FACULTY SENATE MINUTES
November 18, 2024

The Pittsburg State University Faculty Senate met at 3:00 p.m. on Monday, November 18, 2024 with Norm Philipp, President, presiding.

Past Minutes

Minutes from the October 28, 2024 meeting were approved.

Announcements

Provost and Vice President of Academic Affairs – Dr. Susan Bon
Provost Bon shared that a task force is being developed to discuss the role of Faculty Mentors and how Faculty Mentors works alongside Academic Advisors. The task force will begin in February. Currently, five faculty have volunteered. All colleges are represented. Provost Bon stood for any questions. There was a question regarding the advising of transfer students in Teaching and Leadership. Provost Bon stated that the transition continues to evolve and that this may be by design as a few programs will continue to advise transfers. There was also a question about the selection criteria for Graduate Assistants. The current process varies across programs. Provost Bon mentioned that this may be a topic from Graduate Council. Lastly, Provost Bon announced that she will be in China for 12 days in December and that the Deans and President Shipp are available if needed.

PSU/KNEA –Khamis Siam, President
The KNEA dinner is tomorrow the 19th at 5:30pm in McPherson Hall. KNEA met with President Shipp and Provost Bon today to discuss editorial issues with the contract. Next semester, a representative from the Federal Mediation Board will provide training on Interest-Based Bargaining. It was noted that it would be helpful to have a trainer on campus who could provide training to all faculty. There will be listening sessions regarding the contract available to faculty at the CTLT in the spring.

Student Senate – Jonah Sandford, Representative
Representative Sandford reported that throughout Fall Into Service month over 900 hours of service from student's was logged. In addition, around $2,300 was donated by student organizations to a variety of charities. Lastly, Beyond the Classroom grant applications will be available next semester. Faculty were encouraged to apply.

Unclassified Professional Senate – Greg Belcher, President
President Belcher reported that the PD Day designed for staff will be held on January 10, 2025. Over 20 proposals were submitted for consideration. In addition, it was reported that the Docking Survey will be conducted in spring 2025.

University Support Staff – Michelle Hensley, President
No report.

Faculty Senate President – Norman Philipp, President
President Philipp shared that the KBOR meetings are at K-State this week. In campus news, the future of Apple Day is being discussed. Participation has been low in many years. Lastly, there is discussion regarding the IRB reporting monthly to Faculty Senate. In addition, there is discussion regarding the addition of a Faculty Senate representative on the board. Contact President Philipp with any comments or questions.

Committee Reports

Academic Affairs – Mark Diacopoulos, Chair
The committee met on November 12th. A draft of a syllabus template is in progress. See agenda for details.

Undergraduate Curriculum – Byron McKay, Chair
All submissions up for review were passed and recommended for approval by Faculty Senate. See agenda for details.

All curriculum items recommended by the Undergraduate Curriculum Committee were approved with the correction to the report for EDUC 531.

Library Services/Learning Resources – Lora Winters, Chair
No report.

Online and Distance Learning – Kelly Woestman, Chair
No report.

Academic Honors – Rion Huffman, Chair
No report.

Honors College – Randy Winzer, Chair
No report. Dr. Moots, director of the Honors College, attended the meeting to request the Faculty Senate's support for dedicated space on campus for the Honors College. Dr. Moots explained that the Faculty Senate has authority over the Honors College. As an academic program, the Honors College currently does not have space for operations. In the past, the Honors College had space in the Axe Library; however, with the recent renovation, that space was lost. Without space, the student leadership is hindered in their ability to conduct business, meet with prospective Honors College students and to store materials. The location needs to be accessible to students.

Writing Across the Curriculum – Ashley Shaw, Chair
No report. It was noted that faculty with a WL section for spring 2025 will be provided their stipend. Documentation will not be required. Faculty teaching a WL section for spring 2025 will not be held to the WL standards; however, they can continue with the course as planned if they choose. Beginning in Spring 2025, WL will no longer be a graduation requirement. Degree Checking will do automatic waivers until the degree audit is reprogrammed.

Diversity and Multicultural Affairs – TBD, Chair
No report.

Student-Faculty – Serif Uran, Chair
No report.

All University Committee – Kristen Maceli, Chair
No report.

Faculty Affairs – David Sikolia, Chair
No report. The committee continues to review requests.

Constitution Committee –Mark Johnson, Chair
No report.

General Education Committee – Mark Johnson, Chair
Chair Johnson presented the General Education form for second reading and approval. It was motioned and approved to accept the form with no changes. The form will be posted to the Faculty Senate website.

Budget Committee – Kent Runyan, Chair
No report.

Academic Honesty – David Weaver, Chair
No report. There may be an issue coming soon to the committee.

Unfinished Business

All unfinished business was discussed during committee reports.

New Business

Given the decision to suspend the WL program, it was discussed that the WAC Committee may need to be repurposed or eliminated. The committee was asked to bring a recommendation to the December meeting.

Regarding the request for on campus space for the Honors College, a motion was made and approved to endorse finding space for the Honors College similar to what they had in the past. Dr. Moots was asked to provide specs for the space needed.

There was concern raised regarding the use of the word "consensus" in the Pitt State Daily when describing the decision to suspend the WL program. A motion was made and approved to request that "presented" replace "consensus in the archives.

President Philipp shared plans to develop an Ad Hoc committee to develop more robust policies around AI. (This is emerging as a hot topic at KBOR.) Currently there is brief mention of AI in the Academic Dishonest policy, but this may not be enough. There was discussion that AI has broad implications including outside the classroom and that there may be a need for two different groups. Jorge Leon, Janet Zepernick, Erin Jordan and Kristi Frisbee volunteered to participate. Please email President Philipp with any questions or comments.

Open Forum

It was announced that the PSU Holiday Reception will be at the Bicknell Center on December 12th. In addition, the Kiwanis Pancake Feed will take place on December 7th at Memorial Auditorium.
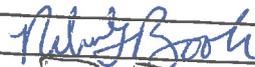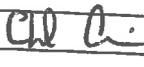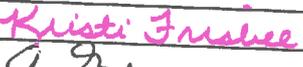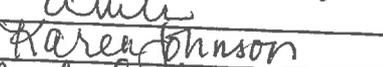
Meeting Adjourned   Meeting adjourned Monday, November 18, 2024, at 3:53 p.m.

Melinda Roelfs, Recording Secretary

FACULTY SENATE MEMBERSHIP (2024-2025)

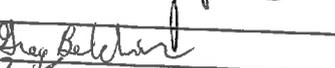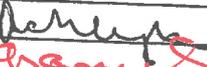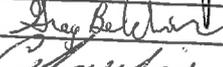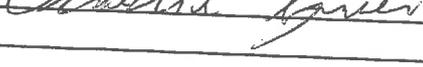|	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
Norm Philipp, (President)									
David Weaver, (President Elect)	X	X	X						
Dennis Audo, At-Large	X	X	X						
Jordan Backs, TWL	X		X						
Tim Bailey, HPSS	X	X	X						
Michele Barnaby, At-Large			X						
Denise Bertoncino, At-Large	X	X	X						
David Boffey, HHPR	X								
Rebeca Book, At-Large	X								
Paige Boydston, PSYCH	X	X	X						
Christine Brodsky, At-Large	X	X	X						
Heather Carter, TCHL	X	X	X						
Chad Crain, CMCET	X	X							
Barth Cox, COMM		X	X						
Marcus Daczewitz, TCHL	X								
Jonathan Dresner, HPSS	X	X	X						
David Ferguson, AUTO	X	X	X						
Kristi Frisbee, At-Large	X								
Andrew George, BIOL	X	X	X						
Beth Hendrickson, Library	X	X	X						
Ashleigh Heter, NURS	X	X	X						
Karen Johnson, NURS	X	X	X						
Mark Johnson, At-Large	X	X	X						
Erin Jordan, At-Large	X		X						
Myriam Krepps, ENGML	X	X	X						
Joseph Labuda, MIL	X	X	X						
Jorge Leon, At-Large		X	X						
Janet Lewis, ART	X	X	X						
Kristen Maceli, KUSB	X	X	X						
Dan Maxwell, ETECH	X	X	X						
Barbara McClaskey, At-Large		X	X						
Grant Moss, At-Large	X	X	X						
David Pearson, PHYS	X	X	X						
Jason Reid, TWL	X								
John Ross, MUSIC		X	X						
Ashley Shaw, TCHL	X								
Khamis Siam, At-Large		X	X						
Kyle Thompson, WGS	X	X	X						
Scott Thuong, MATH		X							
Irene Zegar, CHEM									
Janet Zepernick, ENGML	X	X							
USS Rep	X	X	X						
UPS Rep									
SGA Rep	X	X	X						
		X							

