

RECEIVED

MAY 2 2013

Course Information

Date Submitted: 5/6/2013

Current Prefix and Number: EDC - Curriculum and Instruction , EDC 638 - TECHNOLOGY IN SECONDARY EDUCATION OFFICE OF THE SENATE COUNCIL

Other Course:

Proposed Prefix and Number:

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: College of Education

b. Department/Division: Education Curriculum & Instr

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Joan Mazur

Email: jmazur@uky.edu

Phone: 859-481-1413

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: TECHNOLOGY IN SECONDARY EDUCATION

Proposed Title: Technology in Secondary Education

c. Current Transcript Title: TECHNOLOGY IN SECONDARY EDUCATION

Proposed Transcript Title:

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 5

Proposed Meeting Patterns

LECTURE: 5-15

DISCUSSION: 10-20

CLINICAL: 5-10

SEMINAR: 1-10

f. Current Grading System: Graduate School Grade Scale

Proposed Grading System: PropGradingSys

g. Current number of credit hours: 1

Proposed number of credit hours: 1-3

h. Currently, is this course repeatable for additional credit? Yes

Proposed to be repeatable for additional credit? Yes

If Yes: Maximum number of credit hours: 6

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: This course emphasizes the use of several key interactive technologies for problem solving - problem solving that occurs on several levels: (1) instructional problem solving (using technology to support various kinds of learning outcomes for students), (2) content problem solving (using games/software/websites to learn to solve the problems that reflect the principles and core concepts in your discipline, (3) assessment problem solving (using technologies to support authentic challenging assessments that support evaluation of what students know and are able to do).

Proposed Course Description for Bulletin: Same

2j. Current Prerequisites, if any: Prereq: Admission to the M.A. in education (with initial teacher certification).

Proposed Prerequisites, if any: Remove prerequisites.

2k. Current Supplementary Teaching Component: Community-Based Experience

Proposed Supplementary Teaching Component: Both

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: The student learning outcomes are not changing, but the scope, dimensions and number of project based community or service learning applications of content will change depending on the number of credit hours for which the student is registered.

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

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|PFA223|Parker Fawson|Dept approval for ZCOURSE_CHANGE EDC 638 (MINOR CHANGE)|20121102

SIGNATURE|MYRT|Martha L Geoghegan|College approval for ZCOURSE_CHANGE EDC 638 (MINOR CHANGE)|20121109

SIGNATURE|PFA223|Parker Fawson|Approval resent to department for ZCOURSE_CHANGE EDC 638 (MINOR CHANGE)|20121115

SIGNATURE|PFA223|Parker Fawson|Dept approval for ZCOURSE_CHANGE EDC 638 (MINOR CHANGE)|20121120

SIGNATURE|PFA223|Parker Fawson|Dept approval for ZCOURSE_CHANGE EDC 638 (MINOR CHANGE)|20121120

SIGNATURE|KCROUCH|Kathryn F Crouch|Dept approval for ZCOURSE_CHANGE EDC 638|20130130

SIGNATURE|MYRT|Martha L Geoghegan|College approval for ZCOURSE_CHANGE EDC 638|20130130

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE_CHANGE EDC 638|20130312

SIGNATURE|MYRT|Martha L Geoghegan|Approval resent to college for ZCOURSE_CHANGE EDC 638|20130402

SIGNATURE|ZNNIKO0|Roshan N Nikou|Graduate Council approval for ZCOURSE_CHANGE EDC 638|20130419

Courses	Request Tracking
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Course Change Form

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

[Open in full window to print or save](#)

Generate F

Attachments:

Upload File

ID	Attachment
Delete 1736	EDC 638 Secondary Tec Edu 1-3 Credits Syllabus.docx

First 1 Last

Select saved project to retrieve...

