

APPLICATION FOR CHANGE IN EXISTING COURSE: MAJOR and MINOR

1. Submitted by the College of Agriculture Date: 9/15/08
Department/Division offering course: Career and Technical Education Program

2. What type of change is being proposed? Major Minor*

*See the description at the end of this form regarding what constitutes a minor change. Minor changes are sent directly from the dean of the college to the Chair of the Senate Council.

If the Senate Council chair deems the change not to be minor, the form will be sent to the appropriate Council for normal processing and an email notification will be sent to the contact person.

PROPOSED CHANGES

Please complete all "Current" fields.

Fill out the "Proposed" field only for items being changed. Enter N/A if not changing.

Circle the number for each item(s) being changed. For example: (6.)

3. Current prefix & number: AED 435 Proposed prefix & number: AED 583

Designing Curriculum and Assessment in Career and

4. Current Title Technical Education

Proposed Title[†] same

[†]If title is longer than 24 characters, offer a sensible title of 24 characters or less: Design Curriculum and Assessment in CTE

5. Current number of credit hours: 3 Proposed number of credit hours: 3

6. Currently, is this course repeatable? YES NO If YES, current maximum credit hours: _____

Proposed to be repeatable? YES NO If YES, proposed maximum credit hours: _____

7. Current grading system: Letter (A, B, C, etc.) Pass/Fail

Proposed grading system: Letter (A, B, C, etc.) Pass/Fail

8. Courses must be described by at least one of the categories below. Include number of actual contact hours per week for each category.

Current:

() CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY (3) LECTURE
() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY
() SEMINAR () STUDIO () OTHER – Please explain: _____

Proposed:

() CLINICAL () COLLOQUIUM () DISCUSSION () LABORATORY (3) LECTURE
() INDEPEND. STUDY () PRACTICUM () RECITATION () RESEARCH () RESIDENCY
() SEMINAR () STUDIO () OTHER – Please explain: _____

9. Requested effective date (term/year): Spring / 2009

10. Supplementary teaching component: N/A Community-Based Experience Service Learning Both

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Proposed supplementary teaching component: Community-Based Experience Service Learning Both

11. Cross-listing: N/A or FCS 435 Ron Werner-Wilson /
Current Prefix & Number printed name Current Cross-listing Department Chair signature

a. Proposed – REMOVE current cross-listing: _____ /
printed name Current Cross-listing Department Chair signature

b. Proposed – ADD cross-listing: FCS 583 Ron Werner-Wilson /
Prefix & Number printed name Proposed Cross-listing Department Chair signature

12. Current Distance Learning (DL) status: Already approved for DL Please Add Please Drop
If PROPOSING, check one of the methods below that reflects how the majority of the course content will be delivered.
Internet/Web-based Interactive Video Extended Campus

13. Current prerequisites:
NA

Proposed prerequisites:
NA

14. Current Bulletin description:
Instructional methodology course focused on analyzing the principles of learning and teaching and designing curriculum and instruction for teaching subjects in formal and informal settings.

Proposed Bulletin description:
Instructional methodology course focused on analyzing the principles of teaching and learning to design curriculum, instruction, and assessment for formal and non-formal educational settings.

15. What has prompted this change?
Students should take AED/FCS 580 prior to taking this design course. Changing the course number from 435 to 583 will place this course numerically after 580 a foundational course, and prior to AED/FCS 586 a methods course, which is taken after 435 currently.

16. If there are to be significant changes in the content or teaching objectives of this course, indicate changes:
NA

17. Please list any other department that could be affected by the proposed change:
This affects only students enrolled in the Career and Technical Education degree program.

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18. Will changing this course change the degree requirements for ANY program on campus? YES NO
 If YES[‡], list below the programs that require this course:

NA

[‡]In order for the course change to be considered, program change form(s) for the programs above must also be submitted.