FACULTY SENATE MEMEBERSHIP (24-25)   November 18, 2024

Faculty Senators	Signature	Substitute (Print)
Norm Philipp, (President)		
David Weaver, (President Elect)	*(signed)*	
Dennis Audo, At-Large	*(signed)*	
Jordan Backs, TWL	*(signed)*	
Tim Bailey, HPSS	*(signed)*	
Michele Barnaby, At-Large	*(signed)*	
Denise Bertoncino, At-Large		
David Boffey, HHPR		
Rebeca Book, At-Large	*(signed)*	
Paige Boydston, PSYCH		
Christine Brodsky, At-Large	*(signed)*	
Heather Carter, TCHL		
Chad Crain, CMCET	*(signed)*	
Barth Cox, COMM		
Marcus Daczewitz, TCHL	*(signed)*	
Jonathan Dresner, HPSS	*(signed)*	
David Ferguson, AUTO		
Kristi Frisbee, At-Large	*(signed)*	
Andrew George, BIOL	*(signed)*	
Beth Hendrickson, Library	*(signed)*	
Ashleigh Heter, NURS	*(signed)*	
Karen Johnson, NURS	*(signed)*	
Mark Johnson, At-Large	*(signed)*	
Erin Jordan, At-Large		
Myriam Krepps, ENGML	*(signed)*	
Joseph Labuda, MIL	*(signed)*	
Jorge Leon, At-Large	*(signed)*	
Janet Lewis, ART	*(signed)*	
Kristen Maceli, KUSB	*(signed)*	
Dan Maxwell, ETECH	*(signed)*	
Barbara McClaskey, At-Large	*(signed)*	
Grant Moss, At-Large	*(signed)*	
David Pearson, PHYS		
Jason Reid, TWL	*(signed)*	
John Ross, MUSIC		
Ashley Shaw, TCHL	*(signed)*	
Khamis Siam, At-Large	*(signed)*	
Kyle Thompson, WGS		
Scott Thuong, MATH		
Irene Zegar, CHEM		
Janet Zepernick, ENGML	*(signed)*	
USS Senate Representative		
UPS Senate Representative	*(signed)*	
Student Government Representative	*(signed)*	
Student	*(signed)*	
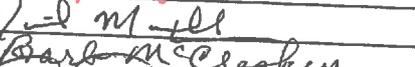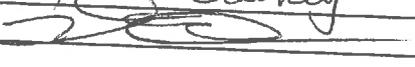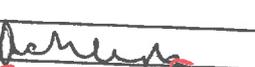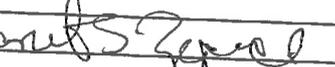
Pittsburg State University Faculty Senate Meeting

Date: Monday, Nov 18, 2024
Time: 3:00 p.m.
Location: Sunflower Room, Overman Student Center

Agenda

I. **Call to order**

II. **Campus Update(s):**

III. **Approval of Oct 28, 2024 minutes**

IV. **Announcements**

   a. **Provost and Vice President of Academic Affairs - Dr. Susan Bon**

   b. **PSU/KNEA Remarks – Khamis Siam**

   c. **Student Senate Remarks – Jonah Sandford**

   d. **Unclassified Professional Senate Remarks – Greg Belcher**

   e. **University Support Staff Remarks – Michelle Hensley**

   f. **Faculty Senate President's Report – Norman Philipp**

V. **Committee Reports**

   a. **Academic Affairs Committee - Chair: Mark Diacopoulos**

   - Undergraduate Curriculum Subcommittee - Chair: **Byron McKay**
   - Library Services/Learning Resources Subcommittee - Chair: **Lora Winters**
   - Online and Distance Learning Committee - Chair: **Kelly Woestmann**
   - Academic Honors Subcommittee - Chair: **Rion Huffman (Brian Moots)**
   - Honors College Subcommittee - Chair: **Randy Winzer**
   - Writing Across the Curriculum Subcommittee - Chair: **Ashley Shaw**
   - Diversity and Multicultural Affairs Subcommittee - Chair: **Dennis Audo**

   b. **Student-Faculty Committee - Chair: Serif Uran**

   c. **All-University Committee - Chair: Kristen Maceli**

    d. Faculty Affairs Committee - Chair: David Sikolia

    e. Constitution Committee - Chair: Mark Johnson

    f. General Education Committee - Chair: Mark Johnson (Michelle Hensley)

    g. Budget Committee - Chair: Kent Runyan

    h. Academic Honesty Committee - Chair: David Weaver

VI. **Unfinished Business:**

    a. Gen Ed Forms

    b. IRB ongoing discussion

    c. Questions regarding clarity on WL requirements for Spring Semester

VII. **New Business:**

    a. AI Ad Hoc Committee

       • Members from Academic Affairs, Gen Ed, Faculty-Student, Others??

VIII. **Open Forum:**

    a. -

IX. **Adjournment**

    • Next Faculty Senate Meeting: **Dec 9,2024**, in the Sunflower Room, OSC

Faculty Senate President's Report – Nov 2024

- KBOR Meeting later this week, will send out summary announcement post meeting
- Apple Day planning in progress – More Details to Come
- Everything else in Unfinished and New Business

Aademic Affairs Committee

Chair: Mark Diacopoulos   /   Recorder: Christine Brodsky

November 12, 2024 @ 1PM via Teams

Members Present: Mark Diacopoulos (Chair), Christine Brodsky (Recorder), Lori Martin, Rebeca Book, Mandi Alonzo, Susan Dellasega

Summary: Reviewed student feedback on syllabus requests (n = 1). Lori and Gary assembled a draft of a "common syllabus" that includes suggested sections: use of technology, how students will receive feedback, submissions of assignments, faculty notification of student academic progress, instructor absence and snow policy, electronics policy, and food and drink use in the classroom. Some programs may require sections about accreditation needs. Group will work on providing feedback to Lori over the next month, with the goal of presenting our first draft of this document to Faculty Senate for the December 9 meeting. **Next Meeting** will occur via email until we have a presentable draft.

Undergraduate Curriculum Subcommittee

Chair: Byron McKay   /   Recorder: Anuradha Ghosh

UGCC voting by email Nov 2024			Voting Members Approval of Proposed Changes					
			Pursley	Carper	Ghosh	McKay	Weaver	Hess
								non-voting member
Dept: **TEACHING AND LEADERSHIP**								
	EDUC 544_revision	Changes approved	X	X	X	X	X	
	EDUC 544_revision	Changes approved	X	X	X	X	X	

53|

Library Services/Leaming Resources Subcommittee

Chair: Lora Winters   /   Recorder: Beth Hendrickson

No Report

Online and Distance Learning Committee

Chair: Kelly Woestmann   /   Recorder: Paige Boydston

No Report

Academic Honors Subcommittee

Chair: Rion Huffman   /   Recorder: ???

No Report

Honors College Subcommittee

Chair: Randy Winzer   /   Recorder: Emily Geroge

No Report

Writing Across the Curriculum Subcommittee

Chair: Ashley Shaw   /   Recorder: Janet Zepernick

No Report

Diversity and Multicultural Affairs Subcommittee

Chair: ???   /   Recorder: ???

No Report

Student-Faculty Committee

Chair: Serif Uran   /   Recorder: Joanne Brotz

No Report

All-University Committee

Chair: Kristen Maceli   /   Recorder: Anna Beth Gilmore

No Report

Faculty Affairs Committee

Chair: David Sikolia   /   Recorder: Kevin Elliott

No report

Constitution Committee

Chair: Mark Johnson   /   Recorder: Beth Hendrickson

No Report

General Education Committee

Chair: Mark Johnson   /   Recorder: Michele Barnaby

No Report

Budget Committee

Chair: Kent Runyan / Recorder: Karen Johnson

No Report

Academic Honesty Committee

Chair: David Weaver / Recorder: ???

No Report

Faculty Senate Course Form

Effective Date: Spring 2025 ☑ Submission Date: 08/23/2024

Department: Teaching and Leadership   College of: **Education**   ☑

Contact Person: Jason Clemensen

Prefix:

Create New, Revise, Inactivate, or Reactivate: **Revision** ☑   Course #: **EDUC 531**

Course Form:
- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to inactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

1. Purpose/Justification for the Changes:
This course is being changed to ensure our Para 2 Teach students are prepared to teach the Science of Reading and Structured Literacy per Kansas SB 438

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
◯ Yes   ⦿ No

3. Is this course to be considered for General Education?
If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.
◯ Yes   ⦿ No

4. Will this course be required of any education majors?
If "yes," this requirement will need approval of the Council for Teacher Education before upload to " College Curriculum Legislation" in SharePoint.
⦿ Yes   ◯ No

5. Will additional resources or costs be required?
◯ Yes   ⦿ No

If so, what will be needed?

6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?
If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.

◯ Yes ⦿ No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
Attach with upload.

8. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
Attach with upload.

Course Numbers cannot be changed, only created.

	Exsisting	New/Proposed
Title:	Literacy for Primary Grades	Science of Reading I
Course Number:	**EDUC 531**	**EDUC 531**
Credits:	**3 hours**	**3 hours**
Grading System:	**A-F, IN**	**A-F, IN**
Pre/Co-Requisite(s):		
Course Description:	The foundation of literacy instruction for primary grades in the areas of reading, writing, speaking, listening, viewing, handwriting, grammar, and spelling. The course is designed to prepare the teacher candidate to effectively organize a primary language arts program and assess, plan, teach, and monitor student progress.	This course focuses on methods of literacy instruction for early childhood and elementary-aged children in the areas of reading, writing, speaking, listening and language. Emphasis is placed on phonological and orthographic instructional strategies to support readers and writers across the five pillars of reading: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Students will investigate the role of the teacher in the development of language processes in inclusive settings. This course includes a strong emphasis on the role of assessment in the teaching and learning process to inform planning, teaching, and assessing language arts learning experiences that engage all learner. Additionally, this course provides hands-on teaching experiences at primary grades through a supervised, on-site practicum.