Get New

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

Current Prefix and Number:		EDC - Curriculum and Instruction EDC 638 - TECHNOLOGY IN SECONDARY EDUCATION	Proposed Prefix & Number:
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, ex 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in content or emphasis, or which is made necessary by the elimination of a prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above	
Should this course be a UK Core Course? <input type="radio"/> Yes <input checked="" type="radio"/> No			
If YES, check the areas that apply:			
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics			
1. General Information			
a. Submitted by the College of:		College of Education	Today's Date: 5/6/2013
b. Department/Division:		Education Curriculum & Instr	
c.* Is there a change in "ownership" of the course?			
<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? Select...			
e.* * Contact Person Name:		Joan Mazur	Email: jmazur@uky.edu Phone: 859-481-1413
* Responsible Faculty ID (if different from Contact):			Email: Phone:
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval	OR Specific Term: ²
2. Designation and Description of Proposed Course.			
a. Current Distance Learning(DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed change in DL delivery.			
b. Full Title:		TECHNOLOGY IN SECONDARY EDUCATION	Proposed Title: * Technology in Secondary Education
c. Current Transcript Title (if full title is more than 40 characters):		TECHNOLOGY IN SECONDARY EDUCATION	
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):	none
Proposed – ADD ² Cross-listing (Prefix & Number):					
Proposed – 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					
Current:	Lecture	Laboratory ⁵	Recitation	Discussion	Independ.
	5				
	Clinical	Colloquium	Practicum	Research	Resident
	Seminar	Studio	Other	Please explain: I can't get any	
Proposed: *	Lecture	Laboratory ⁵	Recitation	Discussion	Independ.
	5-15			10-20	
	Clinical	Colloquium	Practicum	Research	Resident
	Seminar	Studio	Other	Please explain: Variable hours	
	1-10				
f.	Current Grading System:	Graduate School Grade Scale			
	Proposed Grading System:*	<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade)			
g.	Current number of credit hours:	1	Proposed number of credit hours:*	1-3	
h.*	Currently, is this course repeatable for additional credit?				<input checked="" type="radio"/> Yes
*	Proposed to be repeatable for additional credit?				<input checked="" type="radio"/> Yes
	If YES:	Maximum number of credit hours:	6		
	If YES:	Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes
i.	Current Course Description for Bulletin:				
	This course emphasizes the use of several key interactive technologies for problem solving - problem solving that occurs on several levels: (1) instructional problem solving (using technology to support various kinds of learning outcomes for students), (2) content problem solving (using games/software/websites to learn to solve the problems that reflect the principles and core concepts in your discipline, (3) assessment problem solving (using technologies to support authentic challenging assessments that support evaluation of what students know and are able to do).				
*	Proposed Course Description for Bulletin:				
	Same				
j.	Current Prerequisites, if any:				
	Prereq: Admission to the M.A. in education (with initial teacher certification).				
*	Proposed Prerequisites, if any:				
	Remove prerequisites.				
k.	Current Supplementary Teaching Component, if any:			<input checked="" type="radio"/> Community-Based Experience <input type="radio"/> Service Learning	

	<input type="radio"/> Both
Proposed Supplementary Teaching Component:	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input checked="" type="radio"/> Both <input type="radio"/> No Change
3. Currently, is this course taught off campus?	<input type="radio"/> Yes
* Proposed to be taught off campus?	<input type="radio"/> Yes
If YES, enter the off campus address:	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input checked="" type="radio"/> Yes
If YES, explain and offer brief rationale:	
The student learning outcomes are not changing, but the scope, dimensions and number of project based community or service learning applications of content will change depending on the number of credit hours for which the student is registered.	
5. Course Relationship to Program(s).	
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes
If YES, identify the depts. and/or pgms:	
b.* Will modifying this course result in a new requirement ¹ for ANY program?	<input type="radio"/> Yes
If YES ² , list the program(s) here:	
6. Information to be Placed on Syllabus.	
a. <input type="checkbox"/> Check box if <u>changed to 400G or 500.</u>	If <u>changed to 400G- or 500-level course</u> you must send in a syllabus and you must include the <i>differentiation</i> between and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different criteria in the course for graduate students. (See SR 3.1.4.)

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 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 two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

⁶ You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷ In order to change a program, a program change form must also be submitted.

[Submit as New Proposal](#)
 [Save Current Changes](#)
 [Delete Form Data and Attachments](#)

EDC 638 - Sections 201-003 Technology in Secondary Education

Dr. Joan Mazur

Email: jmazur@uky.edu - questions or appt (also via Skype).

Skype: joanmmazur

Assistant Email: lauren.colley@uky.edu

Office Hours: Thursdays 1-4 or by Appointment

I. Organization of this Syllabus

Important information regarding the links to the College of Education conceptual framework, attendance (including H1N1 policies), plagiarism, etc. are at the END of this syllabus. The syllabus begins with the schedule and topics for EDC 638.

II. H1N1 Flu and Computer Labs/Use of technology: A public health note: -- computer keyboards have *constant* exposure to hands and are a potential source of excessive contagion – sorry – it's not fun to discuss, but teachers have a responsibility to be public health advocates in public schools – to say nothing of lost instructional time for sick students, state reimbursements, etc.

