

RECEIVED

NOV 25 2013

OFFICE OF THE
SENATE COUNCIL

COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.	
a. Submitted by the College of:	Educcation Today's Date: 12/1/11
b. Department/Division:	Curriculum & Instruction
c. Is there a change in "ownership" of the course?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If YES, what college/department will offer the course instead? _____	
d. What type of change is being proposed?	<input checked="" type="checkbox"/> Major <input type="checkbox"/> Minor ¹ (place cursor here for minor change definition)
e. Contact Person Name:	Dr. Linda Levstik Email: llevs01@uky.edu Phone: 257-3032
f. Requested Effective Date:	<input checked="" type="checkbox"/> Semester Following Approval OR <input type="checkbox"/> Specific Term ² : _____
2. Designation and Description of Proposed Course.	
a. Current Prefix and Number:	EDC Proposed Prefix & Number: 554
b. Full Title:	Culture, Education, and Teaching Abroad Proposed Title: No Change
c. Current Transcript Title (if full title is more than 40 characters):	Culture, Education & Teaching Abroad
c. Proposed Transcript Title (if full title is more than 40 characters):	_____
d. Current Cross-listing:	<input type="checkbox"/> N/A OR Currently ³ Cross-listed with (Prefix & Number): EPE 554
Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____	
Proposed – <input type="checkbox"/> REMOVE ^{3, 4} Cross-listing (Prefix & Number): _____	
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.	
Current:	<input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory ⁵ <input type="checkbox"/> Recitation <input checked="" type="checkbox"/> Discussion <input type="checkbox"/> Indep. Study
	<input type="checkbox"/> Clinical <input type="checkbox"/> Colloquium <input type="checkbox"/> Practicum <input type="checkbox"/> Research <input type="checkbox"/> Residency
	<input type="checkbox"/> Seminar <input type="checkbox"/> Studio <input type="checkbox"/> Other – Please explain: _____
Proposed:	<input type="checkbox"/> Lecture <input type="checkbox"/> Laboratory <input type="checkbox"/> Recitation <input type="checkbox"/> Discussion <input type="checkbox"/> Indep. Study
	<input type="checkbox"/> Clinical <input type="checkbox"/> Colloquium <input type="checkbox"/> Practicum <input type="checkbox"/> Research <input type="checkbox"/> Residency
	<input type="checkbox"/> Seminar <input type="checkbox"/> Studio <input type="checkbox"/> Other – Please explain: _____
f. Current Grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail
Proposed Grading System: <input type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail	
g. Current number of credit hours:	3 Proposed number of credit hours: _____

Commented [OS1]: Excerpt from 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;
 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.
 *..for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

¹ See comment description regarding minor course change. Minor changes are sent directly from dean's office to Senate Council Chair. If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.
² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.
⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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!**

Signature Routing Log

General Information:

Course Prefix and Number: EDC554

Proposal Contact Person Name: Linda Levstik

Phone: 257-
3230

Email: llevs01@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
EDC	12/9/2011	Parker Fawson / 257-0767 / parker.fawson@uky.edu	
EPE	4/2/2012	Alan DeYoung / 7-3846 / ajdey@uky.edu	
College of Education	4/17/12	Robert Shapiro/7- 0785/rsch01@uky.edu	
C&C	4/17/12	Doug Smith/7- 1924/dsmith1@uky.edu	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ^a
Undergraduate Council	9/18/13	Joanie Ett-Mims	
Graduate Council		<i>Roshan Nikou</i>	
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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

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!**

	<p>*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.</p>
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>The services and resources of the UK DL program, CELT provide these support services (http://www.uky.edu/celt/). Students are apprised of these services, web links and resources in the course syllabus.</p>
<i>Library and Learning Resources</i>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>When appropriate to course content and objectives students can and will be apprised of writing support services, technical support and/or accommodations needed. They are responsible for following up on these referrals.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Students will need to be responsible for access to the minimum connection requirements for the use of Adobe Connect, interactive meeting software with both synchronous and asynchronous options. These are attached, and include DSL speed connection, audio headset with audio-test compliant capabilities (http://ukconnect.acrobat.com/common/help/en/support/meeting_test.htm) and webcam options, if desired.</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>The syllabus contains the information for students to access help and technical support services, e.g. CELT at http://www.uky.edu/celt/</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>

