I. General Information:

College:	Agriculture, Food and Environment	Department (Full name):	Community and Leadership Development

Major Name (full name please):	Career and Technical Education	Degree Title:	BS - Career and Technical Education

Formal Option(s), if any:	Agricultural Education	Specialty Field w/in Formal Options, if any:	___

Requested Effective Date:	<mark>FALL 2014, **IF** RECEIVED BY SENATE COUNCIL BY MONDAY, APRIL 7.</mark>

Contact Person:	Stacy K. Vincent	Phone:	257-7588	Email:	stacy.vincent@uky.edu

II. Parameters of the Graduation Composition and Communication Requirement (GCCR):

The new GCCR replaces the old Graduation Writing Requirement. It is fulfilled by a course or courses specified within a B.A./B.S. degree program. As outlined in draft Senate Rule 5.4.3.1, the GCCR stipulates that students must successfully complete this requirement after achieving sophomore status and prior to graduation. To satisfy the GCCR, students must earn an average grade of C or better on the designated Composition and Communication (C&C) intensive assignments produced in any given course designated as fulfilling some or all of the GCCR. The requirements for GCCR courses include:

- at least 4500 words of English composition (approximately 15 pages total);
- a formal oral assignment *or* a visual assignment;
- an assignment demonstrating information literacy in the discipline;
- a draft/feedback/revision process on GCCR assignments.

The program requirements for the GCCR include:

- at least one specific Program Student Learning Outcome for C&C outcomes;
- a plan for assessing both the writing and oral *or* visual components of the GCCR;
- clear goals, rubrics, and revision plans for GCCR implementation.

Upon GCCR approval, each program will have a version of the following specification listed with its Program Description in the University Bulletin:

> *"**Graduation Composition and Communication Requirement.** Students must complete the Graduation Composition and Communication Requirement as designated for this program. Please consult a college advisor or program advisor for details. See also 'Graduation Composition and Communication Requirement' on p. XX of this Bulletin."*

III. GCCR Information for this Program (by requirement):

A. *List the courses currently used to fulfill the old Graduation Writing Requirement:*
AED 583 - Curriculum Design and Assessment in Career and Technical Education & SAG 201 - Cultural Perspectives on Sustainability

B. *GCCR Program Outcomes and brief description:*
1. Please specify the Major/Program Student Learning Outcomes (SLOs) pertaining to Composition & Communication and the GCCR requirement. These are *program* outcomes, not *course* outcomes. Please specify the program-level SLOs for C&C in your program:
Professional Communication--Students will be able to select appropriate forms and styles of communication; and deliver information clearly and professionally in writing, speech, and presentation forms.
2. Please provide a short GCCR description for your majors (limit 1000 characters): Please explain the GCCR requirement in language appropriate for undergraduate majors to understand the specific parameters and justification of your program's GCCR implementation plan:
AED 583: Designing Curriculum and Assessment in Career and Technical Education: This professional instructional methodology course focuses on analyzing the principles of teaching and learning to design curriculum, instruction, and assessment for formal and non-formal educational settings. This course enrolls undergraduate and graduate students.

C. *Delivery and Content:*

1. Delivery specification: for your major/program, how will the GCCR be delivered? Please put an X next to the appropriate option. *(Note: it is strongly recommended that GCCR courses be housed within the degree program.)*	☒ a. Single required course within program
	☐ b. multiple required or optional courses within program
	☐ c. course or courses outside program (i.e., in another program)
	☐ d. combination of courses inside and outside program
	☐ e. other (please specify): _

2. Basic Course Information: Please provide the following information for course(s) used to satisfy the GCCR, either in whole or in part:

Course #1: Dept. prefix, number, and course title: <u>AED 583: Designing Curriculum and Assessment in Career and Technical Education</u>

- new or existing course? <u>Existing</u> (*new courses should be accompanied by a New Course Proposal*)
    - ☐ *if a new course, check here that a New Course Proposal has been submitted for review via eCATS*
- required or optional? <u>Required</u>
- shared or cross-listed course? <u>Cross-listed - FCS (Family and Consumer Science) 583</u>
- projected enrollment per semester: <u>20</u>