II. Additional "Help" sessions will be scheduled as needed AND students may make individual or group appointments for tutorials or support to learn or use any technology needed to complete their Project Based Learning project(s).

IV. Course Purpose and Approach: This course emphasizes the use of newer digital media and interactive technologies for Next Generation Learning. Project Based learning and instructional problem solving are emphasized on several levels: (1) instructional problem solving (using technology to support various kinds of learning outcomes for students), (2) content problem solving (using 'flipped instruction', games/digital simulations/websites/immersive worlds to learn to solve the problems that reflect the principles and core concepts and Content Standards in your discipline, (3) assessment problem solving (using technologies to support authentic challenging assessments that evaluate what students know and are able to do).

Approach: In keeping with Next Generation Learning models, teachers in training are expected to be responsible, accountable and independent learners who take advantage of support systems and develop dispositions for inquiry and innovation. One way that we, in

teacher education programs aspire to assist you in modeling these practices. Thus, the course approach is professional, constructivist and will make use of a recently highlighted instructional strategy called “flipped instruction.” In a ‘flipped’ classroom instructors provide didactic, interactive informational materials that students read/absorb outside of the physical classroom and then come to class prepared to ask clarifying questions and get practice or direction as needed. Also, one class will be an online/ CHOICE class that you may attend (1) in person, (2) synchronously via the Adobe Connect Learning Management tool, or (3) asynchronously, as this Adobe Class will be recorded.

V. Course Objectives and Learner Expectations:

Technology Integration:

- A. Students will know and apply Next Generation Learning Design Principles and their application and value in their own teaching strategies and classroom practice and as it relates to meeting the Professional IS/TE Teacher Standards (in Kentucky this is Teacher Standard #10 – Technology Integration).
- B. Students will identify, experience and include in lesson planning, various kinds of Assistive Technologies that are available to meet the needs of students with special needs and as AT may be helpful in designing or implementing student’s IEPs.
- C. Students will be able to articulate credible research findings regarding effective technology integration.
- D. **For 1 Credit:** Students will modify an Interdisciplinary Project Based Learning (PBL) Unit (created by practicing teachers that have been assigned to them for this project) to include four of ten digital learning tools and resources (listed in the PBL unit description below).
 - D.1.1 Students will collaborate in interdisciplinary content groups to complete this project (as assigned)
 - D.1.2 Students will present their final modified unit project in a Presentation of Learning (POL) that will be judged by external experts and school practitioners

For 2 Credits: Students will design, individually, an Interdisciplinary Project Based Learning (PBL) Unit (created by practicing teachers that have been assigned to them for this project) to include at least four of ten digital learning tools and resources (listed in the PBL unit description below).

- D.2.1 Students will consider interdisciplinary content to complete this project

D.2.2 Students will present their final modified unit project in a Presentation of Learning (POL) that will be judged by external experts and school practitioners (this requirement may be virtual or actual, TBA with instructor).

For 3 Credits: Students will design and implement (either individually or as part of team, to be negotiated with instructor) an Interdisciplinary Project Based Learning (PBL) Unit (created by practicing teachers that have been assigned to them for this project) to include at least four of ten digital learning tools and resources (listed in the PBL unit description below).

D.3.1 Students will collaborate in interdisciplinary content groups to complete this project

D.3.2 Students will present their final modified unit project in a Presentation of Learning (POL) that will be judged by external experts and school practitioners

E. Students will explore the technology ‘context’ of a school for their School Technology Investigations assignment.

F. Students will produce a screen-captured didactic instructional ‘digital video’ for use in a ‘flipped instructional’ situation and upload it to Vimeo.

G. Students will understand issues related to copyright infringement and use of internet documents, safety and security and professional/ethical issues related to social networking sites such as MySpace and Facebook and also be familiar with the school district’s Acceptable Use Policies for student internet use in school via the School Technology Investigations Assignment.

H. Students will be able to produce an analysis of Kentucky Student Assessment data, required in the 2011 KY Senate Bill 1 Reform

Accountability approach, which is a *multidimensional* assessment and includes *proficiency*, *student growth*, *gap reduction*. (See

Accountability Analysis assignment below). This analysis will be conducted for an assigned Kentucky high school’s scores, and student use Excel to produce and display the data in an original analytic format and discuss how (or if) the status of the school’s progress has changed.

Other key documents related to Kentucky’s assessment such as the School Report Card and Comprehensive Improvement Plan will also be used.

