

MEMORANDUM

TO: University Senate Council
FROM: Deborah Slaton
Associate Dean for Research and Graduate Studies
TOPICS: Requests for New Courses and Distance Learning Approval
DATE: November 25, 2009

The faculty of the College of Education approves and is requesting Graduate Council consideration of the following:

Request for New Course: EDC 636 Multicultural in Secondary Education (Distance Learning Approval form attached)

Request for New Course: EDC 637 Classroom Management in Secondary Education

Request for New Course: EDC 638 Technology in Secondary Education (Distance Learning Approval form attached)

Request for New Course: EDC 733 Leadership in Advanced Instructional Practice (Distance Learning Approval form attached)

Attachments

REQUEST FOR NEW COURSE

1. General Information.				
a. Submitted by the College of:	Education	Today's Date:	10/08/09	
b. Department/Division:	Curriculum			
c. Contact person name:	Joan Mazur	Email:	jmazur@uky.edu	Phone: 257-4896
d. Requested Effective Date:	<input type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year ¹ :	_____
2. Designation and Description of Proposed Course.				
a. Prefix and Number:	EDC638			
b. Full Title:	Technology in Secondary Education			
c. Transcript Title (if full title is more than 40 characters):	same			
d. To be Cross-Listed ² with (Prefix and Number):	n/a			
e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours ³ for each meeting pattern type.				
	<input checked="" type="checkbox"/> X (13.3 h) Lecture	<input type="checkbox"/> Laboratory ¹	<input type="checkbox"/> Recitation	<input type="checkbox"/> Discussion
	<input type="checkbox"/> Clinical	<input type="checkbox"/> Colloquium	<input type="checkbox"/> Practicum	<input type="checkbox"/> Research
	<input type="checkbox"/> Seminar	<input type="checkbox"/> Studio	<input type="checkbox"/> Other – Please explain: _____	
f. Identify a grading system:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)		<input type="checkbox"/> Pass/Fail	
g. Number of credits:	1			
h. Is this course repeatable for additional credit?			YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES:	Maximum number of credit hours: _____			
If YES:	Will this course allow multiple registrations during the same semester?		YES <input type="checkbox"/>	NO <input type="checkbox"/>
i. Course Description for Bulletin:	<p>This course emphasizes the use of several key interactive technologies for problem solving – problem solving that occurs on several levels: (1) instructional problem solving (using technology to support various kinds of learning outcomes for students), (2) content problem solving (using games/software/websites to learn to solve the problems that reflect the principles and core concepts in your discipline, (3) assessment problem solving (using technologies to support authentic challenging assessments that support evaluation of what students know and are able to do).</p>			
j. Prerequisites, if any:	Admission to M.A in Education (with initial teacher certification)			
k. Will this course also be offered through Distance Learning?			YES ⁴ <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
l. Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both	

¹ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

² The chair of the cross-listing department must sign off on the Signature Routing Log.

³ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

⁴ You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

REQUEST FOR NEW COURSE

3. Will this course be taught off campus? YES NO
4. Frequency of Course Offering.
- a. Course will be offered (check all that apply): Fall Spring Summer
- b. Will the course be offered every year? YES NO
If NO, explain: _____
5. Are facilities and personnel necessary for the proposed new course available? YES NO
If NO, explain: _____
6. What enrollment (per section per semester) may reasonably be expected? 25
7. Anticipated Student Demand.
- a. Will this course serve students primarily within the degree program? YES NO
- b. Will it be of interest to a significant number of students outside the degree pgm? YES NO
If YES, explain: _____
8. Check the category most applicable to this course:
- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities
9. Course Relationship to Program(s).
- a. Is this course part of a proposed new program? YES NO
If YES, name the proposed new program: _____
- b. Will this course be a new requirement⁵ for ANY program? YES NO
If YES⁵, list affected programs: M.A in Education (Secondary Education with Initial Certification)
10. Information to be Placed on Syllabus.
- a. Is the course 400G or 500? YES NO
If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)
- b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached.

