WESTMINSTER COLLEGE
School of Education
Fall 2018

ECE 605/SED 605: Early Childhood PreK-4 and Special Education PreK-8 Capstone (12 SH)

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School of Education Mission Statement:

The mission of the School of Education at Westminster College is to prepare early childhood and special education and secondary teachers who are distinguished by their subject matter knowledge, interpersonal capacities, pedagogical skills, and professional attitudes. The School of Education seeks to create a community of learners in which stimulating and challenging expectations are addressed in a positive, caring, and encouraging environment which is respectful of all individuals. The faculty seeks to model the personal attributes and pedagogical practices which distinguish the teaching profession at its best.

Through study in the Westminster Plan, the Intellectual Perspectives, general course work, and professional education, students are encouraged to build a professional knowledge base. Meaningful classroom experiences, opportunities with children, and partnerships with schools and agencies enable students to make connections between academic work and the field of basic education. Competencies are sought in content knowledge, understanding learners, instructional strategies, management, communication, planning, assessment, professionalism, and collaboration.

The nobility and significance of the preparation of professional educators is acknowledged as the demands for service to an ever-changing, diverse, global, and technological world increase.

Course Description:

Student Teaching is a supervised dual student teaching experience required for Early Childhood PreK-4 and Special Education PreK-8 majors who have completed the pattern of pre-requisite courses. Upon program completion, candidates will have acquired the knowledge, demonstrated the skills, and assumed the attitudes necessary to begin a teaching career, and the credentials necessary for initial certification.

Course Outcomes:

The student teaching capstone course is based on Charlotte Danielson’s Framework for Teaching (2013), and Pennsylvania’s Department of Education Candidate Competencies (2009).

The teacher candidate will be able to:

1. Demonstrate knowledge of content and pedagogy
2. Demonstrate knowledge of students
3. Select instructional goals and objectives
4. Demonstrate knowledge of resources for teaching and for students’ use
5. Design coherent instruction
6. Assess student learning
7. Create an environment of respect and rapport
8. Establish a culture for learning  
9. Manage classroom procedures  
10. Manage student behavior  
11. Organize physical space  
12. Communicate clearly and accurately  
13. Use questioning and discussion techniques  
14. Engage students in learning  
15. Provide feedback to students  
16. Demonstrate flexibility and responsiveness  
17. Reflect on teaching  
18. Maintain accurate record  
19. Communicate with families  
20. Work in and contribute to the school district  
21. Grow and develop professionally  
22. Show professionalism

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**Course Requirements:**

All* assignments are to be submitted under the appropriate D2L folder/dropbox unless otherwise directed.

Student Teaching should provide the candidate with a range of activities and experiences in an elementary classroom. The candidate and supervisor should coordinate with the cooperating teacher to select activities based on the circumstances of both the characteristics of the classroom and the outcomes of the program. The following types of activities and experiences are required:

**Roll-out plan:**
You are required to submit on D2L a roll-out plan that you and your cooperating teacher develop at the beginning of each placement. A sample form of the roll-out plan may be found on D2L but can be modified to fit your specific teaching situation. Its purpose is to help you organize your short eight weeks of requirements and it will serve to offer your supervisor an idea of your plans.

**Weekly Schedule:** Submit a weekly schedule and highlight the times in which you will be teaching. This will help me determine times for observation.

**Reflective Journal:**
Each student teacher should keep an electronic journal during the semester. The purpose of this journal is to take notes during observations and keep a written reflection of your student teaching experiences. See the appendix for the journal description.

**The journal is to be submitted to dropbox each week by Saturday at 4:00pm.**

**Teacher Candidate “after-teaching” Reflections:**
After each lesson, you will write a reflection that relates, a) how you felt about the successf
ulness of the lesson, b) strengths and weaknesses, c) and what you will do to improve. Write the reflections on the triPLICATE form. Keep them in your binder and have them ready to be given to your supervisor when she comes to observe.