Authorization Sign-Off

Checklist

✓	Required fields completed.
✓	Syllabus attached for new courses
✓	Assignment Strategies Attached

-Approved: Department Chair/Director
    Date: 09/06/2024   Signature, Chair/Director: _Jason Clemensen_

-Approved: College Curriculum Committee
    Date: 10/1/24   Signature, Committee Chair: _____

-Approved: Dean of College
    Date: 10/1/24   Signature, Dean: _____

-Approved: Council for Teacher Education (if applicable)
    Date: 10/2/24   Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee
    Date: 11/7/24   Signature, Committee Chair: _Byron McKay_

-Approved: Faculty Senate
    Date: _____   Signature, Recorder Faculty Senate: _____

Originating Departments(s): After completing this form, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

Pittsburg State University

EDUC 531: Science of Reading I (with Practicum)

Pittsburg
State
University

🐺 Course Instructor:

Instructor:	Dr. David Wolff, Assistant Professor
Contact Information:	✉ dwolff@pittstate.edu (preferred method) ☎ No office phone number ☎ 507-589-5633 (personal) 💻 via Zoom
Office Hours:	M: Via Zoom by appointment Tu: x W: Via Zoom by appointment Th: x F: Via Zoom by appointment
Syllabus Supplement:	Students are asked to review the syllabus supplement: it includes important University information regarding dates, policies and regulations. The Syllabus Supplement is available on the Registrar's office web site at: https://www.pittstate.edu/registrar/syllabus-supplement.html Click on the appropriate semester for important dates and information.

📚 Course Details:

Course Description:	This methods course focuses on methods of literacy instruction for teaching early childhood and elementary-aged children in the areas of reading, writing, speaking, listening and language. Emphasis is placed on phonological and orthographic instructional strategies to support readers and writers across the five pillars of reading: phonemic awareness, phonics, vocabulary, fluency, and

The instructor retains the right to change the syllabus, schedule, and assignments at any time.

	comprehension. Students will investigate the role of the teacher in the development of language processes in inclusive settings. This course includes a strong emphasis on the role of assessment in the teaching and learning process to inform planning, teaching, and assessing language arts learning experiences that engage all learners. Additionally, this course provides hands-on teaching experiences at primary grades through a supervised, on-site practicum.
Course Delivery Method:	Online, asynchronous *Note. This course does not meet in person* *Note. The practicum associated with this course is IN PERSON.*
Instruction al Resources:	Textbooks: 1. Blevins, W. (2017). *Phonics from A to Z: A Practical Guide* (3rd Edition). Scholastic. ISBN: 978-1338113495 2. Mullaly Hunt, L. (2015). *Fish in a Tree*. Penguin Random House. ISBN: 978-0142426425 3. Kansas Department of Education. (2023). *Dyslexia Handbook.* https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Kansas%20Dyslexia%20Handbook%20(2023-2024).pdf 4. Gurjar, N. & Meacham, S. (2023). *Methods of Teaching Early Literacy*. Iowa State University Digital Press. https://open.umn.edu/opentextbooks/textbooks/methods-of-teaching-early-literacy 5. Munger, K. A. (2016). *Steps to Success: Crossing the Bridge Between Literacy Research and Practice*. Open Suny Textbooks. https://milneopentextbooks.org/steps-to-success/ or https://open.umn.edu/opentextbooks/textbooks/steps-to-success-crossing-the-bridge-between-literacy-research-and-practice 6. Moats, L. C. & Tolman, C. A. (2019). *LETRS* (3rd Edition). Voyager Sopris Learning, Inc. ISBN: 978-1-4916-0960-6 7. Reading Rockets. (2024). *Launching Young Readers.* https://www.readingrockets.org/reading-101/launching-young-readers 8. KSDE Dyslexia Training Online Module 1: *Definition and Characteristics of Dyslexia, and What it's NOT* https://vimeo.com/788071086 9. KSDE Dyslexia Training Online Module 2: *Evidence and research-based and Building a Reading Brain* https://vimeo.com/788071405 10. KSDE Dyslexia Training Online Module 3: *Science of reading and structured literacy: Phonology& Phonics* https://vimeo.com/788355262 Additional Resources:

	11. Risley, T. R. & Hart, B. (1995). *Meaningful Differences in the Everyday Experience of Young American Children*. Brookes Publishing. 12. Adams, M. (2012). *ABC Foundations for Young Children: A Classroom Curriculum*. Brookes Publishing. 13. Blevins, W. (2019). *Meeting the Challenges of Early Literacy Phonics Instruction: Literacy Leadership Brief*. International Literacy Association. 14. Cassano, C. M. & Rohde, L. E. (2020). *Phonological Awareness in Early Childhood Literacy Development: Position Statement and Research Brief*. International Literacy Association. 15. International Dyslexia Association. (2019). *IDA Dyslexia Handbook: What Every Family Should Know*. https://app.box.com/s/8ucxzz2u5wq2wezqoaqqrltn532z97bz 16. International Dyslexia Association. (2017). *Dyslexia in the Classroom: What Every Teacher Needs to Know*. https://structuredlit.wpenginepowered.com/wp-content/uploads/2015/01/DITC-Handbook.pdf Other Materials: 17. Various research studies, articles, and videos, as assigned. 18. Access to College and Career Ready Standards for English Language Arts 19. Three ring binder; size: 1 ½ or 2 inches Computer and Internet Access: There is the expectation that students are able to proactively access the resources required to be successful in the class.
Course Goals and Objectives :	Upon completion of this course, teacher candidates should be able to: 1. The teacher candidate understands and uses the central concepts, tools of inquiry, and structures of the English/language arts and the science of reading (Reading, Writing, Speaking, Listening, Language, Viewing, and Visual Representation) and creates structured literacy-learning experiences involving comprehension, fluency, morphology, phonics, phonological/phonemic awareness, semantics/language/vocabulary, syllable instruction, and syntax that make these aspects of the discipline accessible and meaningful for students to assure mastery of the content. 2. The teacher candidate understands and uses a variety of appropriate English/language arts assessment strategies to engage students in their own growth, monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions.

	3. The teacher candidate uses a variety of instructional strategies to plan and implement instruction that supports every student in meeting rigorous learning goals and encourage all learners to develop deep understanding of the English Language Arts and their cross-disciplinary connections, and to build skills to apply knowledge in meaningful ways. 4. The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences. 5. The teacher candidate recognizes and values human differences and is committed to meet the diverse educational needs of all students.
Guiding Standards	• KSDE Professional Education Standards • KSDE Educator Preparation Standards Elementary Education PreK-6 • KSDE Educator Preparation Standards Elementary Education Unified • KSDE Educator Preparation Standards Early Childhood B-K • KSDE Dyslexia Handbook • PSU Teacher Education Handbook
Turning in Assignments:	Assignments are to be submitted through Canvas; feedback and grades are also posted using Canvas, the learning management system.
Feedback Expectations:	Students should expect feedback on assignments and assessments within two weeks of the due date. If assignments are turned in after the due date, feedback may be delayed beyond two weeks.
Time Requirements:	For college courses of 4 credits, there is a minimum of a 4 hours of in-class time expectation with additional time expectation out of class for completing assignments. For each credit hour, 2 hours of work outside-of-class is expected to prepare for the upcoming class time including: reading text, watching videos, completing assignments, preparing for exams, lesson planning for field experiences, and reflecting on professional practices. This course is a 4-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 8 hours of course-related work each week during the semester. *For EDUC 366, the instructional hours each week include:* • *4 hours of online engagement including lecture, application, and discussion, and* • *8 hours of out-of-class preparation.*

The instructor retains the right to change the syllabus, schedule, and assignments at any time.

	If this is an online or Hybrid course, be prepared to devote the same amount of time required for traditional courses to complete weekly assignments and course projects.
Course Check & Connect:	Due to the nature of an online, asynchronous course, additional time will be announced where students have the option to meet with Dr. Wolff as a small- or large-group to ask questions and go deeper into the content. These online meetings are called, "Check & Connect" meetings: *All Check & Connect meetings are optional.* All Check & Connect meetings will be held on Zoom. An announcement will be sent via Canvas to all students enrolled in the course with the Zoom link. Check & Connect meetings are not a substitute for watching lectures, reviewing notes/slides, reading assignment descriptions, etc. Check & Connect meeting are to help students find clarity about topics and assignments and deepen their understanding of the content.

Course Policies:

Canvas LMS:	Professors use various methods to communicate interim and final due dates. Be sure to make a note of how a professor will communicate with you. Canvas is the Internet-based learning management system used to deliver online course instruction, distribute information, submit completed assignments, post grades and communicate with students. This course utilizes Canvas, so it is essential to learn how to navigate the system. Student support is provided through the OIS Gorilla Geeks Help Center. Hours of operation are 8:00 am till 4:30 pm. More information may be found at http://www.pittstate.edu/geeks or at 109 Whitesitt, 620-235-4600 or email geeks@pittstate.edu Access the Canvas 101 Tutorial at the bottom of the login page http://pittstate.instructure.com and review the modules listed in the course

The instructor retains the right to change the syllabus, schedule, and assignments at any time.

	navigation. The tutorial includes information about Canvas and explains how to use the system.

Attendance Policy:	Due to the online nature of this course, attendance is viewed as timely and consistent submission of assigned work.
	
	It will also include checking the Announcements and Inbox sections of Canvas frequently for any new messages from the instructor.
	