19. Is this course currently included in the University Studies Program? Yes No

20. Check box if changed to 400G or 500. If changed to 400G- or 500-level, you must include a syllabus showing differentiation for undergraduate and graduate students by (i) requiring additional assignments by the graduate students; and/or (ii) the establishment of different grading criteria in the course for graduate students. (See SR 3.1.4)

21. Within the department, who should be contacted for further information on the proposed course change?

Name: Dr. Cheryl Mimbs Phone: 7-1210 Email: cheryl.mimbs@uky.edu

22. Signatures to report approvals:

<u>Aug. 19, 2008</u> DATE of Approval by Department Faculty	<u>Dr. Gary Hansen</u> <u>Dr. Ron Werner-Wilson</u> / On Original printed name Reported by Department Chair signature	
<u>DATE of Approval by College Faculty</u>	<u>Michael D. Mullen</u> printed name Reported by College Dean signature	
<u>*DATE of Approval by Undergraduate Council</u>	printed name Reported by Undergraduate Council Chair signature	/
<u>*DATE of Approval by Graduate Council</u>	printed name Reported by Graduate Council Chair signature	/
<u>*DATE of Approval by Health Care Colleges Council (HCCC)</u>	printed name Reported by Health Care Colleges Council Chair signature	/
<u>*DATE of Approval by Senate Council</u>	Reported by Office of the Senate Council	
<u>*DATE of Approval by the University Senate</u>	Reported by the Office of the Senate Council	

Approved by GC - 5/1/09

*If applicable, as provided by the *University Senate Rules*. (<http://www.uky.edu/USC/New/RulesandRegulationsMain.htm>)

Excerpt from *University Senate Rules*:

SR 3.3.0.G.2: **Definition.** A request may be considered a minor change if it meets one of the following criteria:

- a. change in number within the same hundred series;
- b. editorial change in the course title or description which does not imply change in content or emphasis;

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- c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
- d. a cross-listing of a course under conditions set forth in *SR 3.3.0.E*;
- e. correction of typographical errors.

Agricultural Education/Family and Consumer Sciences Education 583
**Designing Curriculum and Assessment
in Career and Technical Education**
Spring Semester 2008



Course Instructor:

Dr. Cheryl A. Mimbs
Program Director, Family and Consumer
Sciences Education
114 Erikson Hall
Lexington, Kentucky 40506
E-mail: cheryl.mimbs@uky.edu

Office: (859) 257-1210

Home: (859) 523-8896

Office hours: MW 11-1; Tues. 3-5
or by appointment

Course Time and Location:

T TH 9:30-10:45 – 202 Erikson

Course Description:

AED/FCS 583: Designing Curriculum and Assessment in Career and Technical Education
Instructional methodology course focused on analyzing the principles of teaching and learning to
design curriculum, instruction, and assessment for formal and non-formal educational settings.

General Learning Outcomes:

Upon completion of the course students should be able to demonstrate competence in examining,
reviewing, and applying career and technical education Ag and FCS program guidelines and
curriculum materials to do the following:

1. **Design** lessons and units of instruction that meet KY Core Academic Expectations and curricular standards appropriate for student learning and subject area.
2. **Design** formative and summative authentic assessments that meet KY Core Academic Expectations and curricular standards appropriate for student learning and subject area.
3. **Collect, interpret, and utilize** community and school needs assessment information to implement program and curriculum development.

Integration of Syllabus with UK Educator Preparation Unit Themes:

This course will address the four themes of the conceptual framework for the UK professional education unit: *research*, *reflection*, *learning*, and *leading*. Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. *Reflection* will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts,

and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Integration of Syllabus with KERA Initiatives:

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Learning Goals and Academic Expectations (LGAE), the Kentucky Program of Studies (POS), and the Commonwealth Accountability Testing System (CATS), which includes the Core Content for Assessment. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the KERA initiatives.

Integration of the Syllabus with the Themes of Diversity, Assessment, and Technology:

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.

Required Textbook: Readings as assigned.

Course Requirements:

- Course Website – We will be utilizing UK’s Blackboard website (<http://elearning.uky.edu>) for course management. You must create an active directory account and utilize this website. Assignments, readings, and grades will be posted on Blackboard. Directions on activating your active directory account are available on the Blackboard website.

Assignments:	Undergraduate	Graduate
Professionalism (attendance, punctuality collegial attitude and participation)	20	25 (higher standard)
Content specific unit of study	60	75 (expanded unit)
Course syllabus, outline, and Teaching calendar	30	30
Program Curricular Outline	30	30
Assessment samples	60	75 (expanded examples)
Reading reactions and reflections	30	45 (additional readings)
Authentic learning activities	30	30
Peer Critiques and reflections	15	20 (expanded reflections)
Midterm Exam	30	30
Final Exam	30	30
Total	335	375

GRADING SCALE (Percent)

Undergraduate: 90-100% =A 80-89%=B 70-79%=C 60-69%=D below 60%=E
Graduate: 90-100% =A 80-89%=B 70-79%=C below 70=E

Note that a C is the minimum grade allowed for professional education courses leading to certification and if a grade lower than a C is received, the course would need to be retaken.

