulfill the projections put forth in the prospectus.
- All projects must be written and **formatted according to APA guidelines for writers of research papers** (unless otherwise approved).

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The Final Draft ... (Structure)

- The project should include an introduction to area of study and its relevance/importance (including its relevance to the study of communication),
- a literature review on the object of study,
- the student's research question or hypotheses,
- an articulation of the methodology employed,
- a section discussing the results and findings of the study, and
- an analysis section, revealing your conclusions. Your conclusions, in general, should answer the question "so what?." In other words, why are your findings important? What do they mean to the study of communication?
- *Any* appropriate appendices should be attached to the paper, including surveys, or interview questions, results tables, etc. Appendices will not count toward your minimum page requirement.

Practice Presentation : Each student will present their research/findings in class, in a practice presentation. This will be in preparation for the presentation to be performed in the Research Colloquium.

Presentation of Research Project at Research Colloquium:

All students will participate in LCSC's Research Colloquium at the end of the semester. Each student must submit an abstract explaining their project, which will be included as part of the colloquium program. Details about presentations dates/times, scheduling, will be forthcoming, as the program Colloquium program comes together.

Class Participation:

Participation is expected, especially in a seminar type structure whereby the functioning of the class relies on your contributions. Participation from all members of the class constructs a community that both enacts and fosters an understanding of the concepts encountered over the course of the semester.

The participation grade will include quizzes on readings, (worth between 10 and 25 points each); it will include in class evaluation/work-shopping activities (such as surveys or interview guides); it will include peer evaluations of the practice presentations. It will also include participation in discussion, from "lead seminar days."

However, active participation is more than reckless argument or mindless chat. In forming such a community, I expect that students will come to class, complete oral and written assignments in a timely and enthusiastic manner, show respect and consideration for classmates and instructor; frequently provide positive, relevant, original and/or thought-provoking contributions to discussion and debates; and show attentiveness through active listening. (Some in-class or weekly assignments will be included as part of the participation grade). Any remaining point values will be evaluated based on attendance/oral participation) *A failing grade in participation* is obtained by: a failure to complete assignments, failure to attend class, failure to contribute to discussion on at least a minimal level, showing disrespect toward classmates or instructor via offensive or inappropriate contributions or remarks, inappropriate behavior during other students' speeches.

Extra Credit –Researcher's Journal

A Researcher's journal is a journal or a notebook, where a writer/researcher keeps his or her ideas, brainstorming notes, reading notes, and library research. If you were to keep one, I would expect to see notes from brainstorming sessions, notes from feedback from peers, I'd like to see you jot your reading notes or outlines from reading key articles/books. I would also expect to see days/dates/databases used for

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library research....to keep a record of where you have been the databases, etc. It is also appropriate to draft out ideas, paragraphs in such a journal.

Syllabus Addendum

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page, which may be accessed at <http://www.lcsc.edu/consumer-information/>

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should review the LCSC General Catalog (<http://webdev.lcsc.edu/catalog>) and the LCSC Student Handbook (<http://www.lcsc.edu/media/2157659/Student-Handbook.pdf>) for more information.

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy (Student Health Insurance Plan or comparable private coverage) should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the VP for Student Affairs for official disciplinary action.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on the VP for Student Affairs' web page (<http://www.lcsc.edu/student-affairs/student-code-of-conduct/>).

Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, or sexual orientation, you will be treated and respected as a human being.

Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

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Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard Learn) systems.

Student Work

Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

*Updated May 2015
Approved by VP for Student Affairs & Provost 7/07/2015*

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ED 449: Teaching Methods in the Content: Communication Arts

Catalog Description:

This course combines theoretical and practical learning experiences in pedagogical content knowledge. Students demonstrate requisite knowledge, skills, and dispositions through authorship of content-specific unit plans consisting of course rationale, syllabus, and lesson plans based upon local, state, and national standards. Special emphasis is placed on research-based teaching methods and strategies relevant to a content area. Provides a meaningful pre-internship practicum experience in the content area for students.

Course Description and Purpose:

ED 449 is intended as a source of ideas, guidelines, and suggestions for the improvement of instruction of Communication Arts in secondary schools (including junior high and middle schools). The course combines theoretical and practical learning experiences for the Communication Arts teacher and major or non-major student. Special emphasis is placed on unit teaching, on inquiry, conceptual, and constructivist techniques, on the critical use of varied activities and materials, and on developing a democratic classroom atmosphere in order to promote learning. Substantial portions of the course are devoted to reflective and creative activities for actual classroom situations, culminating with the development of a model Unit Plan.

Course Assignments/Activities:

The following chart details assignments/activities required of all students, the point value for each assignment, and the applicable LCSC Teacher Education Program standards.

Assignment/Activities:	Value:	LCSC Standard(s):
1. Chapter Review and Discussions: Post at least one original thread and respond to the threads of your peers per reading assignment (due dates for each provided in course schedule); each original thread should be at least ten sentences (approximately two paragraphs) in length and each peer response should be at least five sentences (one paragraph)	1. 200 Points	<i>Dedicated Professional:</i> Commitment to the profession of education, fostering relationships with colleagues, parents, and agencies in the larger community to support student learning and well-being.
2. Exploring Professional Organizations: Explore local, state, and national organizations in Communication Arts. Pick two organizations (possibly one state and one national or two national) in which you would like to become a member. Write a 2-page reflection on these organizations.	2. 50 Points	
3. 20-hour Practicum: You will be working with a classroom teacher in your content area. These 20 hours will consist of many different activities so the time spent in the classroom may vary from week to week. You will use this time to research your content, work on lessons with them, etc.	3. 200 Points	
4. Lesson Observation: Take detailed notes of a lesson, from the beginning of the period to the end. Briefly confer with the teacher after the lesson to	4. 50 Points	