Course #2 (if applicable): Dept. prefix, number, and course title: _____

- new or existing course? _____ (*new courses should be accompanied by a New Course Proposal*)
    - ☐ *if a new course, check here that a New Course Proposal has been submitted for review via eCATS*
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

Course #3 (if applicable): Dept. prefix, number, and course title: _____

- new or existing course? _____ (*new courses should be accompanied by a New Course Proposal*)
    - ☐ *if a new course, check here that a New Course Proposal has been submitted for review via eCATS*
- required or optional? _____
- shared or cross-listed course? _____
- projected enrollment per semester: _____

3. Shared courses: If the GCCR course(s) is/are shared from *outside* the program, please specify the related department or program that will be delivering the course(s). Please provide the following:

- **Contact information of providing program:**

    _____

- **Resources:** what are the resource implications for the proposed GCCR course(s), including any projected budget or staffing needs? If multiple units/programs will collaborate in offering the GCCR course(s), please specify the resource contribution of each participating program.

    _____

- **Memorandum of Understanding/Letter of Agreement**: Attach formal documentation of agreement between the providing and receiving programs, specifying the delivery mechanisms and resources allocated for the specified GCCR course(s) in the respective programs (include with attachments).

    Date of agreement: _____

4. Syllabi: Please provide a sample syllabus for each course that will be designated to fulfill the GCCR. Make sure the following things are clearly indicated on the syllabi for ease of review and approval (check off each):

- the GCCR assignments are <mark>highlighted</mark> in the syllabus and course calendar;
- the GCCR assignments meet the minimum workload requirements as specified by the Senate Rules for GCCR courses (see the draft Senate GCCR rule linked here);
- the elements are specified in the syllabus that fulfill the GCCR requirement for a clear draft/feedback/revision process;
- the grade level requirements for the GCCR are specified on the syllabus (i.e., an average of C or better is required on GCCR assignments for credit);
- the course or sequence of courses are specified to be completed after the first year (i.e. to be completed after completing

30 credit hours) for GCCR credit;
- the course syllabus specifies "This course provides full/partial GCCR credit for the XXX major/program"
  - if the course provides partial GCCR credit, the fulfilled portion of the GCCR must be specified and the other components of the GCCR for the program must be specified: e.g. "This course provides partial credit for the written component of the GCCR for the XXX major/program in conjunction with Course 2"

5. Instructional plan: Summarize the instructional plan for teaching the C&C skills specified in the program SLOs and delivered in the course(s). Include the following information in **brief** statements (1000 characters or less). Information can be cut-and-pasted from the relevant sample syllabus with indications **where** on the syllabus it is found:

- overview of delivery model: summarize how the GCCR will be delivered for **all** program majors: explain how the delivery model is appropriate for the major/program and how it is offered at an appropriate level (e.g. required course(s), capstone course, skills practicum sequence of courses, etc.):

  In the required course, AED 583, students will satisfy the composition requirement by engaging in writing various curriculum methods and lesson plan designs. Each of these requirements are research-based. Specifically, the composition assignments entail the design of a curriculum map, two formal lesson plans, a unit plan, and a formal assessment. Together these assignments account for the word count standard. In order to meet the needs of the communication requirement, students will faciliate and teach at an all-day leadership conference for middle and high school students from across Kentucky.

- assignments: overview or list of the assignments to be required for the GCCR (e.g. papers, reports, presentations, videos, etc.), with a summary of how these GCCR assignments appropriately meet the disciplinary and professional expectations of the major/program:

  Curriculum Map - Paper - Students produce manuscripts that range from 3500 - 6500 word count
  Wildcat Leadership Workshop - Paper and Presentation - Students produce a written plan that ranges from 1500 - 3000 word count and the presentation is a 15-minute workshop that is delivered to visiting middle school and high school youth. The final presenation is delivered multiple times throughout an entire day. Workshop plan and presentation will undergo edits provided by peers as well as the lead instructor.