**EDC 554/EPE 554: Culture, Education, and Teaching Abroad
Fall 2011**

Syllabus

Instructor: Dr. Linda S. Levstik	Office: 349-DH
Phone: 257-3230*	Fax: 257-1602
Email: llevs01@uky.edu	Office Hours: Tues. 3:00 - 5:00 p.m. and by appointment

* You are more likely to contact me via email than phone. I am working on several projects that involve travel away from campus and more easily access email than my office phone. I return email messages within 48 hours.

Course Goals

This course is designed to prepare you to work and live in another country by helping you:

- Learn and apply concepts and theories of intercultural communication and cross-cultural adaptation,
- Recognize and adapt to cultural variation,
- Prepare for living and working cross-culturally,
- Develop instructional strategies for teaching about cultural variation.
- Act as a cultural mediator when you return to the U.S.

Goals/Learning Outcomes	Evaluation/Assessment (Descriptions of these assessments below)
Learn and apply concepts and theories of intercultural communication and cross-cultural adaptation.	Amigo Experience/reflective paper Reading/Movie Responses (4)
Recognize and adapt to cultural variation	Where I'm From . . . The Stranger Experience
Prepare for living and working cross-culturally,	All class activities
Develop instructional strategies for teaching about cultural variation.	Portfolio Assignment
Act as a cultural mediator when you return to the U.S.	All class activities

3. During class discussion, participants will be respectful of diverse/divergent views.
4. As a courtesy to all, turn off cell phones and other media not part of class activity/discussion.

Assessment Tasks

Grade Assignments

Amigo-Experience/reflective paper	60 pts
Reading/Movie Responses (4)	40pts
Where I'm From. . .	10pts
The Stranger Experience	20pts
Portfolio Assignment	60pts
Class Participation	<u>10pts</u>
	200pts

A=180-200 (90%-100%)

B = 160-179 (80% – 89%)

C = 140-159 (70% – 79%)

D= 120-139 (60%-69%)

F= below 120

Graduate student assignment: Research-based *Amigo* paper developed in consultation with the instructor.

***Important Information Regarding Assignments:**

Format for Assignments:

- We will be using Blackboard for online submissions of assignment:
 - Go to <http://www.elearn.uky.edu>
 - Follow on-screen directions.
 - You will be given additional directions in class on how to submit work.
- All papers should be submitted as follows:
 - Header should include: EDC 554, your name, assignment ID (i.e. Homework#1).
 - Number pages at bottom middle of each page.
 - Spell-check all work prior to submission and keep a back-up. Papers not carefully edited will be returned for editing once with no penalty. Thereafter grade will be lowered one letter grade.
- Be aware that Blackboard records all submission dates and times, so make sure assignments are submitted by the deadline. Barring a significant emergency, late papers are not accepted. In order for you to get feedback on your papers it is necessary for papers to be turned in on time.
- **Do not give me loose papers**, place them on my desk, slide them under my door or put them in my hand. Submit work via Blackboard unless I specifically direct otherwise.

Feedback: I use *track changes* to provide feedback. Different print colors are an artifact of the system, not an indication of special attention.

Major Course Requirements & Expectations:

1. Punctual, regular attendance and participation in class discussions and activities.

COLLEGE CONCEPTUAL FRAMEWORK: Research, Reflection, Learning, Leading

Students in this course will demonstrate dispositions that characterize the conceptual framework of the college of education. The conceptual framework for the professional education unit at the University of Kentucky is guided by the theme, *Research and Reflection for Learning and Leading*. This theme is aligned closely with both the institutional vision and mission of UK and the vision and mission of the professional education unit. The theme reflects and guides how we approach preparation of professional educators within the context of a research extensive university program.

DISTANCE LEARNING TECHNICAL REQUIREMENTS AND INFORMATION REGARDING ONLINE LIBRARY SERVICES/RESERVES ETC.

