

## MEMORANDUM

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

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

639

Request for New Course: EDC ~~636~~ 639 Multicultural in Secondary Education (Distance Learning Approval form attached)

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

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

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

Attachments

# REQUEST FOR NEW COURSE

## 1. General Information.

- a. Submitted by the College of: Education Today's Date: 10/10/09
- b. Department/Division: Curriculum & Instruction
- c. Contact person name: Dr. Elinor Brown Email: elbrown@uky.edu Phone: 323-1571
- d. Requested Effective Date:  Semester following approval OR  Specific Term/Year<sup>1</sup>: \_\_\_\_\_

## 2. Designation and Description of Proposed Course.

- a. Prefix and Number: ~~EDC636~~ EDC 639
- b. Full Title: Multiculturalism in Secondary Education
- c. Transcript Title (if full title is more than 40 characters): same
- d. To be Cross-Listed<sup>2</sup> with (Prefix and Number): \_\_\_\_\_
- e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>3</sup> for each meeting pattern type.
- |             |          |                         |            |            |                         |            |          |              |           |
|-------------|----------|-------------------------|------------|------------|-------------------------|------------|----------|--------------|-----------|
| 800 Lecture | _____    | Laboratory <sup>1</sup> | _____      | Recitation | _____                   | Discussion | _____    | Indep. Study | _____     |
| _____       | Clinical | _____                   | Colloquium | _____      | Practicum               | _____      | Research | _____        | Residency |
| _____       | Seminar  | _____                   | Studio     | _____      | Other – Please explain: | _____      |          |              |           |
- f. Identify a grading system:  Letter (A, B, C, etc.)  Pass/Fail
- g. Number of credits: 1
- h. 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

- i. Course Description for Bulletin: This course explores the influence of self-concepts and past experiences on current attitudes, perceptions and behaviors; investigates the effects of cultural traditions, political mandates, educational trends and school curriculums on student achievement; and develops strategies to create equitable teaching/learning environments in secondary education that validate, stimulate, and nurture all students.
- j. Prerequisites, if any: Admission to M.A in Education (Secondary Education with Initial Certification)
- k. Will this course also be offered through Distance Learning? YES<sup>4</sup>  NO
- l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

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

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

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

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

# REQUEST FOR NEW COURSE

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

Mary C. Drake 10/19/09

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# REQUEST FOR COURSE CHANGE (MAJOR AND MINOR)

## Signature Routing Log

**General Information:**

Course Prefix and Number: **EDC 639**

Proposal Contact Person Name: Lisa Ruble Phone: 7-4829 Email: lisa.ruble@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
EDP	12/1/09	Fred Danner 7-7878 fdanner@uky.edu	<i>Fred Danner</i>
Courses & Curricula	12/3/09	Jeff Reese 17-4909 jeff.reese@uky.edu	<i>Jeff Reese</i>
College of Education	12/3/09	Deborah Slaton 7-9795 dslaton@uky.edu	<i>Deborah Slaton</i>
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		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>a</sup>
Undergraduate Council			
Graduate Council		<i>Garrison Blackwell</i> 2010.01.06 09:42:06 -0500'	
Health Care Colleges Council			
Senate Council Approval		<i>[Signature]</i> University Senate Approval	2/3/10

Comments:

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

## General Course Information

**Title: MULTICULTURALISM in SECONDARY EDUCATION**

**Course Prefix, number: EDC 639**

**Credit Hour: 1**

**Scheduled Meetings: As determined by MIC Cohort Rotation Plan**

## Instructor Contact Information

**Instructor:** Associate Professor: Elinor L. Brown  
**Teaching/Graduate Assistants:** No TAs or GAs are assigned to this course  
**Preferred Method of Contact:** Email through Blackboard  
**Office:** 311 Dickey Hall  
**Office Hours:** Wednesday 2:00–3:30 and by appointment  
**Office Phone:** (859) 323-1571 **email:** [elbrown@uky.edu](mailto:elbrown@uky.edu) **fax:** (859) 257-1602

Distance Education Information:

**Virtual Office Hours:** Arranged individually through email exchange

**Technological Requirements:** Students must have a computer with internet access or be able to use UK computer facilities