**Introductory Letter and Survey to Families/Guardians:**
During the first week of each placement, candidates are to write a letter of introduction to parents/guardians. The format, content, and tone of this letter should be decided upon after a discussion with your cooperating teacher. Be sure to have your cooperating teacher approve your letter before forwarding it to families. Maintain a copy of the letter in your portfolio and also post on D2L. If for some reason your cooperating teacher would prefer that you do not send the letter, please note that in writing, and place the letter and explanation in your binder. The survey should also be offered to families after review with your cooperating teacher. (See survey example on D2L)
Daily Lesson Plans:
You are to create daily lesson plans for every class you teach. A template is in your student teaching handbook. You will write a detailed lesson plan for every lesson you teach for the first three instructional weeks of your placement, unless otherwise directed by your supervisor (see the Handbook for a lesson plan template). After this period, you may adapt your lesson, or an approved short form from your supervisor. You should have these lesson plans (all of the lesson plans, not just for the class your supervisor observes) available to inspect at each visit and should certainly discuss each lesson with your cooperating teacher before conducting the lesson. Lesson plans are to be reviewed by the co-op and initialed before each is taught. If an observation is scheduled ahead of time, the lesson plan should be e-mailed to me the evening (no later than 9:00 pm) before the scheduled observation.

Integrated Unit Plan:
Your unit plan must be based upon the curriculum of the school. You need only to complete ONE unit plan for your student teaching experience even though you have two placements. It is suggested that you complete this unit plan during your general education placement. Make sure you collaborate with your cooperating teacher on the topic/issue selected. Share your unit topic ideas with your supervisor by week 2 or 3. You will submit a hard copy form of this unit plan in a three-ring binder. Include these components:

- **Overview.** What are the big ideas or essential questions you want to address during the unit? These are not the behavioral objectives that you will write for each lesson. Goals should be attached to PA Academic Standards and can be broader than your behavioral objectives. It is okay to have a goal for students “to understand” or “to appreciate”.

- **Lesson plans.** You should have a collection of well written lesson plans that are coherent and that help each of your students reach the goal you set forth for the unit.

- **Formative Assessments.** You should include a collection of formative assessments in your unit plan. Copies of these assessments should be included and these assessments should help you determine the progress of your students during your unit. The assessments can be both formal and informal.

- **Summative Assessment.** You should have a summative assessment for your unit. At the end of the unit, how will you determine the degree to which each student met your goal? This can be a test, a project, an exit interview but it must be matched to your goals stated at the start of your unit plan.

- **Reflection.** Finally, you should include a reflection, partially based on your summative assessment but also based on your observation throughout the unit, which discusses your unit’s effectiveness in reaching your goal.

- **Appearance.** All of this should be submitted to me in hard copy form, preferably in a well-organized, well-labeled three-ring binder.

- **This will serve as the impact on student learning component of student teaching seminar.** Student Teaching Seminar will provide components for this piece.

Video-recorded session:
You or a colleague will record yourself conducting a portion of a lesson of your choosing. Please check with your school district’s policy about video-recording students. Watch the video with your supervisor and then write a reflective self-evaluation. The video-recording can be done by your cooperating teacher, a fellow student teacher or college supervisor. Submit your written reflection on D2L when complete and maintain a copy for your portfolio.

Observations:
You should make arrangements to observe at least two other teachers at your host school. You might want to ask your cooperating teacher for the names of teachers who would provide you with a good but different view of teaching than what you might observe in your host classroom. Consider observing a subject or grade level different from where you are for your student teaching experience. No formal written report needs to be submitted for this requirement.

Examine a Student Learning Outcome (SLO) with your cooperating teacher:
With permission from your cooperating teacher and administration, become familiar with SLO development and outcomes. If you are able, assist your cooperating teacher in completing an SLO. No formal written report needs to be submitted for this requirement.

Teach lessons:
(This may be in any/all of these formats)
- Tutor individuals
- Teach small groups
- Teach lessons to whole class
- Team teach with the cooperating teacher (if possible)
- Administer tests and other assessment tools

Communication between you and your cooperating teacher is essential here. The two of you should have a plan to transition you from observing and assisting, to teaching one class and then eventually teaching the entire schedule. The student teacher must demonstrate the ability and willingness to teach the entire schedule for at least the two final weeks of the placement.