V. Classwork and Assignments for Technology Education

VI. Assignments/Rubrics for Technology Integration Knowledge and Skills:

1. Assignment: School Technology Investigations (to be completed during the external or cohort school apprenticeship experience).

NOTE: THIS ASSIGNMENT IS YOUR PRIORITY – NOT THE SCHOOL’S – DON’T BOTHER SCHOOL PERSONNEL OR BE INTRUSIVE TO COMPLETE THIS WORK – AN EXAMPLE OF UNACCEPTABLE INTERACTION IN SCHOOL: “I’m sorry Ms. X (the computer lab teacher) but I MUST interview you today, for my class assignment, even though you have a full schedule of classes in the lab today...it’s due TOMORROW!”

1. Develop a 6-8 page report that includes the following for your cohort school: Sources for these data can include the School/District Comprehensive Improvement Plan, interviews (informal discussions) with teachers, students, school technology coordinators, your observations etc.

1.1 The School Technology Context: Physical Plant and Available Tools and Resources (5pts)

Review the school technology plan and the Comprehensive Improvement Plan (CIP) and discuss any technology goals and objectives. Discuss the strengths and challenges for your school vis-à-vis technology (student/computer ratios, access, available software in labs and classrooms etc). Also, please include any special needs software/assistive technology that is available/in use etc. Who/what technology supports are available for teachers and students.

1.2. What is the school’s Acceptable Use Policy (5 pts)

Include a copy/pdf of your school’s in an appendix to this report . Is there an “internet driver’s license’ or other student skill component to responsible technology use. What is the school’s position on student cell phone use/texting etc.?

1.3 Skill level of Teachers and Students: (5 pts)

Discuss any teacher professional development focused on technology use and integration into instruction. How prepared are teachers to use and integrate technology into instruction. What might be needed? What skills/resources have you been able to bring to the cohort school community?

1.4 Observations of technology integration and use: (5 pts)

What have you seen? What have YOU used, if anything at this point in your practicum? For content instruction, after school tutorial/enrichment etc. What knowledge and skill do you feel you will need to continue learning to integrate and use technology?

2. SB 1 Accountability & Assessment Assignment: An Analysis of the SB1 Kentucky School Performance Data System (Note, if you are not from the state of Kentucky, you will perform this analytic project using the state or national testing standards [in the case of international students] and data sets as available.

[Note: This assignment complies with criteria in the Kentucky New Teacher Standard IV (Assessment); NCATE/EPSSB foci on Assessment, Technology, Literacy as well as COE Research and Reflection theme.]

The School Accountability system has undergone a major change in the last year with the passage of Kentucky Senate Bill 1. The previous *unidimensional* high stakes standardized testing used data from the Kentucky Core Content Assessments (CATS testing) that emphasized *content proficiency* only. The current KY Senate Bill 1 Reform Accountability approach, is *multidimensional* and includes *proficiency, student growth, gap reduction*. This change has implications for the performance status of KY schools. Under the previous assessment, for example, a score might have a score of 120, based only on students' proficiency scores on CATS tests. With the new assessment formula, with multiple components, the same school might be at an 80. The highest score possible for a school is now 100. There are data for you to analyze under the new system. However, it is the goal of this assignment that you understand these differences in School Accountability and that you are prepared to be teaching in schools, next year, that may have changed their performance status quite drastically.

For this assignment you will conduct an analysis of an assigned Kentucky high school's scores, plugged into the new formula. The new formula as well as an overview of the previous Kentucky Performance Report (KPR) data will be presented in class and we will model the kind of analyses we expect you to perform for this task. Each student will select and use Excel to produce the data and discuss how (or if) the status of the school's progress has changed.

Students will prepare an Executive Summary report (4-6 pages) that uses overview narratives of the data analyses with accompanying charts and illustrations (e.g. What If scenarios) from the Excel tools available.

Rubric for the School Performance Data Executive Summary Report

ELEMENTS	<u>1</u> — <i>Emergent</i> , some evidence of requirement/there are errors in demonstration of skill/knowledge	<u>2</u> — <i>Developing</i> , shows understanding of requirement but demonstration of skill/knowledge is limited	<u>3</u> — <i>Very Good</i> shows understanding of requirement and demonstration of skill/knowledge is robust	<u>4</u> — <i>Exemplary</i> shows understanding of required and demonstration of knowledge/skill is sophisticated, unique, creative, intellectually robust
Excel Skills: Data Manipulation				