Mary C. Shake 10/19/01

⁵ In order to change a program, a program change form must also be submitted.

REQUEST FOR NEW COURSE

Signature Routing Log

General Information:

Course Prefix and Number: EDC 638

Proposal Contact Person Name: Joan Mazur Phone: 257-4896 Email: jmazur@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Curriculum & Instruction	10/19/09	Mary Shake 7-0767 mcshak1@uky.edu	<i>Mary C. Shake</i>
Courses & Curricula	11/2/09	Jeff Reese 7-4909 jeff.reese@uky.edu	<i>Jeff Reese</i>
College of Education	11/10/09	Deborah Slaton 7-9795 deborah.slaton@uky.edu	<i>Deborah Slaton</i>
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

EDC 638 Technology in the Secondary School
Fall 2009
Course Syllabus

Instructor Contact Information

Technology Education
Dr. Joan Mazur Office: 345 DH Phone: 859-257-4896 jmazur@uky.edu
Lori Powell, M.S. (teaching assistant) Lorilin37@earthlink.net
Mazur Office hours: Following cohort seminar at TCHS for MIC students and by appointment or online during virtual office hours (Thursdays 1-4 p.m. Appts preferred).
EDC 638 is a 1 credit course

COURSE DESCRIPTION:

UK College of Education Professional Themes:

The UK Masters with Initial Certification Program is designed to address the College of Education's four central themes for teacher preparation. In this class, students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education including professional scholarship and practitioner inquiries in order to reflect on their own practices as they study, observe, and practice in public school and university classrooms. *Reflection* will also be integrated into students' learning opportunities via the production of written essays and analyses of observation and teaching experiences in order to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course and the MIC program in general emphasize the College of Education's commitment to assuring that its graduates move into their professional lives equipped for life-long *learning* as classroom teachers who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four program themes is to produce teacher leaders who work together to improve student learning among diverse student populations and improve education in Kentucky and beyond.

Course Overview/Objectives:

The MIC Fall cohort pedagogical foundations course and one-credit hour courses in technology integration, multicultural education and classroom management combine to form the core of the MIC program for the fall semester, with integrated interdisciplinary material in special education, educational foundations, and adolescent development/motivation presented in your EDS (Special Education Department), EPE (Educational Policy Studies and Evaluation Department) and EDP (Educational and Counseling Psychology Department) classes.

Standards-based practice in technology integration is the focus of your work in EDC 638.

Technology Integration Objectives:

The Technology Integration component course is designed to prepare future teachers to effectively evaluate, develop, and integrate technology resources, digital texts, and online communication and collaboration tools in the secondary classroom. The course content focuses on technological pedagogical content knowledge (TPCK) and is designed around three approaches: (1) identifying technology integration strategies and

designing instruction to supplement or enhance students' learning experiences; (2) understanding the legal, social, and ethical implications of technology use (e.g. copyright, social networking issues etc.); and (3) development of pre-service teachers' technology skills. This course addresses Kentucky's New Teacher Standard I (designing and planning instruction), IX (technology integration and use), and IV (assessment) as well as selected performance criteria associated with New Teacher Standards II (classroom climate), V (reflection), and VI (collaboration).

Course Goals and Learning Outcomes

- A. Students will understand the concept of Technological Pedagogical Content Knowledge and assess its application and value in their own teaching strategies and classroom practice.
- B. Students will be able to articulate credible research findings regarding effective technology integration.
- C. Students will be able to integrate technology into salient instructional goals and/or assessments in lesson plans in their fall Teacher Work Sample (Teacher Performance Assessment).
- D. Students will be able to produce a digital story/documentary and/or podcast for instructional use. (skill)
- E. Students will understand issues related to copyright infringement and use of internet documents, safety and security and professional/ethical issues related to social networking sites such as MySpace and FaceBook and also be familiar with the school district's Acceptable Use Policies for student internet use in school.
- F. Students will be able to access high stakes standardized testing data from the Kentucky Core Content Assessments (CATS testing) online and use the database functions of the spreadsheet data to disaggregate those data and identify achievement gaps for one selected school they will track.
- G. Students will conduct a school-based technology assessment that consists of observations, interviews, and document analysis of school technology policies, for example, their MIC cohort school's Acceptable Use Policy or the Comprehensive School Improvement Plan.