Binder:
Organize a large 2-3 inch, 3 ring binder in which you will label and organize your materials in these sections:

a. School information-check the web for information as well as obtaining information from your co-op
b. Weekly and daily lesson plans
c. Observations, evaluations and reflections
d. Journal and video-tape reflections
e. Outstanding lesson plans (at least three) including student work samples and all assessments
f. Photographs of learning experiences (i.e. bulletin boards, students, Integrated thematic unit plans)

Keep this binder on your desk, and current, so it may be easily reviewed by your cooperating teacher and college supervisor. It will be reviewed in full after your final meeting in each placement.

Student Teaching Seminar:
The student teaching seminar is a required course that is concurrent with the student teaching semester. Its purpose is to provide opportunities for the student teacher to process the experiences that are occurring in the classroom and to strengthen professional growth. Seminars will be held from 3 – 5 PM and the dates will be announced. You will plan ahead with your cooperating teacher in order to depart from school early on seminar days.

ASSESSMENT PROCEDURE SUMMARY
- Lesson plans
- Roll-out Plan
- Introductory Letter
- Student “after-teaching” Reflections
- Three formal lesson observations by college supervisor and cooperating teacher per 8 weeks
- Teacher candidate integrated unit plan
- Teacher candidate binder
- Final evaluation forms by college supervisor
- Final evaluation forms by cooperating teacher
- 430 Attachment and final reflection
COURSE EXPECTATIONS

Attendance:
You are expected to be at school every day. **If there is an emergency, illness or extenuating circumstances, you will need to notify your supervisor and cooperating teacher as soon as possible.** Check with your cooperating teacher to see how she/he would prefer to be notified. Make sure you have his or her phone number at your home. Make-up days may be necessary in extenuating circumstances. Completed lesson plans and materials must be ready and available for your cooperating teacher if you are absent.

Student teachers are expected to follow the elementary or middle school calendar, not the college calendar. Student teachers should be present at all school functions (i.e., Open House, faculty meetings, and in-services).

Promptness:
All assignments should be completed both on time and to the best of the student teacher’s ability. In general, all assignments should be typed.

Professionalism:
A vital component of your student teaching experience relies on professionalism in communication, demeanor, dress and behavior. Your ability to communicate with your cooperating teacher is important. You need to ask questions, be flexible, offer your assistance, and share concerns. Establish a time during the school day (before school, planning time, lunch, or after school) that is convenient for you and your cooperating teacher to meet and review your upcoming lessons, the schedule of the week, or questions/concerns from your journal. If you are uncertain of something, make sure to ask your cooperating teacher. He or she will assume you know the information if you don’t inquire about it. Provide your email address and phone number to the teacher, college supervisor, school, and any other teachers (e.g., team members). Request the same information from your teacher and college supervisor. Dress should be neat and in line with the rest of the faculty. Male student teachers wear a shirt and tie unless safety prohibits it. **Respect confidentiality** of student’s “stories.” Do not repeat personal conversations heard in the faculty room. Also, it is imperative that you use discretion when sharing your own personal stories. Your cooperating teacher should be viewed as a professional colleague, not a confidante.

Check the Student Teaching Handbook for more detailed suggestions.

Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College.

Disability Services and Resources: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact, within the first two weeks of the term, both your instructor and the director of Disability Resource Services, Mrs. Faith Craig, 209 Thompson-Clark Hall, 724-946-7192.

Resources:
Charlotte Danielson’s Framework for Teaching
file:///C:/Users/reedd/Downloads/Smart_Card_Color_20140819.pdf - Charlotte Danielson’s Framework

Pennsylvania Department of Education Candidate Competencies
### COURSE OBJECTIVES