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discuss what you observed. Summarize the observation experience.		
5. Textbook Evaluation: Become familiar with textbooks that you may be using in your teaching. For your content area, select a textbook that is accompanied by a teacher's edition and examine the contents of both.	5. 50 Points	<i>Content Specialist:</i> Demonstrates and maintains knowledge of content area
6. Course Rationale and Syllabus: Develop a rationale for a communications course that identifies why the course is important. It should anticipate the question, "Why do we need to know this stuff?" Concurrently, develop a course syllabus that lets students know what's expected of them and helps them to organize, conceptualize, and synthesize their learning experiences.	6. 100 Points	
7. Sample Lesson Plans: Create three separate lesson plans that demonstrate your ability to plan instruction for multiple communication topics	7. 75 Points (25 points per lesson)	<i>Educational Designer:</i> Plans and creates learning experiences based on knowledge of content, students, community, and best practices <i>Educational Evaluator:</i> Uses appropriate formal and informal assessment strategies to insure continuous development of all learners
8. Model Unit Plan: Develop a 3-4 weeks unit of study that includes summaries of the learning goals/objectives, assessments, instructional design, contextual factors, and resources/materials as well as 12-15 lesson plans. The unit should also cover a variety of Common Core State Standards AND state content standards for the state in which you (hope to) teach.	8. 200 Points	
9. Practicum Teaching Experience: Teach a lesson during your 20-hour practicum. You will tape this lesson and be evaluated using the lesson evaluation form that will be used during your internship. You will also submit a written reflection of your teaching experience.	9. 75 Points	<i>Educational Facilitator:</i> Utilizes a variety of instructional strategies and resources to engage students in meaningful environments <i>Reflective Professional:</i> Continually evaluates effects of his/her choices on others (students, parents, other professional educators) and actively pursues opportunities to grow as a professional
TOTAL POINTS POSSIBLE	1000	

Course Evaluation and Grading:

Successful completion of the required assignments above and the results of their corresponding assessments will determine your level of achievement in this class. Commensurate with the professionalism expected of beginning and veteran teachers alike, teacher candidates are expected to turn in all assignments on time. Failure to do so will result in a drop of one letter grade for each day the assignment is overdue unless otherwise cleared by the instructor. If any assignment is past due after 3 days, it will not be accepted and will earn zero points.

Overall achievement in the course will be measured by the culmination of points associated with each of the performances detailed in the chart above. The grading scale for this course is listed below:

A=93-100% A-=90-92.99% B+=88-89.99% B=83-87.99% B-=80-82.99%* C+=78-79.99% C=73-77.99%

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*Please note: In order to successfully complete this course, one must earn at least a “B-,” or a minimum of 800 points out of the 1000 points possible. ***Failure to complete the practicum experiences and/or earn the requisite points and will result in an unsuccessful grade for this course.***

Plagiarism:

Plagiarism, or, the attempt to submit work or ideas as if they were your own (intentional or otherwise), will result in an immediate failing grade in the class and possible expulsion from the LCSC Secondary Education Program as determined by the Secondary Education Planning Team. Rule of thumb: cite your sources!

Adaptations:

If you need course adaptations or accommodations because of a diagnosed disability, please notify the instructor within the first two weeks of class. See the syllabus addendum for more details.

Final Note:

This syllabus is not a contract. The instructor reserves the right to modify the syllabus and course schedule at any point during the course of the semester. All students will be notified if such changes occur.

LEWIS-CLARK STATE COLLEGE Syllabus Addendum (AY2016-2017)

Consumer Information

In 2008, the federal government required all post-secondary institutions offering federal financial aid programs to provide key data to both prospective and current students. To comply with this requirement, Lewis-Clark State College has developed a consumer information page. [Access the consumer information page](http://www.lcsc.edu/consumer-information/) (www.lcsc.edu/consumer-information/)

Disability Accommodations

Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

Student Rights and Responsibilities

Students have the responsibility for knowing their program requirements, course requirements, and other information associated with their enrollment at LCSC. Students should [review the LCSC General Catalog](http://catalog.lcsc.edu/) (http://catalog.lcsc.edu/) and [the LCSC Student Handbook](http://www.lcsc.edu/media/4355870/Student-Handbook.pdf) (www.lcsc.edu/media/4355870/Student-Handbook.pdf). More information can be found on [the Student Affairs webpage](http://www.lcsc.edu/student-affairs/student-rights-and-responsibilities/) (www.lcsc.edu/student-affairs/student-rights-and-responsibilities/).

Accidents/Student Insurance

Students participating in LCSC classes normally must look to their personal health insurance policy should an accident occur. In the event of an accident, please seek medical help, if necessary, and report the incident to LCSC Security (792-2226). Fieldtrips or other special student activities may also require students to submit a signed participation waiver (forms can be obtained from the supporting Division Office).

Enrollment Verification/Attendance

Students who are not actively pursuing their classes may have to repay part or all of their financial aid awards depending upon the circumstances.

Academic Dishonesty

Academic dishonesty, which includes cheating and plagiarism, is not tolerated at LCSC. Individual faculty members may impose their own policies and sanctions regarding academic dishonesty after offering the student an opportunity to explain his or her actions. Sanctions imposed by the faculty member are limited to grades on the assignment(s) in question and/or on the course grade. On matters of academic dishonesty, faculty members do not have the authority to dismiss a student from class indefinitely nor to disenroll a student from a program without corroboration from a Division Chair (or program ethics committee where applicable), the appropriate instructional dean, and the Vice President for Student Affairs. Students who are accused of being academically dishonest may be referred to the Vice President for Student Affairs for official disciplinary action.