Required Materials/Readings

Articles, websites, and interactive skills tutorials and assignments are posted on the BlackBoard course management site.

Mishra, P., & Koehler, M. (2006). Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge. *Teachers College Record*, 108(6), pp. 1017–1054. (pdf on Blackboard in Technology folder)

Webcast and article downloads: New Research on K–12 Online Learning: Guidance for Policy and Practice. Available at: <http://www.ncrel.org/tech/webcast/index.html>

Kentucky Performance Reports and Achievement Gap Data:
<http://www.kentuckyschools.org/KDE/Administrative+Resources/Testing+and+Reporting+/Reports/Kentucky+Performance+Reports/default.htm>

Prensky, M. (2001) *Digital Game-Based Learning*. New York. McGraw Hill

Gee, J. P. (200&) *What Video Games Have to Teach Us about Learning and Literacy*. New York, MacMillan.

Aldrich, C. (2009) Learning Online with Simulations and Games. New York. John Wiley and Sons.

Johnson, S. (2005, 2007) Everything Bad Is Good for You: How Today's Popular Culture Is Actually Making Us Smarter. New York: Penquin Publishing Group.

Morrison, G. and Lowther, D. (2002). Integrating Computer Technology into the Classroom (4th Edition). Upper Saddle River, NJ: Prentice-Hall.

Other relevant handouts that may be provided. For example, PowerPoint presentations that may be distributed in class and any other handouts that may be provided.

Computer Access: Access to computers for the on-site portion of this hybrid course is provided, classroom instruction is scheduled in computer labs. Students will need home or laptop personal computer access for the off site and BlackBoard dimensions of this course. Additional information regarding these requirements is provided in the Distance Learning Considerations section below (required by the University Senate Distance Learning course guidelines).

Content Outline

1. Technology Integration in Instruction
 - 1.1 Defined (Morrison and Lowther Model)
 - 1.2 The Kentucky Technology Teacher Standards
 - 1.3 Technology Integration required for the Teacher Performance Assessments (KTIP)
 - 1.4 Technology Integration into Content (Technological Pedagogical Content Knowledge TPACK)
2. Legal/Ethical/Social/ Implications of School Technology Use
 - 2.1 Copyright in the digital age/fair use etc.
 - 2.2 Social Media and networking: Facebook, My Space, NING and appropriate professional uses and interactions with students
 - 2.3 District and school policies regarding technology (parental permission, Acceptable Use Policies)
3. Technology Skills
 - 3.1 Digital Moviemaking, podcasting and screen casting software and instructional uses
 - 3.2 Using Excel Spreadsheets for Kentucky Performance Report and CATS Testing Data Disaggregation
 - 3.3 Assistive Technologies (technology support for students with disabilities, in-class web quest).
 - 3.4 WebQuests and other technology uses for guided inquiry
 - 3.5 Digital Game-based Learning – using games in instruction, educational game assessments.

Technology Integration Assignments:

Assignments must be submitted on or before the due dates given in the course schedule. Five percent will be deducted from the value of an assignment for each day it is late, unless prior arrangements have been made with the instructor.

Projects/Assignments for EDC 638 (100 pts total):

Technological Pedagogical Content Knowledge Reading Guide Responses and Digital Game-based learning homework assignment	T E C H N O	20 pts	Assignment Drop Box on Blackboard by Thursday 8/30/09
Digital Storytelling/Documentary Assignment		20 pts.	Show in Class - 09/04/07 Final DD Due on CD

	L O G Y		09/15/09
KDE CATS Database Analysis (Your selected school)		25 pts.	10/14/09 (Sunday)
School-based Technology Investigations Assignment		20 pts	11/15/09
Integration of Technology in TWS Interdisciplinary lesson		15 pts.	Final TPA Project 12/10/09

Technology Integration Assignment Descriptions and Rubrics

Digital Storytelling/Documentary Assignment

[Note: This assignment complies with the performance criteria from the Kentucky New Teacher Standard IX, the NCATE and EPSB themes for technology, an expanded notion of literacy and use of digital texts, and embodies leading and learning.]

