

DEPARTMENT: Educational Studies, Leadership and Counseling

COURSE PREFIX: ADM **COURSE NUMBER:** 830

CREDIT HOURS: 3

I. TITLE: Development of P-20 Learners

II. COURSE DESCRIPTION AND PREREQUISITE(S):

This course examines the characteristics and needs of today's learners from early childhood to adulthood and the congruence of the current instructional systems and strategies in meeting learners' needs. The similarity of current and emerging practices at all levels of P-20 education will be examined from a developmental perspective.

Prerequisite(s): None

III. COURSE OBJECTIVES:

As a result of participation in this course, the student will be able to

- A. examine the conceptual frameworks of human development and learning ranging from early childhood through adulthood;
- B. evaluate various learning styles and preferences of P-20 learners;
- C. characterize the nature and needs of diverse and exceptional learners;
- D. examine the impact of technological advances on P-20 learners and the learning environment; and
- E. articulate various conditions and environments that support optimal learning experiences in a variety of P-20 settings.

IV. CONTENT OUTLINE:

- A. Developmental theories and stages of development
- B. Learning across the lifespan
- C. Learning styles and preferences of P-20 learners
- D. Transformative learning
- E. Conditions that promote engaged learning
- F. Meeting the needs of diverse and exceptional learners
- G. The adult learner
- H. The impact of technology on P-16 learners
- I. Motivation and self-directed learning
- J. Training and development strategies for leaders

V. INSTRUCTIONAL ACTIVITIES:

- A. Classroom lecture and discussions
- B. Engaged online discussion via Blackboard
- C. Small group activities and discussions
- D. Problem-based research projects
- E. Reading contemporary articles
- F. Reflective journaling

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

None

VII. TEXT(S) AND RESOURCES:

Donaldson, G. , Jr. (2008). *How leaders learn: Cultivating capacities for school improvement*. New York, NY: Teachers College Press.

Taylor, E., & Cranton, P. (2012). *The handbook of transformative learning: Theory, research and practice*. San Francisco, CA: Jossey-Bass.

VIII. EVALUATION AND GRADING PROCEDURES:

Evaluation and grade will be determined by assignments, tests, and projects based on text, supplementary readings in professional journals, lectures, presentations, group activities, and class discussions.

Signature Assignment: Students will be asked to investigate the learning systems within an educational organization outside of their own and present their findings in a written analysis and class presentation. Assess how the organization creates, communicates, and assesses formal and informal learning. The written report should include a review of the literature related to the learning needs in the organization of your choosing, a presentation of your findings, and recommendations for continued development of learning practices and protocols

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU *Bulletin*.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Director of Equal Opportunity, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).