Illegal File Sharing

Students using LCSC's computers and/or computer network must comply with the college's appropriate use policies and are prohibited from illegally downloading or sharing data files of any kind. Specific information about the college's technology policies and its protocols for combating illegal file sharing may be found on [the Vice President for Student Affairs' web page](http://www.lcsc.edu/student-affairs/student-code-of-conduct/) (www.lcsc.edu/student-affairs/student-code-of-conduct/) or [the LCSC Consumer Information web page](http://www.lcsc.edu/consumer-information/) (www.lcsc.edu/consumer-information/).

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Diversity Vision Statement

Regardless of race, color, age, sex, religion, national origin, disability, veteran status, gender identity, or sexual orientation, you will be treated and respected as a human being.

Disclosures

During this course, if you elect to discuss information with me which you consider to be sensitive or personal in nature and not to be shared with others, please state this clearly. Your confidentiality in these circumstances will be respected unless upholding that confidentiality could reasonably put you, other students, other members of the campus community, or me in danger. In those cases or when I am bound by law to report what you have told me, such as incidents involving sexual assault or other violent acts, I will submit a report to appropriate campus authorities.

Student Feedback

Students shall be provided the opportunity to formally evaluate each course in which they are enrolled. Notification of student feedback opportunity and timelines will be made through the official LCSC student email (currently LCMail) or online course learning management (currently Blackboard) systems.

Student Work

Student work for this course (assignments, quizzes, exams, projects, etc.) may be copied and retained for program assessment or accreditation purposes. For more information, speak with the instructor or division chair.

*Approved by Vice President for Student Affairs & Provost / Vice President for Academic Affairs
October 10, 2016*

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

University of Idaho – State Team Focused Visit Report

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

REFERENCE

February 2014

Board accepted the State Team Report, thereby granting program approval of Elementary Education, Early Childhood/Special Education Blended, Special Education, English Language Arts, Mathematics Social Studies (Foundation Standards), Economics, Geography, Government/Civics, History, Science (Foundation Standards), Biology, Chemistry, Earth and Space Science, Physics, Modern Languages, Visual/Performing Arts (Foundation Standards), Visual Arts, Music Approved – Target, Physical Education Approved – Target, Health Education, Professional Technical (Foundation Standards), Agricultural Science and Technology, Business Technology, Technology Education, Marketing Education, Administration (Foundation Standards), School Superintendent, and Special Education Director at the University of Idaho as teacher certification programs.

February 2014

Board accepted the State Team Report, thereby granting conditional approval of the Gifted and Talented Education and Library Media Specialist programs at the University of Idaho for teacher certification.

February 2014

Board accepted the State Team Report, thereby not approving the Reading/Literacy program at the University of Idaho for teacher certification.

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) is tasked with conducting a full unit review of all State Board-approved teacher preparation programs in Idaho on a seven (7) year cycle. Any programs that are “Conditionally Approved” require a subsequent “Focused Visit” within three (3) years of the full unit review.

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The PSC convened a State Review Team of content experts who conducted a focused visit of University of Idaho October 10 - 12, 2016. The PSC reviewed the final report submitted by the State Review Team and voted to recommend the State Board of Education approve the Focused Visit State Team Report as written.

Additionally, the PSC concluded that the documentation brought forth by University of Idaho for its Teacher Librarian program provided sufficient evidence to merit a recommendation of full approval for this program.

IMPACT

The recommendations in this report will enable the University of Idaho to continue to prepare teachers in the best possible manner, ensuring that all state teacher preparation standards are being effectively embedded in their teacher preparation programs.

ATTACHMENTS

Attachment 1 - University of Idaho Final Focused Visit State Team Report Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission. Recommendations are then brought forward to the Board for consideration. The review process is designed to assure the programs are meeting the Board approved school personnel standards for the applicable programs, that the teacher are prepared to teach the state content standards for their applicable subject areas, as well as the quality of candidates exiting the programs.

The current Board approved accrediting body for teacher preparation programs is the Council for the Accreditation of Education Preparation (CAEP). CAEP was formed in 2013 with the consolidation of National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC). NCATE was the previously recognized accrediting body for approved teacher preparation programs in Idaho. On-site teacher preparation program reviews are conducted every seven (7) years in partnership with CAEP based on a partnership agreement. During a concurrent visit, the CAEP team and the state team collaborate to conduct the review, however each team generates their own reports. New programs are reviewed at the time of application for consideration as an approved teacher preparation program. Current practice is for the PSC to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The PSC review process evaluates whether or not the programs meet or will meet the approved teacher preparation standards for the applicable program and endorsement area. The

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PSC may recommend to the Board that a program be approval as "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the PSC forwards a new recommendation to the Board regarding approval status of the program.

BOARD ACTION

I move to approve the recommendation of the Professional Standards Commission to accept the Focused Visit State Team Report for University of Idaho as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to grant full approval of University of Idaho's Teacher Librarian program as an approved program for Teacher Librarian certification.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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College/University: University of Idaho Review Dates: October 10-12, 2017

STATE TEAM REPORT
Focused Visit
University of Idaho
October 10-12, 2016

ON-SITE STATE TEAM:

Amy Cox - Chair

Ken Cox
Paula Kellerer
Dana Johnson
Trenna McCashland

Professional Standards Commission
Idaho State Board of Education

STATE OBSERVERS:

Lisa Colón
Annette Schwab

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INTRODUCTION

The University of Idaho, locally referred to as "The U of I", is Idaho's oldest public university. It is the state's land-grant and primary research university. The University of Idaho was the state's sole university for 71 years, until 1963. The university offers 142 degree programs, from accountancy to wildlife resources, including bachelor's, master's, doctoral, and specialists' degrees. Certificates of completion are offered in 30 areas of study.