	In accordance with Teaching and Leadership departmental procedure, if a student has three missing assignments (excused or unexcused), there may be consequences: a required meeting with the professor, a concern form, or withdrawal from the class.
	
	Attendance Incentive (Excluding Practicum Attendance):
	If the student has turned in all assignment on time and did not have late assignments, they will be will exempt from the completing the Semester Reflection. Students who earned this will be notified during Dead Week and will automatically earn full points for the Semester Reflection.
	
	Practicum Attendance:
	• Attendance to all practicum dates are required.
	• All practicum dates and time will be set for you. At the time of the publication of the syllabus, you will be assigned to a classroom at Westside Elementary School for 8 days (Mondays and Wednesdays; from 8:00am-10:00am) during the semester; totally 16 hours.
	• Attendance to all 16 is required to pass the course. Failure to log your 16 hours and have them verified by the Cooperating Teacher may result in failure of the whole course.
	• If you are absent for any reason, you are to:
	  ➢ Email your Cooperating Teacher explaining your absence.
	  ➢ CC Dr. Wolff on your email to your Cooperating Teacher explaining your absence.
	  ➢ You will be responsible to make up the hours during your own time that does not conflict with any other PSU course. You will be responsible to coordinate the days and times with your Cooperating Teacher.

The instructor retains the right to change the syllabus, schedule, and assignments at any time.

	Note. COVID-19 Teacher candidates who are ill or who have been exposed to/showing symptoms of COVID-19 should not attend class. Please notify Dr. Wolff by email prior to the start of class of your absence. In your email, provide the doctor's note showing COVID-19 was present and you will have permission to Zoom into class and be considered present. *Note.* Athletic/Academic Activities: Teacher candidates who miss class due to campus athletic or academic activities must provide the professor documentation about the event from their coaches or academic sponsor prior to their absence.
Participation Policy:	As a teacher education major, it is expected that you will actively engage in class participation, cooperate with your peers, show enthusiasm and a good attitude, be able to follow instructions, and complete assignments on time.
Cancelled Class Policy:	In the event of inclement weather or any other issue (e.g., building is flooded, pandemic mitigation concerns, etc.) that may cancel class for the day, instructions and assignments will be sent out via CANVAS. If this is an asynchronous online class, you will continue as normal.
Late Work Policy:	Due dates for individual assignments and projects will be clearly communicated with instructions in Canvas. All assignments uploaded after the assigned time will be designated as LATE by the Canvas system. Assignments must be submitted on or before the due date and time. If you have an emergency, contact the instructor via email or phone prior to the assignment deadline to discuss your situation. The instructor may not accept late assignments unless there has been prior approval. Exceptions are not automatic but are at the discretion of the instructor on a case-by-case basis. All late assignments will be penalized with a 10% deduction per day the assignment is late: up to 50% point deduction. A 'day' begins at 12:00am and goes to 11:59pm. *Example:* If an assignment was due on 1.15.21 at 11:59pm and the assignment was turned in on 1.16.21 at 12:01am, it is considered 1 day late and will have a 10% deduction.

The instructor retains the right to change the syllabus, schedule, and assignments at any time.

	If an assignment isn't turned in by the Sunday following Dead Week by 11:59pm, 0 points will be entered. This does not include the Final; no late submission will be accepted for the Final and automatic 0 points will be entered for any missing finals at the deadline.
Academic Honesty Policy:	Candidates are expected to follow the PSU Academic Honesty Policy, which speaks to unethical acts associated with coursework or grades. Full text of the policy can be found in the PSU University Catalog at the following link: http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot As professional educators, academic honesty is paramount to developing and maintaining high ethical personal standards. Any breach of these policies will not be tolerated.
Grading Scale:	A= 90 - < 100% B= 80 - < 90% C= 70 - < 80% D= 60 - < 70% F= < 60% To ensure transparency in the grading process, the Canvas Gradebook will be made visible for students at the beginning of the semester so that students have access to their grade in the course as they progress through the semester. The final grade is determined by the whole percentage (no decimals). For example, if your final grade is 84.9% in the course, the final grade earned is 84% and is equivalent to a B.
Evaluation Criteria:	Assignments may include: • *Fish in the Tree* discussions about students with dyslexia • Science of Reading Pre- & Post-tests • Articulating the 44 Phonemes • Phonics Lesson Plan Analysis • Living and Learning with Dyslexia • Writing Structured Literacy Lesson Plans • Learning Walks of MTSS Whole- & Small-group instruction • Analyzing Phonics through Spelling • Interpreting literacy data with Case Studies • Creating data-driven instructional goals and instructional plan

The instructor retains the right to change the syllabus, schedule, and assignments at any time.

- Semester Reflection

In-class Assignments:
- Varies based on faculty discretion

Practicum Assignments may include:
- *Course Signature Assessment:* Reading Assessment Administration & Analysis on:
  - Phonological Awareness (PA),
  - Letter Naming Fluency (LNF),
  - Letter Sounding Fluency (LSF),
  - Nonsense Word Fluency (NWF), and
  - Oral Reading Fluency (ORF).
- Attendance and participation at Practicum

Quizzes may include:
- Chapter quizzes

Tests may include:
- Midterm Exam
- Final Project
- Final Exam

Evaluation and Assignments:

	Course Outline	
This is a general outline of the course. This is subject to change, as needed, at the discretion of the instructor.		
Week	*Topics and Assessments*	*Alignment with the KSDE Standard of Practice*
Week 1	Module 1 Topics: - Science of Reading, - Structured Literacy, - Theories of Reading, - Neuroscience of Learning, - The Reading Brain, - The Four Processes of Language Assessment: - Quiz on Syllabus and Standards - Science of Reading Pre-test	Standard 5, Function 1 Standard 5, Function 2 Standard 5, Function 3 Standard 5, Function 4
Week 2	Module 1 Topics:	Standard 5, Function 1

The instructor retains the right to change the syllabus, schedule, and assignments at any time.

	• Science of Reading, • Structured Literacy, • Theories of Reading, • Neuroscience of Learning, • The Reading Brain, • The Four Processes of Language Assessment: • Target the Reading Struggle from 3 Perspectives: Student, Parent, and Teacher • Book Study Submission	Standard 5, Function 2 Standard 5, Function 3 Standard 5, Function 4 Standard 7, Function 4
Week 3	Module 2 Topics: • Oral Language, • Structured Literacy, • Phonology, • Phonological Awareness, • Phonemic Awareness, • Print Awareness, • Alphabet Principle Assessment: • 44 Phonemes Assessment • Book Study Submission	Standard 6, Function 1 Standard 6, Function 2 Standard 6, Function 6 Standard 7, Function 4
Week 4	Module 2 Topics: • Oral Language, • Structured Literacy, • Phonology, • Phonological Awareness, • Phonemic Awareness, • Print Awareness, • Alphabet Principle Assessment: • Phonics Lesson Analysis (Structured Literacy Analysis) • Book Study Submission	Standard 6, Function 1 Standard 6, Function 2 Standard 6, Function 6 Standard 7, Function 4
Week 5	Module 3 Topics:	Standard 6, Function 1

	• Dyslexia, • Decoding, • Phonics, • High-Frequency Words, • Decodable Text, • Analyzing Orthographic Patterns, • Dictation, • Word Building and Sorting Assessment: • Living and Learning with Dyslexia • Book Study Submission	Standard 6, Function 3 Standard 7, Function 4
Week 6	Module 3 Topics: • Dyslexia, • Decoding, • Phonics, • High-Frequency Words, • Decodable Text, • Analyzing Orthographic Patterns, • Dictation, • Word Building and Sorting Assessment: • Analyzing Phonics through Spelling • Book Study Submission	Standard 6, Function 1 Standard 6, Function 3 Standard 7, Function 4
Week 7	Module 3 Topics: • Dyslexia, • Decoding, • Phonics, • High-Frequency Words, • Decodable Text, • Analyzing Orthographic Patterns, • Dictation, • Word Building and Sorting Assessment: • Book Study Submission	Standard 6, Function 1 Standard 6, Function 3 Standard 7, Function 4
Week 8	Module 4 Topics:	Standard 6, Function 1 Standard 6, Function 4

The instructor retains the right to change the syllabus, schedule, and assignments at any time.

	• Fluency	Standard 7, Function 4
	Assessment: • Midterm Exam, • Book Study Submission	
Week 9	Module 5 Topics: • Professional Dispositions • Practicum Preparation • KS Code of Conduct • Assessment Tools Assessments: • Book Study Submission	Standard 7, Function 1 Standard 7, Function 4
Week 10	Module 6 Topics: PRACTICUM Assessment: • Case Study • Book Study Submission	Standard 7, Function 1 Standard 7, Function 2 Standard 7, Function 3 Standard 7, Function 4
Week 11	Module 6 Topics: PRACTICUM Assessment: • Case Study • Online Dyslexia Module Reflection	Standard 7, Function 1 Standard 7, Function 2 Standard 7, Function 3 Standard 7, Function 4
Week 12	Module 6 Topics: PRACTICUM Assessment: • Case Study • Online Dyslexia Module Reflection	Standard 7, Function 1 Standard 7, Function 2 Standard 7, Function 3 Standard 7, Function 4
Week 13	Module 6 Topics: PRACTICUM Assessment: • Case Study • Online Dyslexia Module Reflection	Standard 7, Function 1 Standard 7, Function 2 Standard 7, Function 3 Standard 7, Function 4
Week 14	Module 7 Topics: • Presenting and Interpreting Data and SAT Assessments: • Interpreting Data to Create Instructional Goals and an Instructional Plan	Standard 6, Function 7 Standard 7, Function 1 Standard 7, Function 2 Standard 7, Function 3 Standard 7, Function 4

The instructor retains the right to change the syllabus, schedule, and assignments at any time.