<table>
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<tr>
<th>Objective</th>
<th>Direct Assessment</th>
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<tbody>
<tr>
<td>1. Demonstrate knowledge of content &amp; pedagogy</td>
<td>1. Lesson plans 2. WC Supervisor/Coop Student Teacher Observation Forms 3. WC Supervisor/Coop Student Teacher Evaluations 4. Teacher Candidate Unit Plan 5. Teacher Candidate Binder 6. Teacher Candidate “after-teaching” reflections 7. Teacher Candidate Journal</td>
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<td>2. Demonstrate knowledge of students</td>
<td>1. Lesson plans 2. Three observations 3. WC Supervisor/Coop Student Teacher Observation Forms 4. WC Supervisor/Coop Student Teacher Evaluations 5. Teacher Candidate Unit Plan 6. Teacher Candidate Binder 7. Teacher Candidate “after-teaching” reflections</td>
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<td>CD Framework: 1b PDE: I.A</td>
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<td>3. Select instructional goals and objectives</td>
<td>1. Lesson plans 2. Teacher Candidate Unit Plan 3. Teacher Candidate Binder</td>
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<td>CD Framework: 1c PDE: I.A, II.B, II.D</td>
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<td>4. Demonstrate knowledge of resources for teaching and for students’ use.</td>
<td>1. Lesson plans 2. Teacher Candidate Unit Plan 3. Teacher Candidate Binder</td>
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<td>CD Framework: 1d PDE: I.C, II.D</td>
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<td>5. Design coherent instruction</td>
<td>1. Lesson plans 2. WC Supervisor/Coop Student Teacher Observation Forms 3. WC Supervisor/Coop Student Teacher Evaluations 4. Teacher Candidate Unit Plan 5. Teacher Candidate Binder</td>
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<td>CD Framework: 1e PDE: I.A, I.B, II.B, II.D, I.E, I.F</td>
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<td>6. Assess student learning</td>
<td>1. Lesson plans 2. Teacher Candidate “after-teaching” reflections 3. Teacher Candidate Binder 4. Teacher Candidate Unit Plan</td>
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<td>CD Framework: 1f PDE: I.B, II.E, II.F</td>
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<td>7. Create an environment of respect and rapport</td>
<td>1. WC Supervisor/Coop Student Teacher Observation Forms 2. WC Supervisor/Coop Student Teacher Evaluations 3. Teacher Candidate “after-teaching” reflections</td>
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<td>CD Framework: 2a PDE: I.A, II.A</td>
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<td>8. Establish a culture for learning</td>
<td>1. WC Supervisor/Coop Student Teacher Observation Forms 2. WC Supervisor/Coop Student Teacher Evaluations 3. Teacher Candidate “after-teaching” reflections</td>
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<td>CD Framework: 2b PDE: I.A, II.A</td>
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<td>Demonstrate flexibility and responsiveness</td>
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| 17. Reflect on teaching  
CD Framework: 4a  
PDE: I.B, II.A | 1. Teacher Candidate Journal  
2. Teacher Candidate “after-teaching” reflections  
3. Teacher Candidate Portfolio  
4. Teacher Candidate Unit Plan  
5. WC Supervisor/Coop Student Teacher Evaluations  
6. SLO overview with Coop |
|---|---|
| 18. Maintain accurate records  
CD Framework: 4b | 1. Lesson plans with scored rubrics  
2. Teacher Candidate “after-teaching” reflections  
3. WC Supervisor/Coop Student Teacher Evaluations |
| 19. Communicate with families  
CD Framework: 4c  
PDE: III.D | 1. Introductory Letter/Survey to Families  
2. WC Supervisor/Coop Student Teacher Evaluations |
| 20. Work in and contribute to the school district  
CD Framework: 4d  
PDE: III.C | 1. WC Supervisor/Coop Student Teacher Evaluations  
2. Teacher Candidate Journal  
3. Teacher Candidate Unit Plan |
| 21. Grow and develop professionally  
CD Framework: 4e  
PDE: III.A, III.B | 1. Teacher Candidate Journal  
2. Teacher Candidate “after-teaching” reflections  
3. WC Supervisor/Coop Student Teacher Observation Forms  
4. WC Supervisor/Coop Student Teacher Evaluations  
5. Teacher Candidate Binder  
6. Teacher Candidate Unit Plan  
7. SLO overview with Coop |
| 22. Show professionalism  
CD Framework: 4f  
PDE: III.A, III.B. III.C, III.D | 1. WC Supervisor/Coop Student Teacher Evaluations  
2. Teacher Candidate Journal  
3. Teacher Candidate “after-teaching” reflections  
4. Teacher Candidate Binder |