The purpose of the on-site focused visit was to determine if sufficient evidence was presented indicating that candidates at the University of Idaho meet state standards for initial certification for programs that were conditionally approved at the previous full program review, as well as piloting the state specific requirements review. The focused visit review was conducted by a five-member state program approval team, accompanied by two state observers. The standards used to validate the Institutional Report were the State Board of Education–approved Idaho Standards for the Initial Certification of Professional School Personnel. State Board–approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards are being met. State Specific Requirements were piloted, feedback was provided to the University of Idaho and the Professional Standards Commission, but is not included in the State Team Report.

Team members looked for a minimum of three applicable pieces of evidence to validate each standard. These evidences included but were not limited to: course syllabi, class assignment descriptions, assignment grading rubrics, candidate evaluations and letters of support, additional evaluations both formal and informal, program course requirement lists, actual class assignments, Praxis II test results, and electronic portfolio entry evidence. Some observations of candidates teaching through PreK-12 site visits and video presentations were also used. In addition to this documentation, team members conducted interviews with candidates, completers, college administrators, college faculty, PreK-12 principals, and cooperating teachers.

To assist the reader, the report includes language recommended by the Counsel for the Accreditation of Educator Preparation (CAEP), a national accrediting agency. Specifically, to assist the reader, the terms below are used throughout the report as defined below:

Candidate – a student enrolled at the University of Idaho.

Student – an individual enrolled in an Idaho PreK-12 public school

Unit – the institution's teacher preparation program

CAEP - Counsel for the Accreditation of Educator Preparation

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Program Approval Recommendations

Program	Approved	Conditionally Approved	Not Approved	Notes (See program rubric section for more specifics regarding recommendations.)
Teacher Librarian	X			Teacher Librarian program included nine (9) target areas out of a total of twenty (20) areas.

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Rubric for State Specific Requirements (SSRs)

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

SSR 1: Knowledge and Performance Foundation for the application of Instructional Shifts for Language Arts

1. *Building Knowledge through Content-rich Nonfiction*
 - *Candidates prepare students to build knowledge and academic language through a balance of content rich, complex nonfiction and literary texts.*
 - *Candidates understand how to evenly balance informational and literary reading in all content areas to ensure that students can independently build knowledge in all disciplines through reading and writing.*
2. *Reading, writing and speaking grounded in evidence from text, both literary and informational*
 - *Candidates facilitate student Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.*
 - *Candidates create lessons for students that require use of evidence from texts to present careful analyses, well-defended claims, and clear information.*
3. *Regular practice with complex text and its academic language*
 - *Candidates understand how to build a staircase of complexity in texts students must read to be ready for the demand of college and careers.*
 - *Candidates provide opportunities for students to use digital resources strategically, and to conduct research and create and present material in oral and written form.*
 - *Candidates foster an environment in which students collaborate effectively for a variety of purposes while also building independent literacy skills.*

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<i>Element</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
<i>SSR 1.1 Knowledge (Inputs) Instructional Shifts for Language Arts</i>		X	

1.1 Knowledge: Interviews with mentor teachers, candidates in their junior year, student teacher candidates, and perusing student work samples and course syllabi provide evidence that teacher candidates demonstrate adequate knowledge of instructional shifts for language arts.

Sources of Evidence

- Book files from EDCI 321
- Syllabus from EDCI 321, EDCI 463
- Interviews with faculty
- Interviews with junior level candidates and student teacher candidates

<i>Element</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
<i>SSR 1.2 Performance (Application) Instructional Shifts for Language Arts</i>		X	

1.2 Performance: Analyzing candidate lesson plans and candidate assignments and interviews with university faculty and teacher candidates provide evidence that teacher candidates demonstrate an adequate ability to apply instructional shifts for language arts.

Sources of Evidence

- Interviews with student teachers
- Reflections by candidates
- Lesson plans

Areas for consideration:

1. Continue to focus on incorporation of a balance of content rich non-fiction text and literary texts.
2. Continue to build opportunities for candidates to demonstrate facilitation of student Reading/writing/speaking that is grounded in evidence across the curriculum.
3. Continue to focus on the shifts for all secondary-prepared candidates.

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Recommended Action on SSR 1:

- ☒ Approved
☐ Conditionally Approved
 ☐ Insufficient Evidence
 ☐ Lack of Completers
 ☐ New Program
☐ Not Approved

SSR 2: Knowledge and Performance Foundation for the application of Idaho Comprehensive Literacy Standards

1. *Phonics*
2. *Phonological Awareness*
3. *Fluency*
4. *Vocabulary*
5. *Comprehension*
6. *Writing*
7. *Assessment Strategies*
8. *Intervention Strategies*

<i>Element</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
<i>SSR 2.1 Knowledge (Inputs)</i> <i>Idaho Comprehensive Literacy Standards</i>		X	

2.1 Knowledge: Perusing candidate assignments, reviewing candidate lesson plans, interviewing candidates, reviewing syllabi, and interviews with faculty provide evidence that teacher candidates demonstrate adequate knowledge of Idaho Comprehensive Literacy Standards.