Excel Skills: <u>Data Representation (charts, etc.)</u>					
Analysis: Accuracy of Comparison of Previous KPR data and SB1 Formula.					
Analysis (SB1): Discussion of Assessment of gap difference in Previous KPR data and SB1 formula					
Analysis (SB1): Discussion of Assessment of gap difference in Previous KPR data and SB1 formula					
Overall, discussion of the school's performance based on SB1 analyses					
Overall, evidence supports analyses					

3. Technology Infused Project Based Learning Unit Assignment (and Presentation of Learning).

This project is your major grade for EDC 638 and top performance is expected for it. You will be introduced to Project Based Learning and its relationship to Next Generation Learning and 21st Century Skill development. You will be working with an interdisciplinary group to which you and your collaborators will be assigned. Your group can select from a pool of well-done PBL content units. You will then analyze the objectives and tasks there and integrate *four* of *ten* digital learning tools and resources from the list below. You will be asked to justify how your selection of technology demonstrates NextGen Learning Design Principles as well as provide examples of what a "A" level student product would be for each technology (e.g. if you use a learning game, what would be the level of performance you would expect, or the same for a podcasting assignment). The rubric for the PBL project is below. A complete list of resources, for PBL and all of the technologies listed from which to choose is available in the EDC 638 Project Based Learning Folder in Course Content on the Course Blackboard Site. **NOTE: Depending on the credit level at which you are taking this course (either 1, 2 or 3 credits) the project expectation of content (modifications vs. design vs. design & implementation of a PBL unit are expected. The rubric applies, but clearly you will have to meet the overall correct PBL project**

description to have your final project scored. A midpoint design check in report is expected for the PBL project (consult the course assignment weekly schedule for that due date.)

Presentation of Learning (POL). Experts agree: a key aspect of PBL is the Presentation of Learning, your reputation will be on the line as you present your work to experts who will judge your work based on their real world standards for performance

Project-based Learning Rubric Correct PBL Assignment for Course Credit Yes No (Project Not Scored)

Score Levels	Content	Conventions	Organization	Presentation
4	<ul style="list-style-type: none"> ▪ Is well thought out and supports the solution to the challenge or question ▪ Reflects application of critical thinking ▪ Has clear goal that is related to the topic ▪ Is pulled from a variety of sources ▪ Is accurate 	<ul style="list-style-type: none"> ▪ No spelling, grammatical, or punctuation errors ▪ High-level use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Information is clearly focused in an organized and thoughtful manner. ▪ Information is constructed in a logical pattern to support the solution. 	<ul style="list-style-type: none"> ▪ Multimedia/interactive technologies used to clarify and illustrate the main points. ▪ Format enhances the content. ▪ Presentation captures audience attention. ▪ Presentation is organized and well laid out.
3	<ul style="list-style-type: none"> ▪ Is well thought out and supports the solution ▪ Has application of critical thinking that is apparent ▪ Has clear goal that is related to the topic 	<ul style="list-style-type: none"> ▪ Few (1 to 3) spelling, grammatical, or punctuation errors ▪ Good use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Information supports the solution to the challenge or question. 	<ul style="list-style-type: none"> ▪ Multimedia/interactive technologies used to clarify and illustrate the main points. ▪ Format is appropriate for the content. ▪ Presentation captures audience attention. ▪ Presentation is well organized.

<ul style="list-style-type: none"> ▪ Is derived from multiple sources/perspectives ▪ Is accurate 	<ul style="list-style-type: none"> ▪ Supports the solution ▪ Has application of critical thinking that is apparent ▪ Has no clear goal ▪ Is pulled from a limited number of sources ▪ Has some factual errors or inconsistencies 	<ul style="list-style-type: none"> ▪ Minimal (3 to 5) spelling, grammatical, or punctuation errors ▪ Low-level use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Project has a focus but might stray from it at times. ▪ Information appears to have a pattern, but the pattern is not consistently carried out in the project. ▪ Information loosely supports the solution. 	<ul style="list-style-type: none"> ▪ Multimedia/interactive technologies loosely illustrates the main points. ▪ Format does not suit the content. ▪ Presentation does not capture audience attention. ▪ Presentation is loosely organized.
<p style="text-align: center;">2</p>	<ul style="list-style-type: none"> ▪ Provides inconsistent information for solution ▪ Has no apparent application of critical thinking ▪ Has no clear goal ▪ Is pulled from few sources ▪ Has significant factual errors, misconceptions, or 	<ul style="list-style-type: none"> ▪ More than 5 spelling, grammatical, or punctuation errors ▪ Poor use of vocabulary and word choice 	<ul style="list-style-type: none"> ▪ Content is unfocused and haphazard. ▪ Information does not support the solution to the challenge or question. ▪ Information has no apparent pattern. 	<ul style="list-style-type: none"> ▪ Presentation appears sloppy and/or unfinished. ▪ Multimedia is overused or underused. ▪ Format does not enhance content. ▪ Presentation has no clear organization.
<p style="text-align: center;">1</p>				

	misinterpretations		
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VII. Grading:

Attendance: 20% (see attendance policies and expectations below)
 School Technology Investigation Assignment - 15%
 SB 1/KPR Data Accountability Analysis - 25%
 Technology Project Based Learning Project: 40%

* Please note ANY assignments not turned in will result in an 'Incomplete' grade. You may not student teach with an "I" on your transcript

Scale:

90- 100 = A
 80 - 89 = B
 70 - 79 = C
 69 or below = Failing

IX. Readings:

Websites, technology skills tutorials (video and text) and several articles are available in the Technology Education folder in our BlackBoard course management shell.

X. "T" - Group Assignment - Group assignments TBA for any given offering.

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.

The UK Masters with Initial Certification Program is designed to address the College of Education's four central themes for teacher preparation. In this class, students will be given the opportunity to review, analyze, discuss, and apply research from diverse perspectives in education including professional scholarship and practitioner inquiries in order to reflect on their own practices as they study, observe, and practice in public school and university classrooms. Reflection will also be integrated into students' learning opportunities via the production of written essays and analyses of observation and teaching experiences in order to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course and the MIC program in general emphasize the College of Education's commitment to assuring that its graduates move into their professional lives equipped for life-long learning as classroom teachers who will be active in leading colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four program themes is to produce teacher leaders who work together to improve student learning among diverse student populations and improve education in Kentucky and beyond.

Course Overview/Objectives:

Your Content Methods and EDC 645 (cohort placement) course form the core of the MIC program for the fall semester, with supplemental material presented in your interdisciplinary classes in adolescent psychology, students with special needs, and foundations of education. Classroom management, technology, and multicultural education also will be addressed in the core and supplemental classes. Our purpose in all of these courses is to give you both a sound theoretical foundation and in-depth experiences to enable you to become a professional educator who utilizes research and reflection in order to learn and lead in the classroom.

In essence the purpose of these courses is to encourage you, the beginning teacher, to become a “student of teaching.” Critical thinking is integral to the courses. You will explore your beliefs about the purposes of education, your role in the school community, and models of teaching that best facilitate learning among diverse student populations. Underlying the entire semester will be an exploration of your notions of what public education should look like and the impact of personal experiences on your role as a teacher. This is an opportunity to challenge you to begin thinking about the impact of theory, content, pedagogy, and personal experience on your behaviors and attitudes as a teacher. Each topic we discuss will fall under one of the following categories:

- Foundations and philosophy of education in a democratic society,
- Teacher ethics and professionalism (behaviors, growth & development),
- Learning theory and adolescent development,
- General classroom practices (planning, classroom management, instructional strategies/design, & assessment)
- Kentucky Education Reform Act (KERA)

Throughout the semester we will teach you to help your students develop their abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team/community members, think and solve problems, and integrate knowledge – Kentucky’s Six Learning Goals. You will acquire knowledge and skills that will help you:

- Design and plan for instruction (Kentucky Teacher Standard or KTS II)
- Create and maintain a supportive learning climate (KTS III)
- Effectively implement instruction (KTS IV)
- Assess and communicate learning results (KTS V)
- Reflect upon and evaluate your own teaching/learning (KTS VII)
- Collaborate with colleagues and others (KTS VIII)
- Integrate technology in the instructional process (KTS VI)
- Evaluate teaching and implements Professional Development (KTS IX)
- Provide leadership within school/community/profession (KTS X)

Class Expectations:

The MIC Program is a professional education program, and you are expected to begin making the transition from a graduate student to a teaching professional. This means, in part, that we expect your regular, on-time attendance and participation in your coursework. If you miss a class for any reason, it is your responsibility to contact the instructor and to make up all work that was missed.

Field Experiences and Use of School Technology Labs:

You have assignments in this Technology class that requires you to speak with school personnel in labs and media centers. These assignments ARE NOT their priorities! Please be respectful of the need of teachers and students to use THEIR labs and computer facilities for their teaching and learning work – do your’s in a professional and respectful manner. Also, be aware that checking YOUR email and using school computers for these kinds of activities are not promised or expected by schools in which we work.

