



# BAKER UNIVERSITY

**Baker University  
Graduate School of Education  
Continuing Education  
Syllabus**

**Course Name: EDD 8390 KSDE Annual Conference 2018**

**New Course Request: yes**

**Dates: Tuesday, October 16 & Wednesday, October 17, 2018**

**Assignment due: Sunday, Nov 4, 2018**

**Time: 8:00 am- 4:15 pm**

**Location: Hyatt Regency/Century II, Wichita, KS**

**Credit Hours: 1 hour**

**Instructor of Record: Tami Zillig**

**Phone: 913-344-6038**

**Title: Director of Continuing Education Email: tzillig@bakeru.edu**

### **Course Description:**

This course is designed for educators who aspire to gain knowledge and improve their educational practices and skills. Participants attending the 29<sup>th</sup> Annual Conference, Kansans CAN: Discover! will focus on school improvement and the continuous improvement of academic performance for all students. Participants will have the opportunity to select sessions and workshops on topics connected to their area of interest. These sessions and workshops will provide knowledge and resources in the areas of social emotional growth, kindergarten readiness, individual plans of study, high school graduation rates, postsecondary completion/attendance, and assessment for educators of all leadership levels of the district and community.

### **Course Objectives:**

*At the end of the course, participants will be able to:*

1. Illustrate engagement with the key issues presented in the sessions/workshops attended
2. Model decision making and planning skills that are based on knowledge of content area, best practices, and curriculum goals
3. Articulate effective methods to manage and monitor student learning

**Textbook/Materials:** none

**Content Outline:** Attend the sessions/workshops.

### **Assessment:**

1. Attend the KSDE Annual Conference and choose the sessions/workshops of your choice.
2. Write a reflection paper that identifies the sessions/workshops you attended. Identify the sessions you attended by session title and presenter(s). Your paper should be 3-5 pages double spaced.
3. Give an overview and your reaction. Some questions to incorporate into your paper could include, do you agree/disagree with the information given, what did you learn, and how will you use this

information in your work? Thoughts and ideas you now have from the overall conference that may impact or change your professional and/or personal beliefs and practice.

- The deadline for this assignment is Sunday, Nov 5<sup>th</sup> 11:59 p.m. Email your paper to [tzillig@bakeru.edu](mailto:tzillig@bakeru.edu)

**Assessment: (Please attach reflection rubric)**

**Class Attendance & Participation**

**20%**

**Summative written evaluation/summary of learning**

**80%**

**Grading Scale:**

**90%-100% = A**

**80% - 90% = B**

**70% - 80% = C**

**60%-70% = D**

**59% and below = F**

## Reflections Rubric for KSDE Annual Conference

created with  
**TaskStream**  
Tools of Engagement

<i>Levels:</i>					
<i>Criteria:</i>	<b>Unsatisfactory (0 - 2)</b>	<b>Basic (3)</b>	<b>Proficient (4)</b>	<b>Distinguished (5)</b>	<b>Score</b>
<b>Content of Reflections</b>	Reflections show no personal response to issues and concepts in discussed in class/article.	Engagement with important issues and learnings convey little evidence of personal response and are not always of graduate level quality.	Most reflections demonstrate engagement with the important issues and are of graduate level quality.	Each reflection demonstrates engagement with the important issues and are of graduate level quality.	
<b>Summary</b>	Summary of the key issues discussed in the class/article are not presented in the writer's own words.	Summary of the key issues discussed in class/ article presented vaguely.	Summary of the key issues discussed in class/ the article presented clearly.	Summary of the key issues discussed in class/ the article presented clearly, intuitively, and concisely.	
<b>Writing conventions</b>	Many spelling and/or grammatical errors	Some spelling and/or grammatical errors.	Few spelling errors	No spelling or grammatical errors.	

**Attendance Expectations:** (All instructors are to specifically state attendance expectations in the syllabus regarding attendance and make-up possibilities and grade implications. For instance, one absence may be made up with a makeup assignment and a second absence results in the lowering of a final letter grade as students receive points for participation during class time. Attendance is taken through the faculty portal after each class time and is submitted as minutes missed.)