Sources of Evidence

- Course syllabi
- Candidate miscue lesson plans
- Candidate assignments in literacy classes
- Candidate interviews
- Faculty interviews

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<i>Element</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
<i>SSR 2.2 Performance (Application) Idaho Comprehensive Literacy Standards</i>		X	

2.2 Performance: Perusing candidate assignments, reviewing candidate lesson plans, interviewing candidates, reviewing syllabi, and interviews with faculty provide evidence that teacher candidates demonstrate an adequate ability to apply Idaho Comprehensive Literacy Standards.

Sources of Evidence

- Candidate miscue lesson plans
- Candidate assignments in literacy classes
- Candidate interviews
- Faculty Interviews

Areas for consideration:

1. Ensure secondary education majors receive adequate exposure to and practice with items 3-8 on the Idaho Comprehensive Literacy Standards

Recommended Action on SSR 2:

- ☒ Approved
☐ Conditionally Approved
 ☐ Insufficient Evidence
 ☐ Lack of Completers
 ☐ New Program
☐ Not Approved

SSR 3: Knowledge and performance foundation for the application of Instructional Shifts for Mathematics

1. *Focus strongly on the math Standards for Practice.*
 - *Candidates understand how to significantly narrow and deepen the focus on the major work of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.*
2. *Coherence- Thinking across grades and linking to major topics within grades*
 - *Candidates understand the progression of standards from grade to grade and can carefully connect learning across the grades.*
3. *Rigor – In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.*

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- *Candidates understand how to support conceptual understanding and promote student's ability to access and apply complex concepts and procedures from a number of perspectives across core content areas.*

<i>Element</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
SSR 3.1 Knowledge (Inputs) <i>Instructional Shifts for Mathematics</i>		X	

3.1 Knowledge: Interviews with mentor teachers, interviews with candidates, interviews with faculty, candidate assignments for coursework, and course syllabi provide evidence that teacher candidates demonstrate adequate knowledge of instructional shifts for mathematics.

Sources of Evidence

- Course syllabi
- Course assignments
- Interviews with candidates
- Interviews with faculty
- Interviews with mentor teachers

<i>Element</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
SSR 3.2 Performance (Application) <i>Instructional Shifts for Mathematics</i>		X	

3.2 Performance: Interviews with mentor teachers, interviews with candidates, interviews with faculty, and candidate assignments for coursework provide evidence that teacher candidates demonstrate an adequate ability to apply instructional shifts for mathematics.

Sources of Evidence

- Course assignments - student thinking interviews and reflections
- Interviews with candidates
- Interviews with faculty
- Interviews with mentor teachers

Areas for Improvement:

1. Continue to develop the curriculum to ensure that secondary mathematics candidates have adequate interaction with common core shifts and the opportunity to demonstrate their application of this knowledge.

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Recommended Action on SSR 3:

- ☒ Approved
☐ Conditionally Approved
 ☐ Insufficient Evidence
 ☐ Lack of Completers
 ☐ New Program
☐ Not Approved

SSR 4: Knowledge and Performance Foundation for the application of Instructional Technology and Data Literacy

1. *Fluency using Student Data Systems Evidence that candidates are able to access and analyze data to make data-driven curricular decisions*
 - *Candidates understand how to support conceptual understanding and promote student's ability to access and apply complex concepts and procedures from a number of perspectives across core content areas.*
2. *Appropriate Integration of Educational Technology*
 - *Candidates meet pre-service technology requirement in the [Idaho Standards for Initial Certification of Professional School Personnel.](#)*

<i>Element</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
<i>SSR 4.1 Knowledge (Inputs)</i> <i>Instructional Technology and Data Literacy</i>		X	

4.1 Knowledge: Interviews with mentor teachers, interviews with candidates, interviews with faculty and candidate assignments provide evidence that teacher candidates demonstrate adequate knowledge of instructional technology and data literacy.

Sources of Evidence

- Interviews with candidates
- Interviews with faculty
- Review of course syllabi
- Interviews with mentor teachers

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<i>Element</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
<i>SSR 4.2 Performance (Application) Instructional Technology and Data Literacy</i>	X		

4.2 Performance: Observing teacher candidates, analyzing teacher lesson plans, and interviewing faculty, principals and candidates provide minimal evidence that teacher candidates demonstrate an adequate ability to apply instructional technology and data literacy.

Sources of Evidence

- Candidate observations
- Interviews with principals
- Lesson plans
- Interviews with faculty
- Interviews with candidates

Areas for consideration:

1. Evidence that candidates incorporate technology with K-12 students
2. Evidence that candidates see assessment as a tool that spans content, not just literacy
3. Evidence that all components of the Pre-Service Technology Standards are explicitly incorporated into the program

Recommended Action on SSR 4:

- ☐ Approved
- ☒ Conditionally Approved
- ☒ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program
- ☐ Not Approved

SSR 5: Units demonstration of robust Clinical Practice and use of Performance Assessments

1. *Robust Clinical Practice and Internships*
 - *The educator preparation program implements the Idaho Standards for Model Preservice Clinical Teaching Experience as written and approved by ICEP.*
2. *Accurate and Informative Performance Assessments*
 - *Candidates receive accurate performance evaluations which include formative and summative assessments. A proficient score on a summative evaluation using the Danielson Framework is required in order to recommend a candidate for certification.*

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<i>Element</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
SSR 5 <i>Clinical Practice and use of Performance Assessments</i>	X		

5: Interviews with mentor teachers, observing teacher candidates, analyzing performance assessments, interviewing candidates and faculty, and perusing candidate reflections provide evidence that the preparation program demonstrates weakness in robust clinical practice, and a moderate weakness in using performance assessments.