ACADEMIC HONESTY

Academic honesty is fundamental to the activities and principles of any university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain advantage not given to all students is dishonest whether or not the gain is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. **When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.**

For an online version of the official rules and regulations relating to academic offenses and procedures at the University of Kentucky, refer to the Senate Rule 6.3.0, which can be accessed at: http://www.uky.edu/USC/New/files/MASTER%20RULES%20from%20September%202008_clean.pdf.

PROFESSIONALISM STATEMENT

Professionals are guided by certain values and characteristics. Professional characteristics on which you will be judged in this course include punctuality, attendance, collegial attitude, and participation. Because this course relies extensively on discussion and other class interactions, attendance is crucial to your success and that of your classmates. If you are ill or an emergency occurs, contact the instructor prior to the scheduled class time; otherwise, your attendance and participation are firm expectations. **If you miss more than 3 classes, that are not an excused absence or if you fail to inform the instructor of your planned absence from class your grade will be affected. All assignments are due when stated and any late assignments are subject to point deduction.**

ACCESSIBILITY STATEMENT

If you have a documented disability which requires academic accommodations, please see the instructor. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center. If you have not already done so, please register with the Disability Resource Center (Room 2 Alumni Gym, 257-2754, jkarnes@uky.edu) for coordination of campus disability services available to students with disabilities.

EQUAL OPPORTUNITY STATEMENT

The University of Kentucky is committed to a policy of providing opportunities to people regardless of economic or social status and will not discriminate on the basis of race, color, ethnic origin, national origin, creed, religion, political belief, sex, sexual orientation, marital status, age, veteran status, or physical or mental disability.

UNIVERSITY SENATE ROUTING LOG

Proposal Title: Change AED/FCS 435 to AED/FCS 583

Contact Person (name, email & phone #): Cheryl Mimbs, 7-1210, Cheryl.mimbs@uky.edu

Instruction: To facilitate the processing of this proposal please identify the groups or individuals reviewing the proposal, identify a contact person for each entry, provide the consequences of the review (specifically, approval, rejection, no decision and vote outcome, if any) and please attach a copy of any report or memorandum developed with comments on this proposal.

Reviewed by: (Chairs, Directors, Faculty Groups, Faculty Councils, Committees, etc.)	Contact person Name (phone/email)	Consequences of Review:	Date of Proposal Review	Review Summary Attached? (yes or no)
Career and Technical Education Steering Committee	Cheryl Mimbs, 7-1210 Cheryl.mimbs@uky.edu	Approve	Aug 19, 2008	No
College of Agriculture Curriculum Committee	Dr. Mike Mullen, 7-3469 Mike.Mullen@uky.edu	Approve	Oct. 13, 2008	Yes

College of Agriculture
Undergraduate Curriculum Committee
Minutes – Oct. 13, 2008

Members Present: Lee Edgerton, Cheryl Mimbs, Donna Smith, Tammy Stephenson, Deborah Witham, Mike Mullen.

Absent: Desmond Brown, Bob Coleman, Clair Hicks, Bob Houtz, David Williams,

The committee first considered the change of AED 435 to AED 583. As described by Dr. Mimbs, this change allows the course to be taught in sequence with AED 580 and 586. Students are required to take 435 after 580 and before 586. This numerical change makes for better alignment of the curriculum. Witham moved to approve the proposal, Stephenson seconded. Motion passed unanimously.

The next items to be considered were the proposals for the new NFS courses, 474 and 475W. These courses are already being taught as NFS 591 (Special Problems) and are required in the Human Nutrition BS program. The W is already being awarded under this arrangement. Therefore, these courses simply make permanent these requirements in the program. Mimbs motioned approval of the courses, and Edgerton seconded. Further discussion highlighted the need for updating the syllabi to include student learning outcomes, and the fact that the Human Nutrition program would need a minor change to reflect that now NFS 474 and 475W would be required rather than 6 hours of NFS 591. The committee agreed that this was a minor change to the curriculum. The motion was amended to reflect that the learning outcomes needed to be added and program needed to be amended. Motion passed unanimously.

The committee then considered the proposal for HMT 370. The Committee noted that this course would also necessitate a change in the HMT BS program to reflect its inclusion in the menu of directed HMT electives that a student could take. Mimbs moved approval of the course. Brown seconded. Unanimous approval.

The meeting was adjourned.