**NOTE:** Baker University policy prohibits a candidate from earning credit if more than 30% of a course is missed. If a candidate misses two consecutive classes with or without contacting the instructor, the instructor contacts the Academic Advisor of the student.

**Collins Library:** Instructors and students are encouraged to use Baker University Library resources. Instructors and students log on to Collins Library with a 9-digit Baker University ID number (students will find this number in their student portal) and a self-designated password. To set their password, users must go to <https://bakeru.worldcat.org>, choose the “My Library Account Sign In” link, then choose the “Set/reset password link,” enter their ID and follow instructions. If users encounter any problems setting their password or accessing the databases or other library resources, they can e-mail [reference@bakeru.edu](mailto:reference@bakeru.edu) for assistance.

**Technology:** Use the following statement but with a specific description about the expected technology use: “Students use technology for a variety of reasons: to present information, to share knowledge, and to investigate best-practice research.”

**Academic Integrity:** Academic Integrity is defined in the Baker University SPGS and SOE Catalog: “Baker University is committed to academic integrity in the performance of scholarly responsibilities. Academic integrity is defined as the honest acknowledgement of ideas, words, data, written work, and solutions. All work submitted by a Baker University student must represent the student’s original work. All forms of student dishonesty constitute academic misconduct.”

“Academic Misconduct” includes but is not confined to the following: plagiarizing, cheating on an assignment and/or assessments; turning in counterfeit reports, tests, and papers; stealing tests and other academic material, forgery or knowingly falsifying academic records or documents, and turning in the same work to more than one class. The definition of plagiarism and counterfeit work follows. The definitions of the other terms are found in the SPGS/GSOE catalog.

Counterfeit work includes work submitted as one’s own that was created, researched, or produced by someone else. Submission of the work of another person, joint work as if that work was solely one’s own, or production of work to be submitted in the name of another person.

Plagiarism is the intentional or unintentional failure to accurately attribute ideas, words, works, data, or solutions to the source of that information. It is the candidate’s responsibility to seek guidance from approved writing standards. For more information about plagiarism, see the Baker University SPGS and SOE Catalog.

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“Consequences of academic dishonesty may include, but are not limited to, a zero or failing grade for an assignment, a failing grade for the course, or dismissal/expulsion from the University. Any form of academic misconduct which results in administrative or academic withdrawal or dismissal/expulsion is noted on the student’s transcript.

**ADA Policy:** Baker University is committed to providing “reasonable accommodations” in keeping with Section 504 of the Rehabilitation Act and the Americans with Disability Act of 1992. Access Services coordinates accommodations and services for all eligible students with disabilities. If you have a disability and wish to request accommodations and have not contacted Access Services, please do so as soon as possible. Information about Access Services is found on the Baker web site: [www.bakeru.edu/sas](http://www.bakeru.edu/sas)<<http://www.bakeru.edu/sas>>.

Access Services is on the Baldwin City campus in the Office of Student Academic Success located in the lower level of Collins Library (785-594-8352 [sas@bakerU.edu](mailto:sas@bakerU.edu)<<mailto:sas@bakerU.edu>>).

If accommodations have been approved by Access Services, please communicate with your instructor(s) regarding your accommodations to coordinate services.

**Hostile-Free Learning Environment:** Baker University's Anti-Harassment Policy is defined in the SPGS/SOE catalog under "Student Conduct, Responsibilities, and Rights": "It is the policy of Baker University to afford equal opportunity for all persons. As such, the University does not discriminate based on an individual's race, color, national origin, religion, sex, disability, age, veteran status, sexual orientation, marital status, or other status protected by law, in admission to or employment in its education programs or activities.

Harassment in any form is prohibited and incidents of harassment are met with appropriate disciplinary action, up to and including termination of employment or expulsion from the University. If any harassing conduct takes place, the offended individual is asked to immediately notify an academic advising representative. For additional information see Baker University website "Ethics Policies and Compliance."

**Children and Visitor Policy:** Only enrolled students, faculty, staff and approved guests are allowed in Baker University facilities during instructional periods. For safety reasons, children are not permitted in classrooms or teaching areas.