Sources of Evidence

- Student Practicum Handbook
- Candidate evaluations in the field - mid-term, mentor teacher and university evaluations
- Interview with field experience director, candidates and mentor teachers, faculty, and principals
- Candidate reflections
- Candidate evaluations by university supervisors, mentor teachers and university faculty

Areas for Improvement:

1. *The university should develop appropriate qualifications of mentor teachers and work to recruit teachers who meet those expectations.*
2. *Training of mentor teachers, including expectations and support in mentoring*
3. *Opportunity for mentor teachers and principal partners to speak into the program*
4. *Avenues of formal feedback from candidates on mentor teacher capabilities and experience*
5. *Consistent policies to support candidates who demonstrate deficiencies in either dispositions or teaching performance throughout the program Catching them early*
6. *K-12 student evaluation of candidate performance*
7. *Training and qualifications for university supervisors including demonstration and calibration of observational feedback – Perhaps this expectation extends to other education faculty as well, especially those associated with practicums*
8. *Feedback from candidates and university on the quality and support of university supervisors*
9. *Consider CAEP expectations for reliability and validity with the “UI TPA” performance assessment*
10. *Development of consistent expectations or characteristics for schools who participate in practicums*

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Recommended Action on SSR 5:

- ☐ Approved
☒ Conditionally Approved
 ☒ Insufficient Evidence
 ☐ Lack of Completers
 ☐ New Program
☐ Not Approved

ICEP recommendations were only approved in 2016 and therefore, the university still has some opportunity to implement key ICEP recommendations. As a result, this review does not include a judgement on the robust clinical practice and internships outside of the recommendations above.

Conditional approval is based on the evidence submitted for accurate and informative performance assessments.

SSR 6: Candidates meet Idaho state certification requirements per IDAPA Rule

1. *Random selection of candidates' institutional recommendations provides verification of Idaho state certification requirements per IDAPA Rule.*
 - *Random selection of institutional recommendations for initial certification, including alternative authorizations*
 - *The institution must have a State Board approved program in order to issue the candidate an institutional recommendation for initial certification.*
 - *Random selection of institutional recommendations for adding endorsements, including alternative authorizations*
 - *If a candidate is currently certified in Idaho and wishes to add an endorsement in a new content area, the institution is able to work with the candidate to develop a plan to include: content, pedagogy, and performance.*
 - *The institution may issue the candidate an institutional recommendation once the content, pedagogy, and performance have been demonstrated by the candidate regardless of whether the institution has a State Board approved program in the new content area. This applies to adding endorsements only.*

<i>Element</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Target</i>
<i>SSR 6</i> <i>Candidates meet</i> <i>IDAPA Rule</i> <i>Certification</i> <i>Requirements</i>		X	

SSR 6: Analyzing a random selection of candidate institutional recommendations, transcripts, student teaching placement, Praxis II scores, and professional experience reports provide

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evidence that candidates meet IDAPA Rule certification requirements. All institutional recommendation forms reviewed were for programs that had received State Board approval.

Areas for Improvement:

Although all transcripts reviewed included at least one methods course/content, it was noted that for those secondary preparation programs that included preparation in two or more content areas, there was only one methods course provided in the “major” content area. In addition, over half of the institutional recommendations did not indicate the grade level and/or content area where the candidate’s student teaching was completed.

It was noted that the English as a New Language program received State Board approval on August 14, 2014. There was an institutional recommendation signed on February 1, 2015, verifying that a candidate had completed University of Idaho’s English as a New Language program. Although the program had been approved prior to the recommendation being signed, it would be difficult for a candidate to have completed a program that had so recently been approved.

In addition, it was observed that the University of Idaho has continued to sign institutional recommendations for Literacy K/12, a program which was not approved by the State Board of Education on February 27, 2014, following their full program review in 2013. The institution is provided two years to matriculate out candidates that were already enrolled in the program. All institutional recommendations with the Literacy K/12 fell within these guidelines.

Recommended Action on SSR 6:

- ☒ Approved
☐ Conditionally Approved
 ☐ Insufficient Evidence
 ☐ Lack of Completers
 ☐ New Program
☐ Not Approved

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Rubrics for the Idaho Standards for Teacher Librarians

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers relative to the standards. The rubric is designed to be used with each content-specific preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with CAEP accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's provided evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Initial Preparation of Professional School Personnel.

Standard #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 and challenging learning experiences.

Knowledge

- 1. The teacher librarian is an effective teacher with knowledge of learners and learning.*
- 2. The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.*
- 3. The teacher librarian recognizes the importance of developmentally appropriate and challenging learning experiences.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Learner Development		X	

1.1 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate adequate knowledge of how students learn and develop.