Students will examine the Digital Director’s Guild website at <http://www.ddguild.org/> and explore the various uses and applications of digital storytelling, such as documentaries for instruction, video blogging, or vodcasting.

Project topic: Students will develop a 2-3 minute digital documentary based on their Educational Autobiography. The project is divided into two parts: planning the activity and implementing the activity. These two dimensions of the project are clearly articulated on the Digital Director website (Hofer and Swan, 2006).

Students will hand in their plans as well as the digital movie they develop. In class instruction and online tutorials on the use of either iMovie (mac computers) or Movie Maker (pc computers) will be provided. Evidence that they have used tools and resources from the website is required. For example, the Writing Process Guide on the site (http://www.ddguild.org/how_pedagogy.html) gives a step-by-step process for developing the storyboard and script for a personal narrative.

Resources: Another very informative website on Educational Uses of Digital Storytelling is located at the University of Houston College of Education: <http://www.coe.uh.edu/digital-storytelling/evaluation.htm>

Rubrics for the Digital Documentary: Assessing Quality of the Story and Visual Literacy Elements

Adapted from <http://www.storycenter.org/memvoice/pages/cookbook.html> and <http://www.coe.uh.edu/digital-storytelling/evaluation.htm>

ELEMENTS	<i>1--Emergent</i>	<i>2--Developing</i>	<i>3--Very Good</i>	<i>4--Exemplary</i>
1. A Point (of View)	The point of view is only hinted at, or is difficult to discern.	The point of view is stated but no attempt is made to connect it to the overall meaning of the story.	The point of view is stated but does not connect with each part of the story, although an attempt is made to connect it to the overall meaning of the story.	The point of view is well developed and contributes to the overall meaning of the story.
2. A Dramatic Question	Little or no attempt is made to pose a dramatic question or answer it.	A dramatic question is hinted at but not clearly established within the context of the story.	A dramatic question is asked but not clearly answered within the context of the story.	A meaningful dramatic question is asked and answered within the context of the story.
3. Affective Content	Little or no attempt to use contents to create an appropriate atmosphere/tone.	An attempt was made to use contents to create an atmosphere/tone but it needed more work. Image choice is logical.	Contents create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	Contents create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.
4. Economy	The story needs extensive editing--too long or too short to be interesting.	The story needs more editing--noticeably too long or too short in more than one section.	Story composition is typically good, but seems to drag somewhat OR needs slightly more detail in one or two sections.	Exactly the right amount of detail throughout. It does not seem too short nor does it seem too long.
5. Pacing	No attempt to match the pace of the storytelling to the story line or the audience.	Tries to use pacing (rhythm and voice punctuation), but it is often noticeable that the pacing does not fit the story line. Audience is not consistently engaged.	Occasionally speaks too fast or too slowly for the story line. The pacing (rhythm and voice punctuation) is relatively engaging for the audience.	The pace (rhythm and voice punctuation) fits the story line and helps the audience really "get into" the story.
6. Quality of Audio Narration	Voice quality needs more attention.	Voice quality is clear and consistently audible through some (70-84%) of the presentation.	Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation	Voice quality is clear and consistently audible throughout the presentation.

7. Soundtrack	Music is distracting, inappropriate, OR was not used.	Music not distracting, but it does not add much to the story. Not coordinated with images.	Music stirs a rich emotional response that somewhat matches the story line. Images mostly coordinated with the music.	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.
8. Image Quality	Little or no attempt to use images to create an appropriate atmosphere/tone.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.	Images create an atmosphere or tone that matches some parts of the story. The images may communicate symbolism and/or metaphors.	Images create a distinct atmosphere or tone that matches different parts of the story. The images may communicate symbolism and/or metaphors.
9. Grammar/Language Usage	Repeated errors in grammar and usage distracted greatly from the story.	Grammar and usage were typically correct but errors detracted from story.	Grammar and usage were typically correct (for the dialect chosen) and errors did not detract from the story.	Grammar and usage were correct (for the dialect chosen) and contributed to clarity, style, and character development.