**For Technical assistance with Blackboard:** Contact TASC at <http://www.uky.edu/TASC/> or call 859 257-1300

**Technical Complaints:** Contact the Curriculum & Instruction Teaching Assistant for technology support Lori Powell, 303 DH, 859 859 257-2410 or the College of Education Instructional Technology Center at 859-257-7967

**Preferred Method for Contacting Instructor:** Through the email facility in Blackboard

**Anticipated Response Time:** Your instructor will respond Within 2 Days

**Information on Distance Learning Library Service** (<http://www.uky.edu/Libraries/DLLS>)

**DL Librarian, Carla Cantagallo, local 859 257-0500, ext. 2171; long distance phone number: 800 828-0439, Option 6; email [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)**

**DL Interlibrary Loan Service:** <http://uky.edu/Libraries/libpage.php?lweb id=253&llib id=16>

## Course Description

**Overview:** This course explores the influence of self-concepts and past experiences on current attitudes, perceptions and behaviors; investigates the effects of cultural traditions, political mandates, educational trends and school curriculums on student achievement; and develops strategies to create equitable teaching/learning environments in secondary education that validate, stimulate, and nurture all students.

**Student Learning Outcomes:**

By the conclusion of the multicultural seminars, students will:

1. Understand the influence of culture on teaching and learning,
2. Understand the importance of becoming a multicultural educator,
3. Develop teaching strategies that provide equitable educational opportunities
4. Be able to provide a multicultural classroom environment,

5. Be able to appropriately and effectively communicate with all students and parents.

Required Materials:

a. **Required Texts:**

1. Nieto, S. and Bode, P. (2008). *Affirming diversity: The socialpolitical context of multicultural education* (5<sup>th</sup> Ed.). New Jersey: Pearson.

b. **Suggested Optional Books:**

1. Brown, Dave F. (2002). *Becoming a successful urban teacher*. Portsmouth, NH: Heinemann. (used \$8.66 Amazon).
2. Partin, R. L. (2004). *Classroom teacher's survival guide: Practical strategies, management techniques, and reproducibles for new and experienced teachers*. New York: Wiley John, Learning Community. (Amazon used \$12.50)

c. **Supplemental Resources:** As appropriate: (lectures on line, videos, articles, on-line material)

Summary Description of Course Components:

Assessments	Points	Weight
Two (2) readings	50 ea.	28
Two shadowing experiences (same student)	15 ea.	9
Three (3) case studies, questions and discussions	15 ea.	13
One (1) original multicultural lesson plan in your content area	20	6
Three (3) case studies, questions and discussions	10 ea.	9
Observe one student in middle school environment teaching	25	7
Group project on an assigned topic	<u>100</u>	<u>28</u>
<b>TOTAL</b>	<b>350</b>	<b>100</b>

Assessment Format

There are 11 graded assignments. These assignments are designed for you to demonstrate your understanding of current multicultural trends and issues, your ability to effectively apply multicultural concepts and theory to your classroom environment and teaching practices.

All assignments must be typed (12 point font with 1 inch margins) double spaced using pre-2007 word or RTF format. Completed assignments are to be delivered via the assignment link on Blackboard by 6:00 pm on the due date in the respective semester.

Unexcluded Absences and Late Submission of Assessments

Late assignments (submitted after due date and time) **will lose ½ of the point value**. Unless excused by the professor, no credit will be given for assignments

submitted more than one week after due date and no assignment will be accepted after 5:00 PM on the official last day of class for the semester.

Class participation includes the completion of all activities and assignments, pre-class preparation, active participation in and contribution to class discussions.

#### Academic Accommodations due to Disability

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

#### Course Policies

##### Attendance

It is the responsibility of all class members to be present, on time, and well prepared for each class discussion and group interaction. YOU must be committed to making constructive contributions during each class.

##### Unexcused Absences

1. First unexcused absence will result in a loss of 25 points from your final grade,
2. One letter grade will be deducted from your final grade for each subsequent unexcused absence.

##### Verification of Absences

Absence from graduate coursework is rare. Sickness requires medical documentation. Travel is discouraged and must be approved prior to the event.