- revision: description of the draft/feedback/revision plan for the GCCR assignments (e.g. peer review with instructor grading & feedback; essay drafting with mandatory revision; peer presentations; etc.):

  Students will use feedback from their instructor and/or peers to improve all major
  GCCR assignments for resubmission. For writing, student drafts of all major writing assignments will be reviewed by both peers as well as the course instructor with required rewriting and resubmission. Prior to submitting their GCCR presentation, students will "pitch" their concept to their peers and instructor and receive feedback. . The presentation will be assessed and students will write a reflection, which is followed by an individual reflection with the course instructor.

- other information helpful for reviewing the proposal:

  There is a decoupling in process of FCS and AED courses. The Family and Consumer Science major has been suspended and the major is stand alone. Since the courses are still tied together, the cross-list was provided. This is a major preparatory course required prior to the capstone student teaching, senior semester.

D. Assessment:

In addition to providing the relevant program-level SLOs under III.B, please specify the assessment plan at the program level for the proposed course(s) and content. Provide the following:

- specify the assessment schedule (e.g., every 3 semesters; biennially):

  The SLO is assessed biennially

- identify the internal assessment authority (e.g. curriculum committee, Undergraduate Studies Committee):

  The SLO is assessed by the undergraduate committee and agricultural education advisory council, which is chaired by the Director of Undergraduate Studies.

- if the GCCR course(s) is/are shared, specify the assessment relationship between the providing and receiving programs: explain how the assessment standards of the receiving program will be implemented for the provided course(s):

Signature Routing Log

General Information:

GCCR Proposal Name (course prefix & number, program major & degree):	AED 583: Designing Curriculum and Assessment in Career and Technical Education; BS in Career & Technical Education - Agricultural Education Option
Contact Person Name:	Stacy K. Vincent
Phone:	257-7588
Email:	stacy.vincent@uky.edu

Instructions:

Identify the groups or individuals reviewing the proposal; record the date of review; provide a contact person for each entry. On the approval process, please note:

- Proposals approved by Programs and Colleges will proceed to the GCCR Advisory Committee for expedited review and approval, and then they will be sent directly to the Senate Council Office. Program Changes will then be posted on a web transmittal for final Senate approval in time for inclusion in the Fall 2014 Course Bulletin.
- New Course Proposals for the GCCR will still require review and approval by the Undergraduate Council. This review will run parallel to GCCR Program Change review.
- In cases where new GCCR courses will be under review for implementation after Fall 2014, related GCCR Program Changes can still be approved for Fall 2014 as noted "*pending approval of appropriate GCCR courses.*"

Internal College Reviews and Course Sharing and Cross-listing Reviews:

Reviewing Group	Date Reviewed	Contact Person (name/phone/email)
Home Program *review by Chair or DUS, etc.*	1/8/14	Stacy K. Vincent / 257-7588 / stacy.vincent@uky.edu
Providing Program *(if different from Home Program)*		/ /
Cross-listing Program *(if applicable)*		/ /
College Dean	3/28/14	Larry J. Grabau / 7-3469 / Larry.Grabau@uky.edu
		/ /

Administrative Reviews:

Reviewing Group	Date Approved	Approval of Revision/ Pending Approval[1]
GCCR Advisory Committee	4/2/2014	

Comments:

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[1] *Use this space to indicate approval of revisions made subsequent to that group's review, if deemed necessary by the revising group; and/or any Program Change approvals with GCCR course approvals pending.*

AED 583: Curriculum Design and Assessment in Career and Technical Education
Spring 2014

Course Instructor:
Dr. Rebekah B. Epps, Assistant Professor
708 Garrigus Building
Email: rebekah.epps@uky.edu
Phone:

Class Times and Location:
Tuesday and Thursday 9:30-10:45
A 6 Ag North

Office Hours:
The instructor and teaching assistant are available for appointments on an as-needed basis. To schedule an appointment with the instructor, email her at rebekah.epps@uky.edu.