Assessment Assignment: An Analysis of Kentucky School Performance Data for Students on the Core Content Statewide Testing: CATS Scores 2005 or 2006

[Note: This assignment complies with criteria in the Kentucky New Teacher Standard IV (Assessment); NCATE/EPBS foci on Assessment, Technology, Literacy as well as COE Research and Reflection theme.]

Pre-service MIC students will access the School Performance Report Data on the Kentucky Department of Education Website (www.kde.net). Each student will select a unique Kentucky district to follow and analyze their test scores and progress for the last three CATS testing cycles in their content subject area scores.

Using the spreadsheet reports available there, students will manipulate and analyze these data (using the Excel Spreadsheet functions they have learned in technology class as well as the KDE tools for comparing data) and assess the achievement gaps and progress for the school/district they selected.

Students will prepare an Executive Summary report (3-6 pages) that uses overview narratives of the data analyses with accompanying charts and illustrations (e.g. What If scenarios) from the Excel tools available.

Rubric for the School Performance Data Executive Summary Report

ELEMENTS	<i>1--Emergent</i>	<i>2--Developing</i>	<i>3--Very Good</i>	<i>4--Exemplary</i>
Excel Skills Data Manipulation	Skill level is at a basic benchmark, but show only a basic use of spreadsheet functions	Skill level is improving/data is available but some issues exist (e.g. incorrect formulas)	Data is accurate and formulas etc demonstrate good understanding and use of spreadsheet functions	Data is accurate and formulas etc demonstrate exceptional understanding and use of spreadsheet functions (e.g. pivot table use).
Excel Skills Data Representation (charts, etc.)	Representations Are in report but there are coherence issues	Representations are displayed but show some inaccuracies	Representations Are accurate and enhance understanding of numeric data	Re
Report compares 3 year data set	Three year data not shown (but two years are for example)	Three year data are included but comparison is not robust	Three year data are included and comparison is rich and highlights differences	Three year data are included and compare/contrast analysis is complete and illuminating
Assessment of gaps	Included but not complete	Included and complete but little or no analysis	Included and complete with analysis of achievement gaps	Included and highly thorough and insightful analysis of achievement gaps
Evidence supports analyses	Evidence is weak, little support for conclusions and analysis provided.	Evidence provided, but some relevant sources are not present	Evidence provided is thorough and includes multiple appropriate sources	Abundant evidence of conclusions provided

School-based Field Assignment: School Technology Investigations (to be completed during the 6-week cohort school apprenticeship experience).

NOTE: THIS ASSIGNMENT IS YOUR PRIORITY – NOT THE SCHOOL’S – DON’T BOTHER SCHOOL PERSONNEL OR BE INTRUSIVE TO COMPLETE THIS WORK -- EXAMPLE OF UNACCEPTABLE INTERACTION IN SCHOOL: “I’m sorry Ms. X (the computer lab teacher) but I MUST interview you today, for my MIC class assignment, even though you have a full schedule of classes in the lab today…it’s due TOMORROW!”

1. Develop a 10 page report that includes the following for your cohort school: Sources for these data can include the Comprehensive School Improvement Plan or other documents, interviews with teachers, students, school technology coordinators etc.

1.1 The School Technology Context: Physical Plant and Available Tools and Resources (5pts)

Review the school technology plan and the Comprehensive Improvement Plan (CIP) and discuss any technology goals and objectives. Discuss the strengths and challenges for your school vis-à-vis technology (student/computer ratios, access, available software in labs and classrooms etc). Also, please include any special needs software/assistive technology that is available/in use etc. Who/what technology supports are available for teachers and students.