Ethical Conduct:

All students are expected to conduct themselves in an ethical manner during their UK classes and related field placements, as befitting graduate students and future teachers. Any unethical behavior in class or during your field placements may result in failure in your courses and/or expulsion from the MIC program, determined on a case-by-case basis. Faculty will follow all university due process procedures concerning academic or ethical conduct.

KERA Initiatives

Obviously, this technology component focuses on the Kentucky Teacher Standard for Technology (#10). 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.

Addressing Themes of Diversity, Assessment, and Technology

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

Attendance

Attendance of individuals in the class is required, and university rules regarding absences will be followed. Exchange of ideas is essential for the learning that occurs in this class. In most class meetings, students work in pairs and/or in groups. The absence of one individual affects the performance of all persons working in the group. If you are absent, it is each student’s responsibility to make up the work and provide evidence

that the absence was excused. Without this evidence, the absence will be considered unexcused. Two tardies, whether arriving late or leaving early, equals one unexcused absence. I reserve the right to lower your final grade one letter grade for each unexcused absence.

Excused Absences: S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences:

- 1) serious illness;
- 2) illness or death of family member;
- 3) University-related trips;
- 4) major religious holidays;
- 5) other circumstances you find to be "reasonable cause for nonattendance."

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day for adding a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (257-2754).

In the case of an excused absence, it is the student's responsibility to inform the instructor of the absence, preferably in advance, but no later than one week after it. Opportunities for make-up will be discussed then.

Participation and Professionalism

All teaching candidates are expected to demonstrate the ethical and professional values associated with Secondary Level Education. It is critical teaching candidates adopt and exhibit a professional demeanor at each point in their teacher preparation. Evidence of professional dedication will be expected through all work during classes, seminar, and student teaching experiences. Credit for participation and professionalism will be part of the evaluation. The MIC Program is a professional education program, and you are expected to begin making the transition from student to professional. This means, in part, that we expect your regular, on-time attendance and participation. If you miss a class for any reason, it is your responsibility to contact the instructor and to make up all work that was missed.

Special Note re: H1N1 virus (aka "swine flu"):

As in past school years since 2009, the U.S. is expected to contend with the serious issue of H1N1 (and perhaps other new strains of) flu infection, a highly contagious strain of flu that has the potential to reach epidemic proportions. This issue is especially important for students and educators working in public school environments. While we certainly expect all MIC students to attend class when possible, please follow the following guidelines as stated by the University of Kentucky Provost's Office:

- As a general rule, don't miss class. Class attendance is one of the key predictors of academic success.
- If you feel sick, don't go to class but make sure you honor the terms of your instructor's excused absence policy (e.g., email notification to instructor prior to class conveying that you feel sick and will miss class.)

- If you have flu-like symptoms, please visit the University Health Service on campus. Influenza (flu) is a febrile respiratory disease.
- Unless you have a fever (temperature above 100.4 degrees F) and a cough, sore throat and/or congestion, you probably do not have the flu.
- Practice a healthy lifestyle - Get plenty of sleep, be physically active, manage your stress, drink plenty of fluids, and eat nutritious food.
- Cover your mouth and nose with a tissue when coughing and/or sneezing. Immediately throw the tissue in the garbage.
- If a tissue is not available, cough or sneeze into the crook or elbow of your arm or onto your sleeve, NOT your hand.
- The flu spreads very easily. You don't know when you may have touched something someone with the flu just touched, so wash your hands frequently throughout the day with warm soapy water. If soap and water are not available, alcohol-based hand sanitizers and gels are a suitable substitute. (The university encourages you to carry your own personal size container of hand sanitizer.)
- Avoid touching your nose, eyes, and mouth.
- More information can be found at the UK website. Go to the UK Homepage www.uky.edu and click on the "H1N1 (Swine) Flu" link at the top of the homepage.