Course Description:
AED/FCS 583: Designing Curriculum and Assessment in Career and Technical Education
This professional instructional methodology course focuses on analyzing the principles of teaching and learning to design curriculum, instruction, and assessment for formal and non-formal educational settings. This course provides full credit GCCR credit for the Career and Technical Education Program. All GCCR assignments require a C or better on the assignments to receive GCCR credit. Those assignments are listed in the Course Requirements with an asterisk (*) in the description.

Student Learning Objectives:
Students will enhance critical thinking and learning by developing and demonstrating the following:

1. Design unit and lesson plans that meet Kentucky Occupational Skills Standards Assessment appropriate for student learning.
2. Differentiate between formative and summative assessment.
3. Create authentic assessments that meet Kentucky Occupational Skills Standards Assessment appropriate for student learning.
4. Integrate interdisciplinary standards into lesson plans to increase student learning for all learners.
5. Collaborate with colleagues to create cohesive, multi-disciplinary lesson and unit plans appropriate for student learning.
6. Collect artifacts to continue a teaching portfolio representative of their transition into a professional educator.

AED 583: Curriculum Design and Assessment in Career and Technical Education
Spring 2014

UK College of Education Professional 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 ensure 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.

Course Learning Targets, Outcomes, and Assessments
This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, classroom experience, and practice teaching in their preferred content area(s). These learning targets are aligned with Unbridled Learning expectations including, Kentucky Core Academic Standards, Assessment Literacy, College & Career Readiness, and Characteristics of Highly Effective Teaching and Learning. By the end of this course, students will have gained the following:

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 important 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 the mechanisms that this course has provided to demonstrate improved skills in these areas.

Course Readings:

Required Text:
- *Designing & Teaching Learning Goals and Objectives: Classroom Strategies that Work* by Robert J. Marzano
- *Formative Assessment & Standards-Based Grading: Classroom Strategies That Work* Series by Robert J. Marzano
- Additional readings for the course will be posted on Blackboard.

AED 583: Curriculum Design and Assessment in Career and Technical Education
Spring 2014

Course Requirements:

Assignment	Due Date	Points
Attendance, Participation, Professionalism	On-Going	280
Curriculum Syllabus	February 6	100
Curriculum Map*	February 6	100
Interest Approach Lesson Plan and Presentation	Feb 18 or 20	100
Wildcat Leadership Workshop Scenario	January 23	20
Wildcat Leadership Workshop Lesson Plan*	February 20	100
Wildcat Leadership Workshop Presentation*	February 27	
Content Procedures Presentation	March 4, 6, 11, 13	100
Unit Plan #1	March 25	350
Task G		50
Best General Lesson Plan		100
Beyond the Walls Lesson Plan		100
Laboratory Lesson Plan		100
Unit Plan #2	May 2	350
Task G		50
Best General Lesson Plan in KTIP Format		100
Collaboration Lesson Plan		100
Technology Infused Lesson Plan		100
Assessment Examples		300
Formative Assessment Examples	April 8	100
Paper and Pencil Test	April 15	100
Performance Based Rubric	April 22	100
Total		**1800**

Course Grading Scale:

    A   90 - 100%
    B   80 – 89.9%
    C   70 – 79.9%
    D   60 – 69.9%
    E   60 and Below

Assignment Descriptions

1) Professionalism

- Attendance is expected at all scheduled class sessions. If some type of emergency occurs and attendance will be affected, please alert Dr. Epps or your TA immediately.
- Late Assignments will not be accepted. All assignments are expected to be typed, printed, and turned in at the designated due date.
- You are continuing to make the transition from student to teacher. You should set an example of a teacher in your conduct during class. This includes professional dress and tardiness. Points will be deducted for lack of professionalism in these areas.
- Participation and preparedness for class discussions, activities and deliberations are expected as a portion of professionalism. Points will be deducted for lack of professionalism in these areas.