1.2. What is the school’s Acceptable Use Policy (5 pts)

Include your school’s in an appendix to this report . Is there an “internet driver’s license’ or other student skill component to responsible technology use. What is the school’s position on student cell phone use/texting etc.?

1.3 Skill level of Teachers and Students: (5 pts)

Discuss any teacher professional development focused on technology use and integration into instruction. How prepared are teachers to use and integrate technology into instruction. What might be needed? What skills/resources have you been able to bring to the cohort school community?

1.4 Observations of technology integration and use: (5 pts)

What have you seen? What have YOU used? For content instruction, after school tutorial/enrichment etc. What knowledge and skill do you feel you will need to continue learning to integrate and use technology?

4. Gaming Homework Assignment and points:

Select ONE educational game in your content area and write a 2-3 page report that includes the following:

1. Objective/purpose of the game (overview/description of the game, is it freeware/costs?) – and links to core content in your subject area. (2 pts)
2. Problem solving aspects/dimensions of the game (what problems do students have to solve). (2 pts)
3. Type of interactivity (interaction/curiosity/fantasy etc. From Gee article/framework).

(2 pts)

4. Possible use of the game for assessment. (2 pts)

5. Potential and Pitfalls, in your estimation, of using this game in your classroom. (2 pts)

Relative Value of Assignments for Grades:

Attendance: 20% (see attendance policies and expectations below)

Digital Documentary - 20%

KPR Analysis - 30%

School Technology Investigations Assignment: 20%

Instructional Game Homework Assignment: 10%

*** Please note ANY assignments not turned in will result in an ‘Incomplete’ grade. You may not student teach with an ‘I’ on your transcript**

Students with Disabilities

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (Room 2, Alumni Gym, 257-2754, email address jkarnes@email.uky.edu) for coordination of campus disability services available to students with disabilities.

Distance Learning Considerations:

Virtual Office Hours: TBA depending on Instructor. Telesupervision or Skype access also available.

Technology Requirements for the Course: Computer with Internet Access. Access to Digital Video Recording Devices (digital camera, digital video recorder, laptop webcams). Students must have a UK AD account in order to access the BlackBoard course management system or the online modules available through the UK College of Education Center for Professional Development.

Instructor Contact Expectations: Students may expect to have responses to email inquiries, requests etc. within 48 hours including weekend contacts.

Procedures for Resolving Technological Problems. Students are instructed to contact the UK Teaching and Academic Support Center (TASC) via web: www.uky.edu/TASC. Or phone 859-257-8272 or the Information Technology Customer Support Center via web: www.uky.edu/UKIT. Or phone 859-257- 1300
Information on Distance Learning Library Services.

Via web access: www.uky.edu/Libraries/DLLS

DL Librarian: Carla Cantagallo, email: dlservice@email.uky.edu or phone: 859-257-0050 x2171 or 800-828-0439.

DL Interlibrary Loan Services:

http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

COURSE POLICIES

Class Expectations:

The MIC Program is a professional education program, and you are expected to begin making the transition from a graduate student to a teaching professional. This means, in part, that we expect your regular, on-time attendance and participation in your coursework. If you miss a class for any reason, it is your responsibility to contact the instructor and to make up all work that was missed.

Field Experience/In-school work during practicum Fall placement:

The schools count on you to behave professionally. If an emergency prevents or delays your attendance at school, you must notify the school and your UK instructor. Absences are to be made up before the end of the fall semester. Failure to make up absences will result in an incomplete for the course.

Cheating/Plagiarism:

Cheating and plagiarism are serious university, academic, and professional offenses. The consequences of cheating or plagiarism include, at the minimum, that the student will fail this course. Further university penalties may be assessed depending on the circumstances of the case.

Ethics Statement:

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting graduate students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure in your courses and/or expulsion from the MIC program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult your advisor or cohort leader if you have questions regarding this requirement.

Legal Action:

Student teachers charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or student teaching until the case is settled. Student teachers must assume responsibility for reporting such charges to the Director of Field Experiences.