##### Make-Up Opportunities

Make-Up opportunities are rarely needed in graduate courses. However, some situations may require special circumstances. Each situation needs to be discussed with the instructor prior to the situation or at the very first opportunity. Prompt email documentation is required.

##### Communication with Instructor

Given the important role of instructor/student communication to instructional quality and student understanding, the instructor will respond to course-related questions and comments via the discussion board or through email within 2 business days and will return submitted course assignments within 1 working week of the due date. Any comments or questions intended only for the instructor

should be sent to the instructor via email (to insure a timely response, list the course title in the subject heading).

### Submission of Assessments

All submission of assessments is through Blackboard.

### Academic Integrity

Academic integrity is the foundation of the academic community. Because each student has the primary responsibility for being academically honest, students are responsible for reading and understanding all sections in the Student Handbook relating to student rights and responsibilities. Students who violate University rules on academic honesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the University.

### Classroom Behavior, Decorum and Civility

Students in this course should come prepared to accept their role as professional educators. Classroom behavior should mirror the professional practice of teachers. Students should be reminded of the Code of Ethics that they signed in the application process to the M.A. in Secondary Education. Infractions will be reviewed by the program faculty of the Master's with Initial Certification who determines suitability for teacher licensure.

### Group Work & Student Collaboration

Students are encouraged to work together via the discussion board on all assignments for this course; however each assignment submitted (except the group presentation) must be individual and original.

### Schedule

The number of classes and length of classes are determined by scheduling performed by the Director of the MIC program. As a cohort based degree, a rotation plan is developed each year. Only the 800 minutes of instruction is standard. When your instructor receives the plan, the schedule of this class will appear on the Blackboard site where the course syllabus is posted.



## Distance Learning Form

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

All fields are required!

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

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

Course Number and Prefix: EDC 636	Date: 9/16/09
Instructor Name: Dr. Elinor Brown	Instructor Email: elbrown@uky.edu

<b>Curriculum and Instruction</b>	
1.	<p>How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?</p> <p>Timely and appropriate Interaction in multiculturalism will be ensured through weekly use of Blackboard discussion with the entire class and with small groups. Chats will also be used for weekly interaction.</p>
2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>The textbooks, course goals, and assessment of student learning outcomes in multiculturalism are identical to a f-2-f class. In this class, the only differences are that class-based discussion is through electronic discussion boards and on-line chat, class materials are available from the download sites, and assignments are distributed and collected on line. WIMBA is also used for presentations by the professor.</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>The integrity of student work is ensured by requiring the same requirements as a face-2-face class. The course is part of the cohort based Master's in Secondary Education which uses password-protected space on the UK Blackboard network for student work. As a project-based graduate course, examinations will not be required.</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>No</p> <p>If yes, which percentage, and which program(s)?</p>

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

	*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.
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?  Course readings are digitized and made available on the M.A. in Secondary Education site and on the College of Education Library website. Textbooks will be available for purchase on line.
<b>Library and Learning Resources</b>	
6.	How do course requirements ensure that students make appropriate use of learning resources?  The Blackboard discussion boards and chats, of course, will be tracked for evidence of participation. Readings will be monitored for download. Downloaded readings will be the subjects of discussion boards and chats.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.  In this graduate course in multiculturalism, access to laboratories, facilities, and equipment is not required.
<b>Student Services</b>	
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 Teaching and Academic Support Center ( <a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a> ) and the Information Technology Customer Service Center ( <a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a> )?  The M.A. in Secondary Education has a teaching assistant specifically for the purpose of supporting this course to resolve technical issues. The program also has a detailed handbook to orient students to use of the system as well as provide URLs for technical resources on the UK campus.
9.	Will the course be delivered via services available through the Teaching and Academic Support Center?  Yes <input checked="" type="checkbox"/>  No <input type="checkbox"/>  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.
Does the syllabus contain all the required components, below? Yes, although this information is provided in the program guide to the M.A. in Secondary Education	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li> <li><input type="checkbox"/> The technological requirements for the course.</li> <li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li> <li><input type="checkbox"/> Procedure for resolving technical complaints.</li> <li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li> <li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li> <li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>) <ul style="list-style-type: none"> <li>o Carla Cantagallo, DL Librarian</li> <li>o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> </ul> </li> </ul>	

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