2) Curriculum Syllabus and Map

- You will be required to develop and create a syllabus for a course you will be most likely to teach in the future. You will develop classroom rules, consequences, attendance, make-up procedures, grading policy, and course outline.
- You will also be required to create a curriculum map for a year long course. The curriculum map is an outline of all units to be taught during a 180 long course including unit title, subjects taught/key concepts, days of instruction, objectives, Depth of Knowledge, assessment and activities, KOSSA and Core Content Standards, skills acquired, and key terms. You will be given a template for formatting assistance only.
- Rough drafts are required in order to receive valuable feedback from your peers and instructor
- A final map will entail a word count that ranges from 3500-6500 words.

3) Interest Approach Lesson Plan and Presentation

- One of the most important elements of a good lesson plan and teaching is the use of an interest approach. You will be required to develop a lesson plan and present your interest approach for that lesson. You must develop a lesson plan that answers the following questions: How can I involve as many as students as possible, piquing their interests for the subject matter to come? What do the students need to know before they can delve into the lesson plan? How should I inform my students of the lesson's context and objective in terms they relate to?

- Each person will have 7-10 minutes to present their interest approach.

4) Wildcat Leadership Workshop

- One major event tied to this course is the Wildcat Leadership Workshop. This day-long event is geared towards middle school and high school students in Agricultural Education and Family and Consumer Science Programs who want to learn more about leadership development and specific content areas. You will be planning and presenting a 15-minute workshop multiple times to middle and high school students. Specific content area workshops will be Nutrition and Wellness; Personal Finances; Greenhouse Management; and Communication Skills.
- A formal KTIP Lesson Plan that includes interest approach, procedures, and assessment must be completed and approved before the event. The lesson plan should be a minimum of 1500 words.
- Rough drafts must be completed before a final lesson plan is approved for teaching to secondary students.
- A marketing scenario must be developed prior to workshop delivery as well as a reflection at the completion of the workshop.

5) Unit Plans

- Formal (Kentucky Teacher Internship Placement) KTIP Lesson plans for 2 separate units
- Units are a minimum of 3 weeks (15 days) in length with a 3-5 page lesson plan for each day. This will constitute a minimum of 45 pages with no maximum.
- Lesson plans must include all supporting documentation including worksheets, PowerPoints, assessments, handouts, etc.
- Lesson plans must include the use of technology, a traditional science and/or computer lab, a fieldtrip, and collaboration strategies during the designated units.

6) Assessment Development

- You will create 3 different methods of assessments of student learning and for student learning that meet the traditional as well as non-traditional methods. This will include: quizzes, exams, and rubrics for student performance.
- The exam is to be a summative assessment of student learning for the end of the unit. It shall be a minimum of 3 pages in length with a maximum of 5 pages.

- The two examples of quizzes are to be formative assessments for student learning and should represent the end of a lesson. The quiz should be a minimum of 1 page in length and a maximum of 2 pages.
- The rubric will be based on a student performance and is considered either a summative or formative assessment depending on how it is utilized. It shall be a minimum of 1 page and a maximum of 3 pages.

Course Calendar: Revised on March 11, 2014

Class	Date	Topic	Assignment	Reading
1	January 16	Course Overview and Expectations What is Curriculum?		
2	January 21	Curriculum, Syllabus, & Planning; Wildcat Leadership Workshop		Designing & Teaching Learning Goals and Objectives Chapter 1
3	January 23	Standards—Kentucky Performance Standards; Kentucky Core Academic Expectations	Wildcat Leadership Workshop Scenarios	Designing & Teaching Learning Goals and Objectives Chapter 2
4	January 28	KOSSA Standards	Please bring laptop/phone/ipad to class with wireless capabilities.	
5	January 30	Bloom's Taxonomy of Learning Domains; Depth of Knowledge	Rough Draft of Syllabus and Curriculum Map;	Designing & Teaching Learning Goals and Objectives Chapter 3
6	February 4	Individual Work Day		
7	February 6	Kentucky Teacher Internship Program (KTIP)	Syllabus and Curriculum Map Due;	Designing & Teaching Learning Goals and Objectives Chapters 4 & 5
8	February 11	Writing Objectives		