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Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Performance

1. *The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.*
2. *The teacher librarian collaborates with all members of the learning community to help meet individual learner needs.*
3. *The teacher librarian supports the staff by locating and providing resources that enable members of the learning community to become effective users of ideas and information.*
4. *The teacher librarian, independently and in collaboration with other teachers, designs and implements developmentally appropriate and challenging learning experiences.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Learner Development		1.	X

1.2 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates create in-depth learning experiences that make the content taught meaningful to students.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Standard #2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. *The teacher librarian is aware of and respects the diverse cultures within the entire learning community.*
2. *The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse cultural needs of K-12 students and their communities.*

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3. *The teacher librarian recognizes the importance of culturally significant learning experiences.*

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Learning Differences			X

2.1 Based on course work artifacts, course syllabi, candidate interviews, Praxis scores, and instructor interviews the program provides evidence that teacher candidates demonstrate in-depth knowledge of learning differences.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Performance

1. *The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse cultures and communities of K-12 students.*
2. *The teacher librarian works with all members of the learning community to help determine and locate appropriate materials to respect their cultural diversity.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Learning Differences		2.	X

2.2 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate an in-depth ability to ensure inclusive learning environments that enable each learner to meet high standards.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

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Standard #3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 1. The teacher librarian has an understanding of evolving library spaces that provide a positive, productive learning environment, with enough time and space for all members of the learning community to access and utilize resources and technology.*
- 2. The teacher librarian knows the importance of a balanced, organized, and varied library collection that supports curricula, fulfills diverse student, staff, and community needs, and brings a global perspective into the school environment.*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Learning Environments		X	

3.1 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate adequate knowledge of learning environments.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Performance

- 1. The teacher librarian creates a positive environment to promote and model the habit of lifelong reading and learning.*
- 2. The teacher librarian supports flexible, open access for library services.*
- 3. The teacher librarian demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.*
- 4. The teacher librarian facilitates access to information in a variety of formats.*
- 5. The teacher librarian organizes, allocates, and manages the library resources, facilities, and materials to foster a user-friendly environment.*
- 6. The teacher librarian provides a respectful, positive, and safe climate.*
- 7. The teacher librarian models and facilitates the effective use of current and emerging digital tools and technology.*
- 8. The teacher librarian proactively manages the unpredictable traffic flow, accounting for academic visits, drop-in traffic, and patron visits during non-instructional times, enforcing school expectations while maintaining a positive climate.*

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Element	Unacceptable	Acceptable	Target
3.2 Performance Learning Environments		X	

3.2 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate adequate ability to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Standard #4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- 1. The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.*
- 2. The teacher librarian understands the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).*
- 3. The teacher librarian is familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, pleasure, and lifelong learning.*
- 4. The teacher librarian understands the process of cataloging and classifying library materials using professional library standards.*
- 5. The teacher librarian understands the process of information retrieval and resource sharing.*
- 6. The teacher librarian understands management techniques, including time management and supervision that ensure the efficient operation of the school library.*
- 7. The teacher librarian understands the principles of basic budget planning and collection development (e.g., selection, processing, and discarding). The teacher librarian understands the grant application process.*
- 8. The teacher librarian understands the importance of policies and procedures that support teaching and learning in school libraries.*

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Element	Unacceptable	Acceptable	Target
4.1 Knowledge Content Knowledge			X

4. Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate in-depth content knowledge.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Performance

1. *The teacher librarian adheres to the legal and ethical tenets expressed in the ALA Policy on Confidentiality of Library Records, Privacy: An Interpretation of the Library Bill of Rights, and the ALA Code of Ethics.*
2. *The teacher librarian teaches and models the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).*
3. *The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.*
4. *The teacher librarian catalogs and classifies library materials using professional library standards.*
5. *The teacher librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.*
6. *The teacher librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.*
7. *The teacher librarian administers and trains staff to ensure an effective school library program.*
8. *The teacher librarian utilizes best practices to plan and budget resources in a fiscally responsible manner.*
9. *The teacher librarian uses professional publications that provide guidance in the selection of quality materials and to maintain current awareness of the emerging in the library field.*
10. *The teacher librarian develops, implement, and evaluate policies and procedures that support teaching and learning in school libraries.*

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Element	Unacceptable	Acceptable	Target
4.2 Performance Content Knowledge			X

4.2 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate an in-depth ability to teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Standard #5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- 1. The teacher librarian understands the scope and sequence of curricula, how they interrelate, and the information resources needed to support them.*
- 2. The teacher librarian has a wide range of cross-curricular interests and a broad set of interdisciplinary research skills.*

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Application of Content		X	

5.1 Based on course work artifacts, course syllabi, candidate interviews, Praxis scores, and instructor interviews the program provides evidence that teacher candidates demonstrate adequate application of content.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

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Performance

1. *The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.*
2. *The teacher librarian models multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes.*
3. *The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.*
4. *The teacher librarian determines collection development needs based on a variety of input, including curricula, patron input, circulation statistics, and professional reading.*
5. *The teacher librarian promotes appropriate use of relevant and reliable information and instruction technologies.*

Element	Unacceptable	Acceptable	Target
5.2 Performance Application of Content		X	

5.2 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate adequate ability to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Standard #6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. *The teacher librarian understands many methods of assessing the library program.*
2. *The teacher librarian has an awareness of a wide variety of formative and summative assessment strategies.*

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Assessment		X	

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6.1 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate adequate understanding of assessment.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Performance

- 1. The teacher librarian communicates and collaborates with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission.*
- 2. The teacher librarian makes effective use of data and information to assess how the library program addresses the needs of diverse communities.*
- 3. The teacher librarian collaborates with other teachers to create student assessment opportunities in a variety of formats.*

Element	Unacceptable	Acceptable	Target
6.2 Performance Assessment			X

6.2 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate an in-depth ability to use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Standard #7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

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Knowledge

1. *The teacher librarian understands how to develop and implement the school library mission, goals, objectives, policies, and procedures that reflect the mission, goals, and objectives of the school.*
2. *The teacher librarian understands effective principles of teaching and learning in collaborative partnership with other educators.*
3. *The teacher librarian acknowledges the importance of participating in curriculum development.*

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills		X	

7.1 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate adequate understanding of instructional planning skills.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Performance