	• Writing Structured Literacy Lesson Plan • Book Study Submission	
Week 15	Dead Week Module 8 Topics: • Observing and analyzing whole- and small-group literacy instruction Assessments: • Learning Walks	Standard 6, Function 7
Week 16	Finals Week Topics: Not applicable Assessment: • Final Exam/Attendance Incentive	

KSDE Standards of Practice for Elementary Education Teachers PreK-6th Grade

Standard 5: Theoretical and Foundational Knowledge of Literacy
The teacher candidate identifies and applies the theoretical and foundational knowledge for reading, writing (including composition, letter formation, manuscript, and cursive), listening, and speaking as set forth in the five pillars of literacy instruction supported by the science of reading (including, but not limited to, the Simple View of Reading, the Simple View of Writing, Scarborough's Reading Rope, Ehri's Four Phases of Word Reading, and the Four-Part Language Processing Model). The candidate demonstrates an understanding of the interrelated components of general literacy and disciplinary specific literacy processes that serve as a foundation for all learning.

Function 1: Foundational Pillars of Literacy Practice
The teacher candidate demonstrates the ability to identify and utilize foundational knowledge regarding instruction in reading, writing, listening, and speaking based on the National Reading Panel's five pillars of literacy practice (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Function 2: Science of Reading
The candidate provides evidence of identifying and applying theoretical foundational knowledge and models of instruction grounded in the Science of Reading such as the Simple View of Reading and the Simple View of Writing to teach PK-elementary students.

Function 3: Interdisciplinary Foundation of Literacy
The candidate recognizes that literacy instruction includes inter-related and Interdisciplinary components that create meaningful learning opportunities for PK-elementary students.

Function 4: Knowledge of Standards and Curriculum

The instructor retains the right to change the syllabus, schedule, and assignments at any time.

The teacher candidate demonstrates the ability to link standards (what students should know and be able to do at a specific time) with curricular and instructional decisions to increase learning outcomes for learners

Standard 6: Structured Literacy Instruction (Elements and Principles)
The teacher candidate recognizes and applies current evidence-based best practices aligned to the science of reading and utilizes the principles (i.e. explicit, systematic, cumulative, diagnostic, multisensory, and multimodal) and individual elements of structured literacy (i.e. phonology, alphabetic principle, syllable types and division, morphology, syntax, and semantics) when planning and implementing engaging literacy instruction for Pre-K and elementary students.

Function 1: Principles of Structured Literacy
The candidate demonstrates a clear understanding of the instructional principles when using a structured literacy model of instruction.

Function 2: Knowledge of Phonemic Awareness
The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to phoneme-grapheme correspondence.

Function 3: Phonics and Orthography
The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to phonics, orthography, syllables and stress patterns.

Function 4: Fluency
The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to fluency

Function 5: Morphology and Vocabulary
The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to morphology and vocabulary development.

Function 6: Listening and Reading Comprehension
The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to listening and reading comprehension.

Function 7: Principles of Structured Literacy
The candidate identifies and utilizes structured literacy principles in developing learning opportunities for PK-elementary students.

Standard 7: Literacy Assessment and Evaluation of Diverse Learners
The teacher candidate uses a variety of appropriate literacy assessment strategies (phonological awareness, phonics, fluency, vocabulary, reading comprehension, listening

comprehension, writing, and emergent literacy) to engage students in their own growth. The candidate demonstrates understanding of the impact of external factors (e.g. language, culture, and socioeconomic differences) on student learning. The candidate selects, implements, and analyzes screening, diagnostic and progress monitoring data of students' language acquisition and literacy development for instruction. They gather and use data for accountability purposes, to identify students at risk for specific difficulties and disabilities (such as but not limited to dyslexia and dysgraphia), and to create individualized interventions.

Function 1: Assessment Tools
The teacher candidate demonstrates an understanding of the purposes, strengths and limitations; reliability and validity, formats, and appropriateness of various types of informal and formal assessments.

Function 2: Application of Assessment
The teacher candidate demonstrates the use of observational skills and results of student work to determine students' literacy and language strengths and needs; they select and administer other formal and informal assessments appropriate for assessing students' language and literacy development.

Function 3: Student Progress Monitoring and Reporting
The teacher candidate uses data in an ethical manner, interprets data to explain student progress, and informs families and colleagues about the function and purpose of assessments.

Function 4: Diverse Learners
The teacher candidate demonstrates an understanding of how individual biases influence interactions with diverse students, families, and communities.

 Additional Information per Dr. Wolff

Practicum Details:	Westside Elementary Practicum is embedded within the course times. Practicum dates will be announced once placements have been made. Practicum Attire: To ensure PSU students are easily identifiable at the site, students are to adhere to the PSU Teacher Education Handbook regarding attire. • PSU Polos are preferred • PSU name tag is REQUIRED See the Teacher Education Handbook. https://www.pittstate.edu/education/teacher-education/resources.html

The instructor retains the right to change the syllabus, schedule, and assignments at any time.

Technology	**Access to Technology and Internet:** There is the expectation that students can proactively access the resources required to be successful in the class including a computer and the internet, Office 365 Outlook Mail, and Canvas Learning Platform. **Email & Canvas Inbox Communication:** Emails/Messages sent between Monday morning and Friday morning, will be responded to within 24 hours. Emails/Messages sent Friday afternoon through Sunday may not be responded to until Monday. Course communication from Dr. Wolff will be sent to you via email or Canvas Inbox. It is your responsibility to check your PSU email and PSU Canvas Inbox daily.
University Support Services:	• Counseling Services https://www.pittstate.edu/office/university-counseling/index.html • Student Success Programs https://www.pittstate.edu/office/student-success-programs/ • The Writing Center https://www.pittstate.edu/office/writing-center/ • Center for Students Accommodations https://www.pittstate.edu/office/center-for-student-accommodations/index.html • Gorilla Geeks https://www.pittstate.edu/it/gorilla-geeks.html • Bryant Student Health Center https://pittstate.edu/office/health-services/index.html • Testing Center is located in 206B Whitesitt Hall • Tutoring https://www.pittstate.edu/office/student-success-programs/tutoring.html
Using Artificial Intelligence (AI) with Coursework	There are situations and contexts within this course where students will be permitted to use generative AI tools to explore how they can be used to complete course work. **Generally, AI is NOT permitted when completing assignments in this course. The professor will make known when AI is permitted to complete an assignment.** When permitted, any student work submitted using generative AI tools should clearly indicate what work is the student's work and what part is generated by the AI (*see Statement of Use below*). Any allegations of academic misconduct will be adjudicated using the process outlined in the institution's student handbook.

Outside of those instances that are permitted, students are discouraged from using generative AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, responses, etc.) that is used to assess student learning. Submitting the outputs from generative AI as one's own work in the absence of proper citation is plagiarism. If you include any generated content by an AI platform, it must be appropriate be cited like any other reference material (*see Sample Citation in References below*).

Any allegations of academic misconduct will be adjudicated using the process outlined in the institution's student handbook.

Statement of Use:

When permitted to you use AI platforms with your assignments, a written statement must be included to clarify where in your process you used AI and which platform(s) you used.

Sample of Citation in References:

For example, text generated using ChatGPT-3 should include a citation such as:

Chat-GPT-3. (YYYY, Month DD of query). "Text of your query."

Faculty Senate Course Form

Effective Date: **Spring 2025**   **Submission Date:** 09/06/2024

Department: Teaching and Leadership   **College of:** **Education**

Contact Person: Jason Clemensen   **Prefix:**

Create New, Revise, Inactivate, or Reactivate: **Revision**   **Course #:** **EDUC 544**

Course Form:
- Used to create new course numbers or new prefixes.
- Used to change Name, Grading, Hours, Description, Reactivate
- Used to inactivate a course from the current catalog. Courses are never deleted. They are made inactive and can be legislated to become active again.

1. Purpose/Justification for the Changes:

This course is being changed to ensure our Para 2 Teach students are prepared to teach the Science of Reading and Structured Literacy per Kansas SB 438.

2. Is this related to, and/or affect, any other department/college/unit curricula or programs at Pittsburg State University? *If "Yes", please provide an explanation. Provide documentation of any discussions (e.g. copies of emails, memos, etc.) that have occurred.*
  ◯ Yes   ⦿ No

3. Is this course to be considered for General Education?
If "yes" this requirement will need approval of the General Education Committee after the revisions have been approved by Faculty Senate. The General Education Course Approval form will also need to be submitted.
  ◯ Yes   ⦿ No

4. Will this course be required of any education majors?
If "yes," this requirement will need approval of the Council for Teacher Education before upload to " College Curriculum Legislation" in SharePoint.
  ⦿ Yes   ◯ No

5. Will additional resources or costs be required?
  ◯ Yes   ⦿ No

If so, what will be needed?

