1. General Information

1a. Submitted by the College of: AGRICULTURE

　　Date Submitted: 5/6/2013

1b. Department/Division: Community &Leadership Development

1c. Contact Person

　　　　Name: Dr. Rosalind Harris

　　　　Email: rharris@uky.edu

　　　　Phone: 859-257-7584

　　Responsible Faculty ID (if different from Contact)

　　　　Name:

　　　　Email:

　　　　Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course?   No

2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?:   No

2b. Prefix and Number: CLD 671

2c. Full Title: Advanced Methods of Teaching

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

　　　SEMINAR: 3

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3.0

2i. Is this course repeatable for additional credit?   No

　　If Yes: Maximum number of credit hours:

　　If Yes: Will this course allow multiple registrations during the same semester?

2j. Course Description for Bulletin: The principles of method applied to teaching in the fields of classroom and community-based education. Prereq: Teaching experience within a classroom or community-based educational setting.

2k. Prerequisites, if any: Prereq: Teaching experience within a classroom or community-based educational setting.

2l. Supplementary Teaching Component: Community-Based Experience

3. Will this course taught off campus?   No

   If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

   Will the course be offered every year?:   Yes

   If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?:   Yes

   If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?:   15

7. Anticipated Student Demand

   Will this course serve students primarily within the degree program?:   Yes

   Will it be of interest to a significant number of students outside the degree pgm?:   No

   If Yes, explain: [var7InterestExplain]

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

   If No, explain:

9. Course Relationship to Program(s).

   a. Is this course part of a proposed new program?:   No

   If YES, name the proposed new program:

   b. Will this course be a new requirement for ANY program?:   Yes

   If YES, list affected programs: Community and Leadership Development

10. Information to be Placed on Syllabus.

   a. Is the course 400G or 500?:   No

   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: Yes

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.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?

2.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.

3.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.

4.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?

If yes, which percentage, and which program(s)?

5.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?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.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 Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?   NO

If no, explain how student 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.

10.Does the syllabus contain all the required components?   NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

    Instructor Name:

    SIGNATURE|GHANSEN|Gary L Hansen|Dept approval for ZCOURSE_NEW CLD 671|20130221

    SIGNATURE|LGRABAU|Larry J Grabau|College approval for ZCOURSE_NEW CLD 671|20130221

    SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE_NEW CLD 671|20130413

e

Courses	Request Tracking

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Attachments:

[Browse...] Upload File

	ID	Attachment
Delete	1708	CLD671admethteach2.doc

First : 1   Last

Select saved project to retrieve...   [ ] Get   New

(*denotes required fields)

1. General Information

a. * Submitted by the College of: AGRICULTURE   Today's Date: 5/6/2013

b. * Department/Division: Community & Leadership Development

c.
  * Contact Person Name: Dr. Rosalind Harris   Email: rharris@uky.edu   Phone: 859-257-7584
  * Responsible Faculty ID (if different from Contact)   Email: Phone:

d. * Requested Effective Date: ⦿ Semester following approval OR ◯ Specific Term/Year [1]

e.
Should this course be a UK Core Course? ◯ Yes ⦿ No
If YES, check the areas that apply:

☐ Inquiry - Arts & Creativity   ☐ Composition & Communications - II

☐ Inquiry - Humanities   ☐ Quantitative Foundations

☐ Inquiry - Nat/Math/Phys Sci   ☐ Statistical Inferential Reasoning

☐ Inquiry - Social Sciences   ☐ U.S. Citizenship, Community, Diversity

☐ Composition & Communications - I   ☐ Global Dynamics

2. Designation and Description of Proposed Course.

a. * Will this course also be offered through Distance Learning?   ◯ Yes [4] ⦿ No

b. * Prefix and Number: CLD 671

c. * Full Title: Advanced Methods of Teaching

d. Transcript Title (if full title is more than 40 characters):

e. To be Cross-Listed [2] with (Prefix and Number):

f. * Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours [3] for each meeting pattern type.

Lecture	Laboratory [1]		Recitation		Discussion
Indep. Study	Clinical		Colloquium		Practicum
Research	Residency	3	Seminar		Studio
Other	If Other, Please explain:				

g. * Identify a grading system: ⦿ Letter (A, B, C, etc.) ◯ Pass/Fail

h. * Number of credits: 3.0

i. * Is this course repeatable for additional credit?   ◯ Yes ⦿ No
If YES: Maximum number of credit hours:
If YES: Will this course allow multiple registrations during the same semester? ◯ Yes ◯ No

j. * Course Description for Bulletin:

The principles of method applied to teaching in the fields of classroom and community-based education. Prereq: Teaching experience within a classroom or community-based educational setting.

k. Prerequisites, if any:

Prereq: Teaching experience within a classroom or community-based educational setting.

l. Supplementary teaching component, if any: ⊙ Community-Based Experience ○ Service Learning ○ Both

3. * Will this course be taught off campus?   ○ Yes ⊙ No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. * Course will be offered (check all that apply):   ☐ Fall   ☑ Spring   ☐ Summer   ☐ Winter

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?   15

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 requirement ⁵ for ANY program?   ⊙ Yes ○ No

If YES ⁵, list affected programs::

Community and Leadership Development

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) ident additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR

b. ☑ * The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if appl

10.a above) are attached.