Group Work and Collaboration: When group work is assigned EACH student is expected to contribute equally, fully and to make original contributions to the group project or assignment. Group work will be evaluated on the final project and process contributions of group members either through peer assessment and/or instructor observations of work and/or project outcome contributions.

UK College of Education Professional Themes:

The UK Masters with Initial Certification Program, including EDC 730-777, is designed to address the College of Education's four central themes for teacher preparation. In this class, students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education including professional scholarship and practitioner inquiries in order to reflect on their own practices as they study, observe, and practice in public school and university classrooms. *Reflection* will also be integrated into students' learning opportunities via analyses of observation and teaching experiences in order to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course and the MIC program in general emphasizes the College of Education's commitment to assuring that its graduates move into their professional lives equipped for life-long *learning* as classroom teachers who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four program

themes is to produce teacher leaders who work together to improve student learning among diverse student populations and improve education in Kentucky and beyond.

Commitment to Diversity:

The Masters with Initial Certification Program is committed to making social and cultural diversity central to policies, decisions, and practices. Equitable access to high quality literacy instruction in Kentucky's secondary schools is directly and indirectly affected by the UK MIC program's beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its youth to acquire high levels of skill in multiple literacies that can then be used by them as citizens to enhance their communities and participate in the state's ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our teacher candidates to understand issues related to social diversity and make a commitment to value diversity as they engage in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in educational contexts.

Commitment to Leadership:

This course is aligned with the positions of the National Council of Teachers of English Conference on English Education regarding the production of teacher leaders. CEE's (2006) statements underscore our program's commitment to educational leadership as follows:

"...education programs—students, faculty, and others involved in leadership roles—take part in the professional conversations that guide [teaching and learning]. This involvement includes active participation in local, regional and national organizations, active advocacy in literacy and professional issues, and active and in-depth understanding of key issues, theories, and practices in [content area disciplines]. Building professional communities also includes the development of an active inquiry stance in teacher candidates and an understanding of the importance of participation in the larger field of [teaching] and other learning communities." (Conference on English Education, Retrieved August 27, 2006 from <http://www.ncte.org/groups/cee/positions/122928.htm>, section 4)

Commitment to Addressing the Achievement Gap:

This course aligns itself with the positions of the National Council of Teachers of English Conference on English Education regarding cultural and linguistic diversity in English language arts education. The program seeks to underscore that cultural and linguistic diversity should be treated as integral components of content area literacy instruction, and that the failure to accommodate such diversity in curriculum and instruction lies at the heart of disparities in literacy achievement between white and minority racial groups—a phenomenon popularly referred to as "the achievement gap." CEE (2006) offers the following belief statements that underscore our program's commitment to diversity in education:

Eight Beliefs for Supporting Linguistically and Culturally Diverse Learners

1. Teachers and teacher educators must respect all learners and themselves as individuals with culturally defined identities.
2. Students bring funds of knowledge to their learning communities, and, recognizing this, teachers and teacher educators must incorporate this knowledge and experience into classroom practice.
3. Socially responsive and responsible teaching and learning requires an anthropologically and ethnographically informed teaching stance; teachers and teacher educators must be introduced to and routinely use the tools of practitioner/teacher research in order to ask difficult questions about their practice.
4. Students have a right to a variety of educational experiences that help them make informed decisions about their role and participation in language, literacy, and life.
5. Educators need to model culturally responsive and socially responsible practices for students.
6. All students need to be taught mainstream power codes/discourses and become critical users of language while also having their home and street codes honored.

7. Teachers and teacher educators must be willing to cross traditional personal and professional boundaries in pursuit of social justice and equity.
8. Teaching is a political act, and in our preparation of future teachers and citizens, teachers and teacher educators need to be advocates for and models of social justice and equity.