**COLLEGE SUPERVISOR VISITATION TENTATIVE SCHEDULE:**

**Seminar 1:**
- Expectations and syllabi will be reviewed
- Questions will be answered
- Initial visitation to schools and cooperating teacher classrooms

**Visit 1: Week 2 or 3**
- 10-15 minutes to meet with cooperating teacher
- 15 minutes to pre-conference with you (if possible); one lesson to observe you; 20 minutes to post-conference with you (Observation 1)
- *Have your cooperating teacher’s completed W-9 form to give to me (Coop should have this)*
- *Have introductory letter and family survey completed*

**Visit 2: Week 3, 4 or 5**
- Observation 2
• Mid-term evaluation meeting, if needed, with cooperating teacher, supervisor and student teacher

• Integrated Unit plan completed by end of week 5 (if in general education placement)
The plan may be conducted after this date.

Visit 3: Week 7 or 8
• Observation 3
• Binder completed for this placement
• Final meeting with cooperating teacher, supervisory and student teacher
  Complete, discuss, and sign the PDE 430 Forms, submit the PDE 430 Attachment and final reflection

End of first 8 weeks

Visit 4: Week 9 or 10
• 10 – 15 minutes to meet with cooperating teacher if it is a new coop
• 15 minutes to pre-conference with you; one lesson to observe you; 20 minutes to post-conference with you
• Observation 4
• Discuss collection of action research data; have draft of literature review prepared (gen. ed. placement)
• Have a completed W-9 for me if you have a new coop

Visit 5: Week 11, 12, or 13
• Observation 5
• Unit plan completed by end of week 5 (if in general education placement)
The plan may be conducted after this date.

Visit 6: Week 14, 15, or 16
• Observation 6
• Binder completed for this placement
• Final meeting with cooperating teacher, supervisory and student teacher
  Complete, discuss, and sign the PDE 430 Forms, submit the PDE 430 Attachment and final reflection

Appendices:

Journal – An important part of your student teaching experience will be your journal. Your journal will serve as a communication tool and a reflective record of your growth as a teacher. You are required to submit a weekly entry. Your cooperating teacher and your supervisor will respond to your journal on a regular basis. During student teacher seminars you will be asked to share your reflections.

For your weekly reflection, please follow this format:

For journal entries use subheadings to comment on the following:

• Discuss what you believe went well this week
• Discuss a challenge from this week
• Within the above discussion points, reflect on how those situations, events, feelings, etc. have changed or impacted you a professional
• Each week, choose one of the following statements derived from the Common Core State Standards expectations for student learning and the teacher preparation standards from the Council for Exceptional Children and discuss your implementation of or success in meeting those expectations. Please type the question that you are responding to as a subheading.
1. Learner Development and Individual Learning Differences: How did you provide meaningful and challenging learning experiences for all students?

2. Learning Environments: How did you provide a safe, inclusive, culturally responsive learning environment so that all students were active and effective learners? How were emotional well-being, positive social interactions, and self-determination developed and supported?

3. Instructional Planning and Strategies: How did you select, adapt, and use a repertoire of evidence-based instructional and developmentally appropriate strategies to advance learning of all students?

4. Higher Order Thinking Skills: How did you encourage critical thinking skills from all students? What types of questioning/activities did you utilize and why did you select these?

5. Communication: How did you encourage communication of ideas and explanations among your students? What modes of communication did you promote-verbal, written, etc. and why?

6. Assessment: How did you use multiple methods of assessment and data-sources in making educational decisions? Did you use the same types of assessment for all students, why or why not?

7. Collaboration: How did you collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways to address the needs of students across a range of learning experiences?

8. Curricular Content Knowledge: How did you use knowledge of the CCSS and specialized curricula to individualize learning for all students?

9. Math- How did you use knowledge of the CCSS 8 Standards of Mathematical Practice (SMP) during your lesson planning and instruction? Which SMP did you emphasize, and why? How did you facilitate instruction that supported that (those) specific SMP? How did the students respond during the lesson?