6. Will any additional course fees be required (e.g. equipment, clothing, travel, licensing, etc.)?
If "yes," complete the Course Fee Form on the Faculty Senate website, it will need to gain approval of the President's Council.

◯ Yes　　◉ No

7. Objectives/Student Learning Outcomes for NEW courses only, as it will appear in the syllabus:
Attach with upload.

8. Assessment Strategies (e.g. exams, projects, university rubric, etc.), as it will appear in the syllabus:
Attach with upload.

Course Numbers cannot be changed, only created.

	Exsisting	New/Proposed
Title:	Literacy for the Intermediate Grades	Science of Reading II
Course Number:	**EDUC 544**	**EDUC 544**
Credits:	**3 credit hours**	**3 credit hours**
Grading System:	**A-F, IN**	**A-F, IN**
Pre/Co-Requisite(s):	Pre-Requisite: EDUC 531	Pre-Requisite: EDUC 531
Course Description:	The foundation of literacy instruction for intermediate grades in the areas of reading, writing, speaking, listening, viewing, handwriting, grammar, and spelling. The course is designed to prepare the teacher candidate to effectively organize an intermediate language arts program and assess, plan teach, and monitor student progress.	This is a methods course for teaching language arts to elementary-age children in the areas of reading, writing, speaking, listening, and language. In this course candidates will learn strategies to strengthen students' ability to read advanced texts as well as the use of reading and writing to learn content across the curriculum in inclusive settings. Candidates will examine a variety of instructional approaches, including integrating literature into content learning and building comprehension and vocabulary through integrated experiences. Instructional emphasis is placed upon assessment, active construction of meaning, and matching learner capabilities with appropriate instructional strategies

Authorization Sign-Off

Checklist

✓	Required fields completed.
✓	Syllabus attached for new courses
✓	Assignment Strategies Attached

-Approved: Department Chair/Director
    Date: 09/06/2024   Signature, Chair/Director: _Jason Clemensen_

-Approved: College Curriculum Committee
    Date: 10/1/24   Signature, Committee Chair: _____

-Approved: Dean of College
    Date: 10/1/24   Signature, Dean: _____

-Approved: Council for Teacher Education (if applicable)
    Date: 10/2/24   Signature, Council Chair: _____

-Approved: University Undergraduate Curriculum Committee
    Date: 11/7/24   Signature, Committee Chair: _Byron McKay_

-Approved: Faculty Senate
    Date: _____   Signature, Recorder Faculty Senate: _____

Originating Departments(s): After completing this form, please upload it to the SharePoint, within the appropriate College folder, "Preliminary Legislation", to allow for review and questions. Any modifications should be saved as "original file name.v2.docx" and uploaded as well.

Following final College Curriculum Committee approval, please apply the appropriate signatures, and send them to your College Administrator.

Pittsburg State University

EDUC 544: Science of Reading II (with Practicum)

Pittsburg State University

Course Instructor:

Instructor:	Dr. David Wolff, Assistant Professor
Contact Information:	✉ dwolff@pittstate.edu (preferred method) ☏ No office phone number ☏ 507-589-5633 (personal) 💻 via Zoom
Office Hours:	M: Via Zoom by appointment Tu: x W: Via Zoom by appointment Th: x F: Via Zoom by appointment
Syllabus Supplement:	Students are asked to review the syllabus supplement: it includes important University information regarding dates, policies and regulations. The Syllabus Supplement is available on the Registrar's office web site at: https://www.pittstate.edu/registrar/syllabus-supplement.html Click on the appropriate semester for important dates and information.

Course Details:

Course Description:	This is a methods course for teaching language arts to elementary-age children in the areas of reading, writing, speaking, listening, and language. In this course candidates will learn strategies to strengthen students' ability to read advanced texts as well as the use of reading and writing to learn content across the

The instructor retains the right to change the syllabus, schedule, and assignments at any time.

	curriculum in inclusive settings. Candidates will examine a variety of instructional approaches, including integrating literature into content learning and building comprehension and vocabulary through integrated experiences. Instructional emphasis is placed upon assessment, active construction of meaning, and matching learner capabilities with appropriate instructional strategies.
Course Delivery Method:	Online, asynchronous *Note. This course does not meet in person* *Note. The practicum associated with this course is IN PERSON.*
Instructional Resources:	Textbooks: 1. Haynes, J. & Zacarian, D. (2010). *Teaching English Language Learners: Across the Content Areas.* ASCD. ISBN 978-1-4166-0912-4 2. Applegate, K. (2007). *Home of the Brave. Square Fish.* ISBN 978-0-312-53563-6 3. Blevins, W. (2017). *Teaching Phonics & Word Study in the Intermediate Grades* (2nd ed.). Scholastic. ISBN 978-1338113488 4. Kansas Department of Education. (2023). *Dyslexia Handbook.* https://www.ksde.org/Portals/0/CSAS/CSAS%20Home/Kansas%20Dyslexia%20Handbook%20(2023-2024).pdf 5. Munger, K. A. (2016). *Steps to Success: Crossing the Bridge Between Literacy Research and Practice.* Open Suny Textbooks. https://milneopentextbooks.org/steps-to-success/ 6. Moats, L. C. & Tolman, C. A. (2019). *LETRS* (3rd Edition). Voyager Sopris Learning, Inc. ISBN: 978-1-4916-0960-6 7. KSDE Dyslexia Training Online Module 4: *Structured literacy: Syllabication, Morphology, Syntax, and Semantics* https://vimeo.com/788071321 Additional Resources: 8. Risley, T. R. & Hart, B. (1995). *Meaningful Differences in the Everyday Experience of Young American Children.* Brookes Publishing. 9. Adams, M. (2012). *ABC Foundations for Young Children: A Classroom Curriculum.* Brookes Publishing. 10. International Dyslexia Association. (2019). *IDA Dyslexia Handbook: What Every Family Should Know.* https://app.box.com/s/8ucxzz2u5wq2wezqoaqgrltn532z97bz 11. International Dyslexia Association. (2017). *Dyslexia in the Classroom: What Every Teacher Needs to Know.*

		https://structuredlit.wpenginepowered.com/wp-content/uploads/2015/01/DITC-Handbook.pdf
		Other Materials: 12. Various research studies, articles, and videos, as assigned. 13. Access to College and Career Ready Standards for English Language Arts and English Language Learners 14. Three ring binder; size: 1 ½ or 2 inches Computer and Internet Access: There is the expectation that students are able to proactively access the resources required to be successful in the class.
	Course Goals and Objectives :	Upon completion of this course, teacher candidates should be able to: 1. The teacher candidate understands and uses central concepts, tools of inquiry, and structures of the English/language arts (reading, writing, speaking, listening, language, viewing, and visual representation) and creates learning experiences to make comprehension, fluency, morphology, phonics, phonological/phonemic awareness, semantics/language/vocabulary, syllable instruction, and syntax accessible and meaningful for students to assure mastery of the content. 2. The teacher candidate uses collaborative resources and tools to expand students' authentic learning experiences by engaging virtually and/or face-to-face, with experts, educators, and students locally and globally. 3. The teacher candidate collaborates with others to create learning environments that support individual and collaborative learning, both locally and globally, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning. 4. The teacher candidate understands and uses of variety of appropriate English/language arts assessment strategies to engage students in their own growth, monitor progress, communicate meaningful feedback to relevant stakeholders, evaluate instructional effectiveness, and guide instructional decisions. 5. The teacher candidate uses a variety of instructional strategies to plan and implement instruction that supports every student in meeting rigorous learning goals and encourages all learners to develop deep understanding of the English Language Arts and their cross- disciplinary connections, and to build skills to apply knowledge in meaningful ways. 6. The teacher candidate recognizes and values student differences and is committed to meeting the diverse educational needs of all students.

Guiding Standards	• KSDE Professional Education Standards • KSDE Educator Preparation Standards Elementary Education PreK-6 • KSDE Educator Preparation Standards Elementary Education Unified • KSDE Educator Preparation Standards Early Childhood B-K • KSDE Dyslexia Handbook • PSU Teacher Education Handbook
Turning in Assignments:	Assignments are to be submitted through Canvas; feedback and grades are also posted using Canvas, the learning management system.
Feedback Expectations:	Students should expect feedback on assignments and assessments within two weeks of the due date. If assignments are turned in after the due date, feedback may be delayed beyond two weeks.
Time Requirements:	For college courses of 4 credits, there is a minimum of a 4 hours of in-class time expectation with additional time expectation out of class for completing assignments. For each credit hour, 2 hours of work outside-of-class is expected to prepare for the upcoming class time including: reading text, watching videos, completing assignments, preparing for exams, lesson planning for field experiences, and reflecting on professional practices. This course is a 4-credit course, which means that in addition to the scheduled lectures/discussions, students are expected to do at least 8 hours of course-related work each week during the semester. *For EDUC 367, the instructional hours each week include:* • *4 hours of online engagement including lecture, application, and discussion, and* • *8 hours of out-of-class preparation.* If this is an online or Hybrid course, be prepared to devote the same amount of time required for traditional courses to complete weekly assignments and course projects.
Course Check & Connect:	Due to the nature of an online, asynchronous course, additional time will be announced where students have the option to meet with Dr. Wolff as a small- or large-group to ask questions and go deeper into the content. These online meetings are called, "Check & Connect" meetings. *All Check & Connect meetings are optional.*

The instructor retains the right to change the syllabus, schedule, and assignments at any time.