(Conference on English Education, Retrieved August 27, 2006 from <http://www.ncte.org/groups/cee/positions/122892.htm>)

Commitment to Technology:

The UK MIC program is committed to teaching candidates so that they use technology as a personal and professional tool. Our program is guided by standards from the National Council for the Accreditation of Teacher Education as well as the Kentucky Education Professional Standards Board's New Teacher Standards as they relate to technology. Candidates are required to use technology for a majority of their classes. Candidates use technology for class assignments, lesson plan design and preparation, class presentations, record keeping, and data analysis. Candidates are required to successfully complete course work that focuses on using technology. Our candidates are required to communicate via electronic mail, use list serves, access the Internet and online databases, and use digital texts and modes for research projects and presentations. Our candidates use Microsoft Word, Excel, Access, and PowerPoint. They are given multiple opportunities during student teaching to videotape their teaching for use in self-analysis toward professional development. Our program offers students access to "smart" classrooms and technology labs in order to further facilitate their use of technology.

In addition to its alignment with NCATE standards, EPSB themes, and UK College of Education Technology Standards, this course aligns itself with the positions of the National Council of Teachers of English Conference on English Education regarding the use of technology and media in education. CEE's (2006) statements underscore our program's commitment to educational technology as follows:

"Technology integration in any content area is most effective when the instructor, an expert in his or her discipline, makes important connections between the objectives and pedagogy of his or her content area and the available technology tools. This process involves asking how technology can support and expand effective teaching and learning within the discipline, while simultaneously adjusting to the changes in content and pedagogy that technology by its very nature brings about. Within [the content areas], this means:

- At the K-12, undergraduate, and graduate levels, ... educators must integrate digital texts into the curriculum, drawing on a wide range of databases, archives, web sites, web logs, and other online resources.
- At the K-12, undergraduate, and graduate levels, ... educators must encourage students to recognize, analyze, and evaluate connections between print and digital texts, as well as recognize what a reader of print and digital texts needs. At the same time, teachers must challenge students to expand print-based models of text and reader to incorporate new digital genres.
- At the K-12, undergraduate, and graduate levels, ... educators must prepare students to read new media using a range of new literacy skills, including information literacy strategies, multimodal literacy strategies, critical literacy strategies, and media literacy strategies."

(Conference on English Education, Retrieved August 27, 2006 from <http://www.ncte.org/groups/cee/positions/122936.htm>)

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: EDC 638	Date: 10-24-09
Instructor Name: Joan Mazur	Instructor Email: jmazur@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input checked="" type="checkbox"/>	

Curriculum and Instruction	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>Yes, see attached syllabus -- virtual office hours, procedures for resolving technical issues, notification and information regarding self-disclosure and procedures for disability accommodations etc. are contained in the syllabus.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>The course is designed as a hybrid course with an initial multiple week on-site experience. Thus participants have access to course instructors and peer participants that provide aspects of classroom based instructional experiences in concert with online, distributed instructional and assessment experiences.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>The Use of BlackBoard Course Management System password protected course portal and the secure UK College of Education Center for Professional Development online course module website ensure the integrity of student work. This course is a hybrid course and the on-site portions are in accordance with on-site student integrity requirements.</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p> <p><small>*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.</small></p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

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5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>Students who have special needs or require accommodations of any kind will be advised to register with the UK Disability Resource Center for assistance. The course instructor will work with students in this situation in an individual bases to make appropriate accommodations to complete course work.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>Selected online readings will be available through the online reserve system available through the UK Libraries. Additionally, any materials that may pose problems for students with limited bandwidth access to online resources (e.g. digital video classroom episodes for analysis) will also be available via CD or DVD that can be mailed in that format to course participants upon request.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Access is provided via students' personal computer proxy access to online library resources, facility access will be implemented via an off campus meeting site TBA as scheduled in MIC Cohort School practicum sites.</p>
<i>Student Services</i>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?</p> <p>TASC and the BB Help desk and IT Customer Service Center links are provided in the course syllabus. Additionally, course instructors are familiar with BB and have received required training in the use of the Course Management System, the UK Libraries online resources (and EZ Proxy tools) and will assist students as needed. As a hybrid offering, the classroom instruction will also include overviews and demonstrations (and instruction as needed) in the use of any and all online course tools, resources and components.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>