   The 8 SMP are:
   1) Make sense of problems and persevere in solving them;
   2) Reason abstractly and quantitatively;
   3) Construct viable arguments and critique the reasoning of others;
   4) Model with math;
   5) Use appropriate tools strategically;
   6) Attend to precision;
   7) Look for and make use of structure;
   8) Look for and express regularity in repeated reasoning.

10. Literacy (Reading, Social Studies, Science) - How did you incorporate teaching reading of informational text into your lesson? What supports did you provide for your students during this activity and why?

11. Literacy (Reading, Social Studies, Science) - How did you emphasize a steady increase in students’ ability to understand more complex text over time? What supports, questions, activities did you use and why?

12. Literacy (Reading, Social Studies, Science) - How did you integrate research skills across standards and disciplines? What supports did you use to make research accessible for all students and why?

13. Literacy (Reading, Social Studies, Science) - How did you emphasize writing to argue, inform, and/or explain? What supports did you use to make this assignment accessible for all students and why?
Westminster College Academic Integrity and Ethics

Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College.

Academic dishonesty is a profound violation of this code of behavior. Outlined below are examples of and specific consequences for academic dishonesty at Westminster. The list of examples is not meant to be exhaustive, but rather to provide an overview of the community’s common concerns. Students who are unsure as to whether specific behavior not listed here will constitute academic dishonesty should consult with their individual course instructors.

VIOLATIONS

Violations of the Westminster College Academic Integrity Policy (AIP) include, but are not limited to, the following:

CHEATING

1. Copying answers from another student's paper during a quiz, test, or examination.
2. Divulging answers or information to another student during a quiz, test, or examination, or accepting such aid.
3. Using unauthorized aids (e.g., notes or books) during a quiz, test, or examination.
4. Collaborating improperly with another student on an open-book or take-home quiz, test, or examination.
5. Exceeding the time limit, when one exists, on an open-book or take-home quiz, test, or examination.
6. Aiding another student improperly on in- or out-of-class assignments.
7. Leaving a testing area to obtain answers or aid.
8. Handing in another's work or ideas as one's own.
9. Taking a quiz, test, or examination with prior knowledge of its contents, when that knowledge has not been authorized or consented to by the instructor.
10. Engaging in any activity which may give an unfair academic advantage to oneself or another.

MISCONDUCT

1. Engaging, during a class or testing session, in conduct that is so disruptive as to infringe upon the rights of the instructor or fellow students.
2. Submitting the same work, including oral presentations, for different courses without the explicit consent of the instructors.

3. Stealing or intentionally damaging or destroying notes, research data, laboratory projects, library materials, computer software (including the intentional passing of a computer virus), or any other work of another member of the Westminster community.

4. Acting as or using a substitute in any academic evaluation procedures.

5. Depriving others of necessary academic resources

6. Sabotaging the work of another member of the Westminster community

7. Unethically obtaining answers or other information about a quiz, test, or examination before it is administered, even if not a member of the class in which the quiz, test, or examination is given

8. Violating copyright restrictions, i.e., stealing the intellectual property of another.

MISCONDUCT

"Derived from the Latin word for kidnapping, plagiarism is the theft of someone else’s 'brainchild' - that person's language, ideas, or research-and the origin of the word conveys the seriousness of such offenses in the view of college teachers and administrators. The reason is that words, ideas, and research are the main forms of currency in academic life." -- Keith Hjortshoj, _The Transition to College Writing_ (Boston: Bedford/St. Martin's, 2001), 172.

1. Quoting or paraphrasing, without proper citation and acknowledgment, the published words, ideas, or work of another (including anonymous publications and online publications).

2. Submitting, as one's own work, a paper, an oral presentation, or a visual presentation authored wholly or partially by someone else (including commercial services).

3. Borrowing and appropriating, without proper citation and acknowledgement, facts that are not matters of general knowledge, including all statistics, and translations, and/or the general idea or logic of another’s argument.

PROVIDING FALSE INFORMATION

1. Furnishing false information to the college for the purpose of obtaining special consideration or privilege (e.g., postponement of an examination or a deadline)

2. Misrepresenting source material or information or participating in the falsification or misrepresentation of citations

3. Falsifying laboratory data, notes, or results, or research data of any type, and presenting it as one's work.