	All Check & Connect meetings will be held on Zoom. An announcement will be sent via Canvas to all students enrolled in the course with the Zoom link. Check & Connect meetings are not a substitute for watching lectures, reviewing notes/slides, reading assignment descriptions, etc. Check & Connect meeting are to help students find clarity about topics and assignments and deepen their understanding of the content.

Course Policies:

Canvas LMS:	Professors use various methods to communicate interim and final due dates. Be sure to make a note of how a professor will communicate with you. Canvas is the Internet-based learning management system used to deliver online course instruction, distribute information, submit completed assignments, post grades and communicate with students. This course utilizes Canvas, so it is essential to learn how to navigate the system. Student support is provided through the OIS Gorilla Geeks Help Center. Hours of operation are 8:00 am till 4:30 pm. More information may be found at http://www.pittstate.edu/geeks or at 109 Whitesitt, 620-235-4600 or email geeks@pittstate.edu Access the Canvas 101 Tutorial at the bottom of the login page http://pittstate.instructure.com and review the modules listed in the course navigation. The tutorial includes information about Canvas and explains how to use the system.
Attendance Policy:	Due to the online nature of this course, attendance is viewed as timely and consistent submission of assigned work. It will also include checking the Announcements and Inbox sections of Canvas frequently for any new messages from the instructor. In accordance with Teaching and Leadership departmental procedure, if a student has three missing assignments (excused or unexcused), there may be consequences: a required meeting with the professor, a concern form, or withdrawal from the class.

The instructor retains the right to change the syllabus, schedule, and assignments at any time.

	Attendance Incentive (Excluding Practicum Attendance): If the student has turned in all assignment on time and did not have late assignments, they will be will exempt from the completing the Semester Reflection. Students who earned this will be notified during Dead Week and will automatically earn full points for the Semester Reflection. Practicum Attendance: • Attendance to all practicum dates are required. • All practicum dates and time will be set for you. Your main practicum for this course will occur at your Internship site during the same time you are on site for Internship. • If you are absent for any reason, you are to: ➤ Email your Cooperating Teacher explaining your absence. ➤ CC Dr. Wolff on your email to your Cooperating Teacher explaining your absence. ➤ You will be responsible to make up the hours during your own time that does not conflict with any other PSU course. You will be responsible to coordinate the days and times with your Cooperating Teacher. *Note.* COVID-19 Teacher candidates who are ill or who have been exposed to/showing symptoms of COVID-19 should not attend class. Please notify Dr. Wolff by email prior to the start of class of your absence. In your email, provide the doctor's note showing COVID-19 was present and you will have permission to Zoom into class and be considered present. *Note.* Athletic/Academic Activities: Teacher candidates who miss class due to campus athletic or academic activities must provide the professor documentation about the event from their coaches or academic sponsor prior to their absence.
Participation Policy:	As a teacher education major, it is expected that you will actively engage in class participation, cooperate with your peers, show enthusiasm and a good attitude, be able to follow instructions, and complete assignments on time.
Cancelled Class Policy:	In the event of inclement weather or any other issue (e.g., building is flooded, pandemic mitigation concerns, etc.) that may cancel class for the day, instructions and assignments will be sent out via CANVAS. If this is an asynchronous online class, you will continue as normal.

The instructor retains the right to change the syllabus, schedule, and assignments at any time.

Late Work Policy:	Due dates for individual assignments and projects will be clearly communicated with instructions in Canvas. All assignments uploaded after the assigned time will be designated as LATE by the Canvas system. Assignments must be submitted on or before the due date and time. If you have an emergency, contact the instructor via email or phone prior to the assignment deadline to discuss your situation. The instructor may not accept late assignments unless there has been prior approval. Exceptions are not automatic but are at the discretion of the instructor on a case-by-case basis. All late assignments will be penalized with a 10% deduction per day the assignment is late: up to 50% point deduction. A 'day' begins at 12:00am and goes to 11:59pm. *Example:* If an assignment was due on 1.15.21 at 11:59pm and the assignment was turned in on 1.16.21 at 12:01am, it is considered 1 day late and will have a 10% deduction. If an assignment isn't turned in by the Sunday following Dead Week by 11:59pm, 0 points will be entered. This does not include the Final; no late submission will be accepted for the Final and automatic 0 points will be entered for any missing finals at the deadline.
Academic Honesty Policy:	Candidates are expected to follow the PSU Academic Honesty Policy, which speaks to unethical acts associated with coursework or grades. Full text of the policy can be found in the PSU University Catalog at the following link: http://www.pittstate.edu/audiences/current-students/policies/rights-and-responsibilities/academic-misconduct.dot As professional educators, academic honesty is paramount to developing and maintaining high ethical personal standards. Any breach of these policies will not be tolerated.
Grading Scale:	A= 90 - < 100% B= 80 - < 90% C= 70 - < 80% D= 60 - < 70%

The instructor retains the right to change the syllabus, schedule, and assignments at any time.

	F= < 60% To ensure transparency in the grading process, the Canvas Gradebook will be made visible for students at the beginning of the semester so that students have access to their grade in the course as they progress through the semester. The final grade is determined by the whole percentage (no decimals). For example, if your final grade is 84.9% in the course, the final grade earned is 84% and is equivalent to a B.
Evaluation Criteria:	Assignments may include: *Home of the Brave* discussions about English Language Learners - Modifying Canned Curriculum for ELs - Science of Reading II Pre- and Post-tests - Duolingo Language Learning Simulation - IRA Lesson Planning focusing on Vocabulary Development - Writing Structured Literacy Lesson Plans - Independent Reading Conferring Protocol - Reading Comprehension Role Sheets - Writer's Workshop Learning Walk - Semester Reflection In-class Assignments: - Varies based on faculty discretion Practicum Assignments may include: *Course Signature Assessment:* Guided Inquiry Project (Action Research) - Attendance and participation at Practicum Quizzes may include: - Chapter quizzes Tests may include: - Midterm Exam - Final Project - Final Exam

Evaluation and Assignments:

Course Outline

The instructor retains the right to change the syllabus, schedule, and assignments at any time.

This is a general outline of the course. This is subject to change, as needed, at the discretion of the instructor.		
Week	*Topics and Assessments*	*Alignment with KSDE Standards of Practice*
Week 1	Module 1 Topics: • Science of Reading, • Structured Literacy, • Theories of Reading, • Language Acquisition, • Social and Academic Language, • ELLs, • MTSS Whole and Small Group Instruction Assessment: • Book Study Submission • Science of Reading II Pre-Test	Standard 5, Function 1 Standard 5, Function 2 Standard 5, Function 3 Standard 5, Function 4
Week 2	Module 1 Topics: • Science of Reading, • Structured Literacy, • Theories of Reading, • Language Acquisition, • Social and Academic Language, • ELLs, • MTSS Whole and Small Group Instruction Assessment: • Modifying Canned Curriculum, • Book Study Submission, • Interactive Read Alouds	Standard 5, Function 1 Standard 5, Function 2 Standard 5, Function 3 Standard 5, Function 4
Week 3	Module 2 Topics: • Practicum and Inquiry • Reading Intervention Observations Assessment: • Book Study Submission, • Analyzing Curriculum Practice	Standard 5, Function 3 Standard 5, Function 4 Standard 6, Function 5 Standard 7, Function 2 Standard 7, Function 3 Standard 7, Function 4
Week 4	• Module 3 Topics: Vocabulary, • Semantics, • Syllable Instruction,	Standard 6, Function 1 Standard 6, Function 5

The instructor retains the right to change the syllabus, schedule, and assignments at any time.

	• Decoding Multisyllabic Words, • Morphology, • Affixes, • Roots, • Phonograms, • Etymology, • Assessments Assessment: • Book Study Submission, • Structured Literacy Lesson Plans, • Dyslexia Online Module #4	
Week 5	Module 3 Topics: • Vocabulary, • Semantics, • Syllable Instruction, • Decoding Multisyllabic Words, • Morphology, • Affixes, • Roots, • Phonograms, • Etymology, • Assessments Assessment: •	Standard 6, Function 1 Standard 6, Function 5
Week 6	Module 3 Topics: • Vocabulary, • Semantics, • Syllable Instruction, • Decoding Multisyllabic Words, • Morphology, • Affixes, • Roots, • Phonograms, • Etymology, • Assessments	Standard 6, Function 1 Standard 6, Function 5

The instructor retains the right to change the syllabus, schedule, and assignments at any time.

		Assessment:	
		• Interactive Read Aloud	
Week 7		Module 3 Topics:	Standard 6, Function 1
		• Vocabulary,	Standard 6, Function 5
		• Semantics,	
		• Syllable Instruction,	
		• Decoding Multisyllabic Words,	
		• Morphology,	
		• Affixes,	
		• Roots,	
		• Phonograms,	
		• Etymology,	
		• Assessments	
		Assessment:	
		• Annotated Bibliography	
Week 8		Module 4 Topics:	Standard 6, Function 1
		• Fluency,	Standard 6, Function 4
		• Independent Reading,	
		• MTSS	
		Assessment:	
		• Midterm,	
		• Cooperating Teacher Interview	
Week 9		Module 4 Topics:	Standard 6, Function 1
		• Fluency,	Standard 6, Function 4
		• Independent Reading,	
		• MTSS	
		Assessment:	
		• Independent Reading Conferring Protocol	
Week 10		Module 5 Topics:	Standard 6, Function 1
		• Reading Comprehension,	Standard 6, Function 6
		• Prior Knowledge,	
		• Metacognition,	
		• Higher Order Thinking	
		Assessment:	

The instructor retains the right to change the syllabus, schedule, and assignments at any time.