1. GENERAL TECHNICAL REQUIREMENTS FOR ALL DL COURSES:

Please check your connections and online access capabilities (speed, special plug-ins for reading online files, hardware and software). If you need HELP, email me or use UK HELP (see contact information below).

<http://www.uky.edu/DistanceLearning/online/technical.php>

2. The Center for the Enhancement of Learning & Teaching (CELT)

<http://www.uky.edu/celt/>

3. DISTANCE LEARNING LIBRARY SERVICES

We have excellent library support and online reserve services. Please review these at <http://www.uky.edu/DistanceLearning/online/library.php>

Ms. Carla Cantagallo is the DL librarian and is very helpful. Links to online reserves will provided as part of the course information in the Adobe Connect Meeting Room. Her phone contact is 800-828-0439 – Option #6.

4. ADOBE CONNECT MEETING ROOM – OUR ONLINE CLASSROOM

Class will meet virtually three times using Adobe Connect. The class link is connect.uky.edu/EDC554/ -- Paste the link into your browser. You will sign up for one small discussion group (4-5 participants per group). Each group discussion will meet on-line for one hour.

Check your Adobe Connect connection using this website:

http://ukconnect.acrobat.com/common/help/en/support/meeting_test.htm) and webcam options, if desired.

	Immigration Issues: Guest Speaker		Respond to questions in appendix. (Bb)
9/21	Recognizing cultural pattern and variety.	Complete: <i>The Red Umbrella</i>	[Adobe Connect] On-Line Reading Discussion #2 should be completed by today: based on reading <i>The Red Umbrella</i> . Turn in your written report on discussion (Bb).
9/28	Cross-cultural event with Amigos	Read: Storti: 19-35, 113-122 Kohls: 51-61	Invite your Amigo(s) to class for an exploration of culture in Lexington.
10/5	Schools Across Borders: Comparative Systems of Education. Guest Speaker: MaryAnn Vimont: Ecuador	Read: • Kohls: 39-50 • http://www.ibo.org/ Review the IB website for the region you are interested in and the grade level you prefer.	Reading Response #2: Respond to questions in appendix) Bring 3-5 questions to class that you would want answered if you were going to work in an IB school. Look at education websites for the country you are interested in. How does it compare to what you would find in a school in the U.S.?
10/12	No class: meet with Amigo; work on presentations		
10/19	Cross-cultural adaptations: Voices of experience Guests: Dr. Jeanette Groth Dr. Hujung Maske, Director of Confucian Center		Reading Response #3: Respond to questions in appendix. (Bb)
10/26	Cross-cultural	Read:	Submission: Portfolio Entries

12/7	Portfolio presentations	Small group presentations on target countries
12/14	Portfolio presentations	Complete small group presentation on target countries.

Sample poems:

#1

Where I'm from

I'm from red dirt roads and tall green grass
I'm from long walks and waves as neighbors pass
I'm from the hot steamy Alabama sun
I'm from a place where people seek the shade just for fun

I'm from a place where people love fried chicken and sweet potato pies
I'm from a place where lazy Sunday afternoon is always followed by watching the rise of a
bright moon and starry skies.

I'm from a place where neighbors look out for each other
I'm from a place where my neighbor is like my sister or brother
I am from a place where I always felt love
I'm from a place that people still thank God above.

By Helen Jones

#2

I am from sunset canyons
Rippling with color
(the train tore me away from pinion and juniper)
I am from corn, beans, and squash
From drums' rhythms
And sun's blaze.

I am from Nowhere
(They killed the Indian. Am I now a man?)
I have no words to speak my name
Lost
In cast-off clothing
Speaking
A borrowed language
Living
A borrowed life
Praying
To a borrowed god.

I am Pueblo
(close-held for now by alien arms)
I will go free
(Returned to arroyos and the distant bleat of sheep)
I shrug off this borrowed life
And lift my head
(to the sky; to my people)

Amigo Contact Form:

Fill one form out for yourself, including a picture and make four (4) copies. Turn one in to the instructor; give the others to your amigos.