9	February 13	Interest Approaches	Wildcat Leadership Lesson Plan Rough Draft	Effect of Interest Approaches (BlackBoard)
10	February 18	Interest Approaches Presentations		
11	February 20	Interest Approach Presentations	Wildcat Leadership Workshop Lesson Plan	
12	February 25	Content Procedures Wildcat Leadership Workshop Presentation Draft Day – Peer and Faculty Review		Principles of Teaching and Learning (Blackboard) Four Aces of Effective Teaching (BlackBoard) Teacher Clarity (BlackBoard)
13	February 27	Wildcat Leadership Workshop Presentations		
14	March 4	Content Procedures Presentations		
15	March 6	Content Procedures Presentations	Wildcat Leadership Workshop Reflection/Feedback	
16	March 11	Content Procedures Presentations		
17	March 13	Content Procedures Presentations		
18	March 25	Strides to Success Guest Speaker Debbie Anderson	Unit Plan #1	40 Developmental Assets (Blackboard)
19	March 27	Content Procedures		
20	April 1	Who are our students? Guest Speaker Dr. Julie Zimmerman		
21	April 3	Planning Curriculum for All Students Guest Teacher		TBD

		Mr. Rashawn Franklin		
22	April 8	Assessment		Effects of Frequent Classroom Testing (BlackBoard) Inside the Black Box (BlackBoard)
23	April 10	Formative Assessment		Formative Assessment & Standards Based Grading Chapters 1 & 2
24	April 15	Summative Assessment		Summative Assessment (BlackBoard)
25	April 17	UK Field Day	Meet at E. S. Good Barn	
26	April 22	Designing Assessment	Formative Assessment Examples; Unit Plan #2 Draft	Formative Assessment and Standards Based Grading Chapter 4
27	April 24	Rubrics and Development		Formative Assessment & Standards Based Grading Chapter 3
28	April 29	Rubrics and Development	Pen and Paper Exam Development	
29	May 1	Bringing It Full Circle		
30	May 6	Finals Week	No Class	
31	May 8	Finals Week	Unit Plan #2; Designed Rubric assessment	

The course calendar is a general plan for the course; deviations announced to the class by the instructor may be necessary. Changes in dates and topics will be announced in class, communicated through email, and/or posted on Blackboard.

Attendance and Late Policy:
Attendance is expected at all scheduled class sessions. Please contact the instructors before class if you are unable to attend a session. Failure to attend class will result in a deduction of points for professionalism. Having more than three unexcused absences will constitute in failure of the

course. According to UK Policy (S.R. 5.2.4.2), excused absences include serious illness, illness or death of a family member, University-related trips, and major religious holidays. Students are expected to bring excuses for absences upon their immediate return to class. As a part of this professional class, all assignments are expected to be typed, printed, and turned in at the designated due date.

Academic Accommodations Statement:
If you need an accommodation based on the impact of a disability, you should contact the instructor to arrange an appointment as soon as possible. At the appointment, the instructor and the student, can discuss the course format, anticipate your needs, and explore the potential accommodations. The instructor will rely on the Disability Resource Center for assistance in verifying the need for accommodations and developing accommodation strategies. If the student has not previously contacted the Disability Resource Center (257-2754), the student is encouraged to do so.

Academic Misconduct Statement:
Academic misconduct of any kind will not be tolerated or permitted. If students have questions about what activities constitute academic misconduct they should consult the official rules and regulations relating to academic offenses and procedures at the University of Kentucky. The Senate Rule 6.3.0 can be located at http://www.uky.edu/USC/New/Rules/Section%20VI.pdf

All assignments and examinations must be done by individual efforts. It must be clear to the student that it is expected that the student must complete each assignment by herself/himself. Furthermore, it is not recommended that you share your resources if it can be construed to be academic misconduct.

Affirmative Action and Equal Opportunity Statement
The University of Kentucky does not discriminate on the basis of race, color, national origin, sex, religion, marital status, age, or disability in employment, admission, or the provision of services, educational programs and activities, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. For more information regarding nondiscrimination policies, contact the Office of Equal Opportunity at 257-8927.