1. *The teacher librarian develops and implements the school library mission, goals, objectives, policies, and procedures.*
2. *The teacher librarian identifies appropriate services, resources, and technology to meet diverse learning needs.*
3. *The teacher librarian includes a variety of reading and information materials in instruction and prompts students through questioning techniques to improve performance.*
4. *The teacher librarian collaborates with other teachers as they create, implement, and evaluate lessons, and models the use of information tools to meet the developmental and individual needs of diverse students.*
5. *The teacher librarian uses appropriate print and/or electronic instructional resources to design learning experiences.*
6. *The teacher librarian models, shares, and promotes effective principles of teaching and learning in collaborative partnership with other educators.*
7. *The teacher librarian engages in school improvement processes by offering professional development to other educators as it relates to library and information use.*

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Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills		X	

7.2 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate adequate ability to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Standard #8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

- 3. The teacher librarian understands how twenty-first century literacy skills support the learning needs of the school community.*
- 4. The teacher librarian recognizes that the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources will support researching, learning, creating, and communicating in a digital society.*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Instructional Strategies			X

8.1 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate in-depth understanding of instructional strategies

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Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Performance

- 1. The teacher librarian designs and adapts relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.*
- 2. The teacher librarian stimulates critical thinking through the skillful use of questioning techniques, and guides students and staff in the selection of materials and information for reading, writing, viewing, speaking, listening, and presenting.*
- 3. The teacher librarian provides opportunities to foster higher order thinking skills and metacognition.*
- 4. The teacher librarian provides access to information from a variety of sources to enrich learning for students and staff.*
- 5. The teacher librarian uses appropriate instructional resources in a variety of formats to design learning experiences.*
- 6. The teacher librarian employs strategies to integrate multiple literacies with content curriculum.*
- 7. The teacher librarian integrates the use of emerging technologies as a means for effective and creative teaching and to support K-12 students' conceptual understanding, critical thinking and creative processes.*
- 8. The teacher librarian collaborates with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure K-12 students are able to create meaning from text.*
- 9. The teacher librarian serves all members of the learning community as facilitator, coach, guide, listener, trainer, and mentor.*

Element	Unacceptable	Acceptable	Target
8.2 Performance Instructional Strategies		X	

8.2 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate adequate ability to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Standard #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.

Knowledge

- 1. The teacher librarian understands the documents and policies that promote intellectual freedom and freedom of expression.*
- 2. The teacher librarian understands the parameters of information access, resource sharing, and ownership based on principles of intellectual freedom and copyright guidelines.*
- 3. The teacher librarian understands confidentiality issues related to library records.*
- 4. The teacher librarian recognizes the importance of evaluating practice for improvement of the school library program.*

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Learning and Ethical Practice			X

9.1 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate in-depth understanding of professional learning and ethical practice.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Performance

- 1. The teacher librarian practices the ethical principles of the profession, advocates for intellectual freedom and privacy, and promotes and models digital citizenship and responsibility.*
- 2. The teacher librarian educates the school community on the ethical use of information and ideas.*

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3. *The teacher librarian uses evidence-based research to collect, interpret, and use data to improve practice in school libraries.*
4. *The teacher librarian models a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources.*
5. *The teacher librarian uses professional publications to keep current in the field and to assist in the selection of quality materials.*

Element	Unacceptable	Acceptable	Target
9.2 Performance Professional Learning and Ethical Practice		X	

9.2 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate adequate ability to engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others and adapts practice to meet the needs of each learner.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis scores
- Instructor interviews

Standard #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, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. *The teacher librarian understands various communication and public relations strategies.*
2. *The teacher librarian understands the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.*
3. *The teacher librarian recognizes the value of sharing expertise with others in the field.*

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Leadership and Collaboration			X

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10.1 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate in-depth understanding of leadership and collaboration.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Performance

1. *The teacher librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.*
2. *The teacher librarian collaborates with colleagues to enhance the learning environment through improved communication techniques.*
3. *The teacher librarian works with colleagues to empower students with effective communication techniques and strategies.*
4. *The teacher librarian advocates for the school library program and the library profession.*
5. *The teacher librarian participates in decision-making groups to continually improve library services.*
6. *The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.*
7. *The teacher librarian demonstrates the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information.*
8. *The teacher librarian articulates the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.*
9. *The teacher librarian identifies stakeholders within and outside the school community who impact the school library program.*
10. *The teacher librarian advocates for school library and information programs, resources, and services.*
11. *The teacher librarian seeks to share expertise with others through in-service, local conferences and other venues.*

Element	Unacceptable	Acceptable	Target
10.2 Performance Leadership and Collaboration		X	

10.2 Based on course work artifacts, course syllabi, candidate interviews, Praxis II scores, and instructor interviews the program provides evidence that teacher candidates demonstrate adequate ability to seek appropriate leadership roles and opportunities to take responsibility for

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student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Sources of Evidence

- Candidate interviews
- Course syllabi
- Candidate work sample artifacts
- Praxis II scores
- Instructor interviews

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Target
Knowledge	10		5	5
Performance	10		6	4

Addendum:

In 2014 the Teacher Librarian preparation program was reviewed. During that review the program was approved conditionally due to insufficient evidence. After that review the University of Idaho completely redesigned the Teacher Librarian Preparation program. This new version utilized the feedback of the 2014 review and has become a thoroughly modern and comprehensive program. Each course builds into the other courses; the outcome of this is a program that is one unit that is highly effective. Additionally, the program's self-paced structure is a strength of which the interviewed candidates spoke highly.

Areas for Improvement:

Recommended Action on Teacher Librarians:

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program
- ☐ Not Approved