You will help your amigos fill theirs out at our first amigo meeting. Take pictures of your amigos to add to their profile.

Note: If you have a laptop this will be easier—you can input during class.

Picture:

Name:

I live in _____ and do the following there:

I have lived in:

I speak:

My family consists of:

Favorite food(s):

In my free-time I:

One hope I have is:

usually about 2-3 pages double-spaced. Select one film from the list above to review as part of a reading response. They are due by 5pm on the date designated on the course calendar.

The Stranger Experience.

Select an activity that places you in a situation where you are a minority in regard to culture (including race/ethnicity, religion, language) other than activities with your Amigo partners. Write a 2-3 page report describing what you did, how you felt, what you learned about negotiating your way through a new/different situation

In the past, students have visited area mosques as well as the Muslim school on Nicholasville Rd (near Brannon’s Crossing), gone to a service at one of the area synagogues, gone to foreign language services at area churches, participated in the International Night at UK, volunteered at a refugee relief center, and the like. Your time commitment will vary depending on your choice (i.e. some religious services last longer than others; a school visit may require a couple of hours as might volunteering at a refugee relief center). The requirement is for a one-time experience not a long-term commitment.

Portfolio Assignment.

This assignment has two parts (see schedule with due dates on calendar).

Part I: Investigation of life in a country/region of your choice. If you know where you will be living/working, use that. Otherwise select a place you would like to live or work.

Portfolio should include for the country of your choice:

Educational system	Usually available on internet, for example: Australia: http://www.deewr.gov.au/Pages/default.aspx China: http://www-personal.ksu.edu/~dbski/publication/overview	@ 2 pages <ul style="list-style-type: none"> • What are main features? Levels? Curriculum at each level? • National and/or state and local oversight?
In-Country News	Usually available on-line at, for example: New Zealand: http://www.nzherald.co.nz/ China: http://english.peopledaily.com.cn/ England/UK: http://www.thetimes.co.uk/tto/news/	10 news items over the course of the semester. Compare coverage of events in US media v. national media in country of choice.
Bibliography	Should include: 1 Travel Guide (i.e. Lonely Planet Guides) 5 Articles/internet sources 1 history of the country 1 novel set in the country	Annotated (APA style guide) list of 8 sources on your country of choice. What are the most important/useful features of each choice.
Interview	Interview a person who is from the country of	Interview transcript

4. Are there any celebrations, ceremonies, rituals, or holidays that your family continues to celebrate that reflect your place of origin or some other aspect of your heritage? What are they? How are they celebrated?
5. Do you or anyone in your family speak a language other than English because of your origins? If so, what language?
6. Can you think of one piece of advice that has been handed down through your family that reflects the values held by your ancestors? What is it? Does it reflect a cultural, religious, or individual value?

BELIEFS, BIASES, AND BEHAVIORS

1. Have you ever heard anyone make a negative comment about people from your place(s) of origin or about another aspect of your heritage? How did you handle it?
2. As you were growing up, do you remember discovering that your family did anything differently from other families because of your culture, religion, or ethnicity? What was it?
3. Have you ever been with someone in a work situation who did something because of his or her culture, religion, or ethnicity that seemed unusual to you? What was it? Why did it seem unusual?
4. Have you ever felt uncomfortable, upset, or surprised by something that you saw when you were traveling in another part of the United States or the world? If so, what was it? How did it make you feel? Pick some descriptive words to explain your feelings. How did you react? In retrospect, how do you wish you would have reacted?
5. Have you ever done anything that you think was culturally inappropriate when you have been in another country or with someone from a different culture? In other words, have you ever done something that you think might have been upsetting or embarrassing to another person? What was it? What did you try to do to improve the situation?

IMAGINE

1. Imagine that for a week out of this year you will become a member of another cultural or ethnic group. Which group would you choose to be part of for that week? Why?
2. What is one value from that culture or ethnic group that attracts you to it?
3. Is there anything about that culture or ethnic group that concerns or frightens you?
4. Name one concrete way in which you think your life would be different if you were from that ethnic or cultural group.