Attendance policies:

1. Students will attend all class meetings and field placement sessions.
2. Students will complete all assignments prior to scheduled discussions and due dates (see course calendar).
3. Students will attend all class meetings and be active participants.
 - a. Active participation may include: verbal participation in discussions, asking questions or responding to peers or instructor in constructive ways, clearly demonstrating active listening (taking notes, paying attention, etc.), and communicating with the instructor via office meetings and/or email.
4. Absences will be communicated in advance and in writing to the instructor, or will do so as soon as possible.
 - a. It is the student's responsibility to pursue make-up work and collect materials and information from missed class meetings.
 - b. Absence from scheduled field placements must be communicated to the course instructor, your MIC cohort leader, and the appropriate cooperating teacher in advance whenever possible.
 - c. Absences from the field placement must be made up; work with your cooperating teacher to schedule make-up days.
5. **IT IS ESSENTIAL THAT YOU ATTEND YOUR FIELD PLACEMENT AND COMMUNICATE WITH YOUR COOPERATING TEACHER(S) REGULARLY!**
6. Students will conduct themselves in a professional and ethical manner.
 - a. They will be punctual, presentable, respectful of peers and instructors, and they will be honest in their academic efforts.
 - b. They will attend to and engage course materials to learn and improve their knowledge, understanding, and practice as teachers.
7. Attendance, participation, and professionalism will be assessed holistically based on the above criteria, and will be used to determine the outcome of borderline grades.
8. Students are encouraged to communicate regularly with the instructor so that they are aware of their standing.
9. Students who fail to attend class, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals.

10. Poor conduct or lack of participation may negatively affect their course grades.
11. In cases of extreme or frequent misconduct, the instructor reserves the right to dismiss a student from class and notify the department and college for potential disciplinary action.
12. In non-emergency situations, late work will not be accepted without prior arrangements with the instructor.
 - a. The instructor reserves the right to refuse late work or to accept late work for reduced credit unless the student has made prior arrangements with the instructor.

Students with Special Needs

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides a reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please notify your instructor and contact the Disability Resource Center (Mr. Jake Karnes, jkarnes@uky.edu) 257-2754, room 2 Alumni Gym.

The course will be conducted with openness and respect to all individuals' points of view and experience. The activities and discussions will not tolerate discrimination or prejudice toward any person or group's religion, ethnicity, disability, gender, or sexual orientation.

Classroom Behavior, Decorum, and Civility (aka, Ethics Statement)

This course and its participants will not tolerate discrimination, violence, or vandalism. EDC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting graduate students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class or during your field placements may result in failure for the course and/or expulsion from the MIC program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult your cohort leader if you have questions regarding this requirement.

Statement on Plagiarism

All materials generated for this class (which may include but are not limited to syllabi and in-class materials) are copyrighted. You do not have the right to copy such materials unless the professor or assistant expressly grants permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing

plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others.

Legal Action

MIC students charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or student teaching until the case is settled. Students are responsible for reporting such charges to the Director of Field Experiences.

Commitment to Diversity

The Master's with Initial Certification Faculty are committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth.

Equitable access to high quality instruction in Kentucky's secondary schools is directly and indirectly affected by UK's MIC program's beliefs in and support for social diversity in schools. Moreover, the Commonwealth is directly affected by the ability of its youth to acquire high levels of skill in all subject areas that can then be used by them as citizens to enhance their communities and participate in the state's ongoing progress and prosperity in local, regional, national, and global contexts. Therefore, it is essential for our teacher candidates to understand issues related to social diversity and make a commitment to value diversity as they engaged in teaching, research, reflection, learning, and leadership. By valuing diversity, our program is committed to enabling and empowering all people in educational contexts regardless of their race, ethnicity, gender, social class, sexual orientation, domestic partner status, and so forth.

Commitment to Addressing the Achievement Gap

The UK MIC Program aligns itself with the positions of the NCTM, NCSS, NSTA, and NCTE regarding cultural and linguistic diversity. The program seeks to underscore that cultural and linguistic diversity should be treated as integral components of secondary education, and that the failure to accommodate such diversity in curriculum and instruction lies at the heart of disparities in achievement between Caucasian and Minority racial populations—a phenomenon popularly referred to as “the achievement gap.”

Commitment to Technology

The MIC Program is committed to teaching candidates so they use technology as a personal and professional tool. Our program is guided by NCATE standards, UK College of Education Technology Standards, EPSSB Teacher Standards, and SPA Standards as they relate to technology. Candidates are required to use technology for a majority of their classes. Candidates use technology for class assignments, lesson plan design and preparation, class presentations, record keeping, and data analysis. Candidates are required to successfully complete course work focusing on using technology. Our candidates are required to communicate via electronic mail, use list serves, access the Internet and online databases, and use digital texts and modes for research projects and presentations. Our candidates use Microsoft Word, Excel, Access, and PowerPoint. They are given multiple opportunities during student teaching to videotape their teaching for use in self-analysis toward professional development. Our program offers candidates access to “smart” classrooms and technology labs in order to further facilitate their use of technology.