



**COWLEY COLLEGE  
& Area Vocational Technical School**

**COURSE PROCEDURE FOR**

**EDUCATIONAL PRACTICE AND THEORY FOR THE LEADER  
LED1452 3 Credit Hours**

**Student Level:**

This course is open to students on the college level in either the freshman or sophomore year.

**Catalog Description:**

**LED1452 - EDUCATIONAL PRACTICE AND THEORY FOR THE LEADER (3 hrs)**

This course is designed to help the student increase his/her knowledge concerning educational theories and practices that would be very useful for anyone in a leadership position. The course covers student characteristics, learning and instruction, how to create a positive learning environment, and effective assessment strategies.

**Prerequisite:**

None.

**Controlling Purpose:**

This course is designed to help the student increase his/her knowledge concerning educational theories and practices that would be very useful for anyone in a leadership position.

**Learner Outcomes:**

Upon completion of the course, the student will be able to describe student characteristics, learning and instruction, how to create a positive learning environment, and effective assessment strategies.

**Units Outcomes and Criterion Based Evaluation Key for Core Content:**

The following defines the minimum core content not including the final examination period. Instructors may add other content as time allows.

Evaluation Key:

- A = All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field.
- B = All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved.
- C = All major goals have been achieved, but many of the minor goals have not been

achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background.

- D = A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field.
- F = Failing, will be computed in GPA and hours attempted.
- N = No instruction or training in this area.

### UNIT 1: STUDENT CHARACTERISTICS

Outcomes: The student will gain an understanding of student characteristics.

A	B	C	D	F	N	Specific Competencies
						The student will demonstrate the ability to:
						Describe the theories of psychosocial and cognitive development.
						Discuss the age-level characteristics of students, with an emphasis placed on the adult learner.
						List and define the nature and measurements of intelligence.
						Describe a minimum of three different learning styles.
						Compare and contrast gender differences in cognition and achievement.
						Describe multicultural education and how a leader must embrace and account for these differences in an effective learning environment.
						Explain why a leader must accommodate student variability in the classroom.

### UNIT 2: LEARNING AND INSTRUCTION

Outcomes: The student will study learning and instruction to help enable him/her to become a more professional leader by acquiring these needed skills.

A	B	C	D	F	N	Specific Competencies
						The student will demonstrate the ability to:
						Describe operant conditioning (behavioralist view).
						Describe the social learning theory and when it may be well suited for workplace education and training.
						Explain the information-processing view of learning.
						Define metacognition and the importance it plays in learning.

						List methods that may help students become strategic learners.
						Describe the constructivist learning theory.
						List the steps of problem solving and how one may help a student gain this skill.
						Compare and contrast the major learning theories.
						Discuss the proper use of written objectives.
						Describe how to best facilitate learning while using the principles of the main learning theories.

**UNIT 3: CREATING A POSITIVE LEARNING ENVIRONMENT**

Outcomes: Students will gain an understanding of theories and practices that promote learning.

A	B	C	D	F	N	Specific Competencies
						The student will demonstrate the ability to:
						Describe the behavioral views of motivation and when the use of this theory may be effective in the workplace.
						Describe the cognitive views of motivation and when the use of this theory may be effective in the workplace.
						Describe the humanistic view of motivation and when the use of this theory may be effective in the workplace.
						Explain the role of self-perceptions in motivation.
						List methods that motivate student learning.
						Compare and contrast authoritarian, permissive and authoritative approaches to classroom management.
						Describe basic techniques of classroom management.
						List methods for dealing with student behavior problems while in the classroom at work.
						Discuss violence in the school systems and how this may carry into the workplace classroom.

**UNIT 4: EFFECTIVE ASSESSMENT STRATEGIES**

Outcomes: The student will study effective assessment strategies that can be used in the

workplace.						
A	B	C	D	F	N	Specific Competencies
						The student will demonstrate the ability to:
						Explain the role of effective assessment in teaching and learning.
						List and explain the methods utilized to measure student learning.
						Describe the grading process and list assessment practices that should be avoided whenever possible.
						Describe the use of portfolios in the assessment process and how they could be used in many other ways to facilitate employee growth.
						Describe standardized testing.
						Define validity, reliability and measurement error.
						Describe how one could improve their teaching through reflection.

**Projects Required:**

Projects may vary according to the instructor.

**Textbook:**

Contact Bookstore for current textbook.

**Materials/Equipment Required:**

Computers and printers.  
Internet.

**Attendance Policy:**

Students should adhere to the attendance policy outlined by the instructor in the course syllabus.

**Grading Policy:**

The grading policy will be outlined by the instructor in the course syllabus.

**Maximum class size:**

Based on classroom occupancy

**Course Timeframe:**

The U.S. Department of Education, Higher Learning Commission and the Kansas Board of Regents define credit hour and have specific regulations that the college must follow when developing, teaching and assessing the educational aspects of the college. A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally-established

equivalency that reasonably approximates not less than one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for approximately fifteen weeks for one semester hour of credit or an equivalent amount of work over a different amount of time. The number of semester hours of credit allowed for each distance education or blended hybrid courses shall be assigned by the college based on the amount of time needed to achieve the same course outcomes in a purely face-to-face format.

**Refer to the following policies:**

[402.00 Academic Code of Conduct](#)

[263.00 Student Appeal of Course Grades](#)

[403.00 Student Code of Conduct](#)

**Disability Services Program:**

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If a student has a disability which may impact work in this class and which requires accommodations, contact the Disability Services Coordinator.