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

Rev 8/09

Submit as New Proposal   Save Current Changes   Delete Form Data and Attachments

CLD 671-001
Advanced Methods in Teaching

INSTRUCTOR:
Bryan Hains, Assistant Professor   **Office: 859-257-7578**
507 Garrigus Building
E-Mail: bryan.hains@uky.edu
Office Hours: By Appointment
http://www.uky.edu/Ag/CLD/AgEd/

TIME AND LOCATION:
Monday   5:00 p.m. – 7:30 p.m   108 Garrigus Building

COURSE DESCRIPTION:
The principles of method applied to teaching in the fields of classroom and community-based education. Prereq: Teaching experience within a classroom or community-based educational setting.

COURSE OBJECTIVES:
Through experiential learning, projects, assignments, and examinations, students will demonstrate the following:

1. Evaluate theories and principles of teaching
   a. Describe factors of effective teaching
   b. Differentiate between the "Art" and "Science" of teaching/learning
   c. Examine both teacher-centered and learner-centered teaching philosophies
   d. Adopt (and support) factors of effective teaching conducive to your style

2. Evaluate learning theories as they apply to a learning setting
   a. Describe the importance of learning theories
   b. Describe the major tenants of learning theories
   c. Differentiate amongst the different learning theories
   d. Examine links between student behavior and identity development
   e. Analyze the role emotions play in the learning process
   f. Identify (and scholarly support) learning theories in which you subscribe

3. Apply advanced methods of teaching and learning
   a. Develop lessons using student centered teaching methods
   b. Implement lessons using one of the advanced methods
   c. Develop authentic assessments for each lesson

4. Reflect upon practice
    a. Define reflection
    b. Differentiate theories of reflection
    c. Argue the importance of reflection
    d. Reflect upon your teaching

Grading Scale

Educational Rituals/Observation	50 pts.
Reading Quizzes (10 pts. Per class)	120 pts.
Individual Identity Assignment	50 pts.
Alter – Identity Selection & Research	50 pts.
Teaching Continuum Debate	50 pts.
Character Development Assignment	50 pts.
Teaching Method Application	100 pts.
Alter-Identity Interaction Within Society	100 pts.
Intrapersonal Development (Journal & Presentation)	150 pts.
Professional Project	150 pts.
Classroom Participation and Discussion 13 x 10	130 pts.
Total	1000 pts.

A: 90.0-100%; B: 80.0-89.9%; C: 70.0-79.9%; E: 69.9% and Below

Reading Summaries:

This course requires you to read several scholarly articles. Each article will enhance your understanding of contemporary research and provide you with a platform for class discussion. For each article I would like you to summarize using the following format:

➢ Annotated Bibliography – Reference the article information and then summarize its content in a paragraph.

➢ Below your summary you are to write about your reactions to the article (honesty is critical) and discuss how it applies to your personal and or professional life.
*Summaries will be collected each class period.

Attendance:

In order for you to obtain the full context of the course attendance is crucial. Therefore, you are expected to attend each class. Each class missed will result in a 15 pt. deduction from your overall grade.

Late Policy:

This is a professional graduate level course. Late work will not be accepted.

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/Rules/Section%20VI.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.

Professionals must also manage their time and expectations. Assignments are due in class the day they are to be turned in to the instructor.

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 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.

Integration of this Course with the UK Education Preparation Unit
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 apply *research-based* frameworks in making decisions as a teacher. *Reflection* will also be integrated into students' learning opportunities through written reflections after micro-teachings. 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.

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.

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.

Course Outline		
Date	**Class Topic**	**Assignment**
Jan. 14	Introduction: The Art and Science of Teaching?	**Assigned:** • How do humans learn? • Individual identity assignment **Read:** • Independent research for learning assignment
Jan. 21	No Class	Martin Luther King Day
Jan. 28	Examining theories of learning. (How do humans learn presentations)	**Due:** • How do humans learn? **Read:** • Intelligence readings • Heuristic inquiry **Assigned:**
Feb. 4	How does society define intelligence? A community review	**Due:** Individual Identity Assignment **Readings:** • Andragogy & Pedagogy **Assigned:** • Alter identity selection
Feb. 11	Culturally relevant instruction: Who is your audience and what do they bring to the educational environment?	**Due:** • Identity selection **Readings:** • Emotional and intra/interpersonal development **Assigned:** • Identity Role Research • Debate Assigned • Context for teaching application
Feb. 18	Should educators account for intrapersonal and interpersonal development? (In class debate)	**Due:** • Debate **Readings:** • Instructor centered vs learner centered instruction
	The Art	
Feb. 25	Teacher vs. Student Centered Instruction: The Debated Continuum	**Readings:** • Debate as an educational tool • Service Learning & Community Service
March 4	Service-Learning. Differences/Similarities Theory or Practice?	
March 11	No Class	Spring Break
March 18	Inquiry-Based Learning: What does it mean and how can I implement it?	**Readings:** *Case Study Teaching Methods:* Herried (2007) *Problems Based Learning:* TBD
March 25	Problems Based Learning Case Study and Technology	**Readings:** *Suspension of Disbelief* TBD **Activity:** Teaching Method Application
April 1	Role Play! Student Fun or Student Immersion?	**Activity:** Alter-Identity Immersion **Reading:**

		Authentic Assessment: TBD
April 8	Authentic Assessment in a Standardized World	**Activity:** Teaching Method Application
April 15	Professional Education Presentations	
April 22	Intrapersonal Development Presentations	

<u>Syllabus subject to change as its purpose is to meet the needs of each class</u>