Reading Discussion #2: *The Red Umbrella*

1. Lucía's father says that the government wants "...to destroy the family". What makes him say this? Why might Castro's followers want to alter children's relationship to their families?
2. Why does Lucía's father call the movement a "so-called revolution?" Is he correct? Why or why not?
3. Mr. Álvarez says of Ivette's father, "...he wants to dictate my code of ethics." What does this mean? What might a "code of ethics" for Mr. Álvarez or Lucía include? Any similarities? What could account for the changes faced by people in the book?
4. What struck you as most surprising/interesting in this story?
5. What's the "moral of the story" for native-born Americans? What might it be for immigrants/refugees coming to the U.S.? For policy debates about immigration/refugee status in the U.S.?
6. How might international experience inform your ideas about immigration/refugee issues?

Reading Discussion #3: *Stranger Experience*

Using the following questions as a guide, discuss your stranger experience in relation to cross-cultural understanding:

1. In what ways was your experience "strange"?
2. How did you handle your own feelings of "strangeness"? How did other people respond to you?
3. What coping strategies help you when you face strange situations?

Following each reading/Adobe Connect discussion, turn in an individual response 3-5 pp., double-spaced, Times Roman font that summarizes the discussion and your response to it and the discussion questions. Each report is

Ellis, Janie

From: Nikou, Roshan
Sent: Friday, November 22, 2013 10:15 AM
To: Nikou, Roshan
Subject: FW: EDC 554DL

From: Ett, Joanie M
Sent: Thursday, September 19, 2013 10:12 AM
To: Nikou, Roshan; Ellis, Janie
Cc: Brothers, Sheila C
Subject: EDC 554DL

Hi Roshan,

The Undergraduate Council has reviewed and recommends approval of EDC 554DL. This course was first received by the UGC in 2012 (it had not yet been entered into eCATS), and we have been waiting on revisions from the proposer.

Thanks,
Joanie

Joanie Ett-Mims
Undergraduate Education
University of Kentucky
113 Bowman Hall
Lexington, KY 40506-0059
(859)257-9039 Phone
(859)257-1455 Fax
joanie.ett-mims@uky.edu

Ellis, Janie

From: Nikou, Roshan
Sent: Monday, November 25, 2013 1:03 PM
To: Ellis, Janie; Brothers, Sheila C; Blonder, Lee
Cc: Levstik, Linda
Subject: RE: GC Transmittals

Hello Janie,

It is 554, the 544 is a typo. I could not make that change since it was signed. Dr. Levstik might be able to correct the typo. Thank you,

Thank you,

Roshan Nikou
The Graduate School
The University of Kentucky
101 Gillis Building - 0033
Phone: (859) 257-1457
Fax: (859) 323-1928
Roshan.Nikou@uky.edu

From: Ellis, Janie
Sent: Monday, November 25, 2013 12:02 PM
To: Nikou, Roshan; Blackwell, Jeannine; Blonder, Lee; Brothers, Sheila C; Ett, Joanie M; Hanson, Roxie; Jackson, Brian A; Lindsay, Jim D.; Nikzad, Katherina A; Price, Cleo; Timoney, David M
Cc: Skinner, Steve; Look, Brandon; Craig, Carlton D; Levstik, Linda; Costich, Julia; Riddell, Martha; Perkins, Andrea L
Subject: RE: GC Transmittals

Roshan, after an initial review of EDC 554, it appears the Distance Learning form attached refers to EDC 544. Which number should this be?

From: Nikou, Roshan
Sent: Monday, November 25, 2013 11:06 AM
To: Blackwell, Jeannine; Blonder, Lee; Brothers, Sheila C; Ellis, Janie; Ett, Joanie M; Hanson, Roxie; Jackson, Brian A; Lindsay, Jim D.; Nikzad, Katherina A; Price, Cleo; Timoney, David M
Cc: Skinner, Steve; Look, Brandon; Craig, Carlton D; Levstik, Linda; Costich, Julia; Riddell, Martha; Perkins, Andrea L
Subject: GC Transmittals