	• Analyzing Reading Curriculum, • Inquiry Curriculum Review Checklist	
Week 11	Module 5 Topics: • Reading Comprehension, • Prior Knowledge, • Metacognition, • Higher Order Thinking Assessment: • Reading Comprehension Literature Role Sheets	Standard 6, Function 1 Standard 6, Function 6
Week 12	Module 6 Topics: • Writing Rope, • Writing Process, • Writing Purpose, • Writing Syntax, • Simple View of Writing Assessment: • Writing Learning Walk, • Inquiry Analyzing and Interpreting Data	Standard 5, Function 1 Standard 5, Function 2 Standard 5, Function 3 Standard 5, Function 4 Standard 6, Function 1 Standard 6, Function 3 Standard 6, Function 7
Week 13	Module 6 Topics: • Writing Rope, • Writing Process, • Writing Purpose, • Writing Syntax, • Simple View of Writing Assessment: • Writing Learning Walk • Science of Reading II Post-test	Standard 5, Function 1 Standard 5, Function 2 Standard 5, Function 3 Standard 5, Function 4 Standard 6, Function 1 Standard 6, Function 3 Standard 6, Function 7
Week 14	Module 6 Topics: • Writing Rope, • Writing Process, • Writing Purpose, • Writing Syntax, • Simple View of Writing	Standard 5, Function 1 Standard 5, Function 2 Standard 5, Function 3 Standard 5, Function 4 Standard 6, Function 1 Standard 6, Function 3 Standard 6, Function 7

The instructor retains the right to change the syllabus, schedule, and assignments at any time.

		Assessments: - Peer Review Feedback, - Inquiry Recommendations - Reading Intervention Observations	
Week 15	Dead Week Topics: - Presenting Inquiry Assessments: - Inquiry		
Week 16	Finals Week Topics: Not applicable Assessment: Final Exam		

KSDE Standards of Practice for Elementary Education Teachers PreK-6th Grade

Standard 5: Theoretical and Foundational Knowledge of Literacy
The teacher candidate identifies and applies the theoretical and foundational knowledge for reading, writing (including composition, letter formation, manuscript, and cursive), listening, and speaking as set forth in the five pillars of literacy instruction supported by the science of reading (including, but not limited to, the Simple View of Reading, the Simple View of Writing, Scarborough's Reading Rope, Ehri's Four Phases of Word Reading, and the Four-Part Language Processing Model). The candidate demonstrates an understanding of the interrelated components of general literacy and disciplinary specific literacy processes that serve as a foundation for all learning.

Function 1: Foundational Pillars of Literacy Practice
The teacher candidate demonstrates the ability to identify and utilize foundational knowledge regarding instruction in reading, writing, listening, and speaking based on the National Reading Panel's five pillars of literacy practice (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension).

Function 2: Science of Reading
The candidate provides evidence of identifying and applying theoretical foundational knowledge and models of instruction grounded in the Science of Reading such as the Simple View of Reading and the Simple View of Writing to teach PK-elementary students.

Function 3: Interdisciplinary Foundation of Literacy
The candidate recognizes that literacy instruction includes inter-related and Interdisciplinary components that create meaningful learning opportunities for PK-elementary students.

The instructor retains the right to change the syllabus, schedule, and assignments at any time.

Function 4: Knowledge of Standards and Curriculum
The teacher candidate demonstrates the ability to link standards (what students should know and be able to do at a specific time) with curricular and instructional decisions to increase learning outcomes for learners

Standard 6: Structured Literacy Instruction (Elements and Principles)
The teacher candidate recognizes and applies current evidence-based best practices aligned to the science of reading and utilizes the principles (i.e. explicit, systematic, cumulative, diagnostic, multisensory, and multimodal) and individual elements of structured literacy (i.e. phonology, alphabetic principle, syllable types and division, morphology, syntax, and semantics) when planning and implementing engaging literacy instruction for Pre-K and elementary students.

Function 1: Principles of Structured Literacy
The candidate demonstrates a clear understanding of the instructional principles when using a structured literacy model of instruction.

Function 2: Knowledge of Phonemic Awareness
The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to phoneme-grapheme correspondence.

Function 3: Phonics and Orthography
The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to phonics, orthography, syllables and stress patterns.

Function 4: Fluency
The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to fluency

Function 5: Morphology and Vocabulary
The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to morphology and vocabulary development.

Function 6: Listening and Reading Comprehension
The candidate demonstrates a clear understanding of the instructional elements essential for using a structured literacy model of instruction related to listening and reading comprehension.

Function 7: Principles of Structured Literacy
The candidate identifies and utilizes structured literacy principles in developing learning opportunities for PK-elementary students.

Standard 7: Literacy Assessment and Evaluation of Diverse Learners

The teacher candidate uses a variety of appropriate literacy assessment strategies (phonological awareness, phonics, fluency, vocabulary, reading comprehension, listening comprehension, writing, and emergent literacy) to engage students in their own growth. The candidate demonstrates understanding of the impact of external factors (e.g. language, culture, and socioeconomic differences) on student learning. The candidate selects, implements, and analyzes screening, diagnostic and progress monitoring data of students' language acquisition and literacy development for instruction. They gather and use data for accountability purposes, to identify students at risk for specific difficulties and disabilities (such as but not limited to dyslexia and dysgraphia), and to create individualized interventions.

Function 1: Assessment Tools
The teacher candidate demonstrates an understanding of the purposes, strengths and limitations; reliability and validity, formats, and appropriateness of various types of informal and formal assessments.

Function 2: Application of Assessment
The teacher candidate demonstrates the use of observational skills and results of student work to determine students' literacy and language strengths and needs; they select and administer other formal and informal assessments appropriate for assessing students' language and literacy development.

Function 3: Student Progress Monitoring and Reporting
The teacher candidate uses data in an ethical manner, interprets data to explain student progress, and informs families and colleagues about the function and purpose of assessments.

Function 4: Diverse Learners
The teacher candidate demonstrates an understanding of how individual biases influence interactions with diverse students, families, and communities.

Additional Information per Dr. Wolff

Practicum Details:	Practicum may be embedded within the course times and during Internship; there is a possibility that practicums may occur outside of class time. Practicum dates will be announced once placements have been made.
	Practicum Attire: To ensure PSU students are easily identifiable at the site, students are to adhere to the PSU Teacher Education Handbook regarding attire. - PSU Polos are preferred - PSU name tag is REQUIRED
	See the Teacher Education Handbook.

The instructor retains the right to change the syllabus, schedule, and assignments at any time.

	https://www.pittstate.edu/education/teacher-education/resources.html
Technology	**Access to Technology and Internet:** There is the expectation that students can proactively access the resources required to be successful in the class including a computer and the internet, Office 365 Outlook Mail, and Canvas Learning Platform. **Email & Canvas Inbox Communication:** Emails/Messages sent between Monday morning and Friday morning, will be responded to within 24 hours. Emails/Messages sent Friday afternoon through Sunday may not be responded to until Monday. Course communication from Dr. Wolff will be sent to you via email or Canvas Inbox. It is your responsibility to check your PSU email and PSU Canvas Inbox daily.
University Support Services:	• Counseling Services https://www.pittstate.edu/office/university-counseling/index.html • Student Success Programs https://www.pittstate.edu/office/student-success-programs/ • The Writing Center https://www.pittstate.edu/office/writing-center/ • Center for Students Accommodations https://www.pittstate.edu/office/center-for-student-accommodations/index.html • Gorilla Geeks https://www.pittstate.edu/it/gorilla-geeks.html • Bryant Student Health Center https://pittstate.edu/office/health-services/index.html • Testing Center is located in 206B Whitesitt Hall • Tutoring https://www.pittstate.edu/office/student-success-programs/tutoring.html
Using Artificial Intelligence (AI) with Coursework	There are situations and contexts within this course where students will be permitted to use generative AI tools to explore how they can be used to complete course work. **Generally, AI is NOT permitted when completing assignments in this course. The professor will make known when AI is permitted to complete an assignment.** When permitted, any student work submitted using generative AI tools should clearly indicate what work is the student's work and what part is generated by the AI (*see Statement of Use below*). Any allegations of academic misconduct will be adjudicated using the process outlined in the institution's student handbook.

The instructor retains the right to change the syllabus, schedule, and assignments at any time.

Outside of those instances that are permitted, students are discouraged from using generative AI tools to generate content (text, video, audio, images) that will end up in any student work (assignments, activities, responses, etc.) that is used to assess student learning. Submitting the outputs from generative AI as one's own work in the absence of proper citation is plagiarism. If you include any generated content by an AI platform, it must be appropriate be cited like any other reference material (*see Sample Citation in References below*).

Any allegations of academic misconduct will be adjudicated using the process outlined in the institution's student handbook.

Statement of Use:

When permitted to you use AI platforms with your assignments, a written statement must be included to clarify where in your process you used AI and which platform(s) you used.

Sample of Citation in References:

For example, text generated using ChatGPT-3 should include a citation such as:

Chat-GPT-3. (YYYY, Month DD of query). "Text of your query."