MEMORANDUM

TO: University Senate Council
FROM: Deborah Slaton
             Associate Dean for Research and Graduate Studies
TOPICS: Request for Major Course Change and Distance Learning Approval
DATE: November 25, 2009

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

Request for Major Course Change: EDC 732 Principles of Curriculum Construction (Distance Learning Approval form attached)

Attachments

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

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: Education Today's Date: 9/29/09
b.	Department/Division: Curriculum & Instruction
c.	Is there a change in "ownership" of the course? YES ☐ NO ☒
	If YES, what college/department will offer the course instead? ____
d.	What type of change is being proposed? ☒ Major ☐ Minor[1] (place cursor here for minor change definition)
e.	Contact Person Name: Leslie Burns, Doug Smith Email: L.burns@uky.edu, dcsmit1@uky.edu Phone: 859-257-2939, 859-257-1824
f.	Requested Effective Date: ☐ Semester Following Approval OR ☒ Specific Term[2]: Summer 2010
2.	**Designation and Description of Proposed Course.**
a.	**Current Prefix and Number:** EDC 732 *Proposed Prefix & Number:* EDC 732
b.	**Full Title:** Principles of Curriculum Construction *Proposed Title:* *Curriculum Design for Learning and Leading*
c.	**Current Transcript Title** (if full title is more than 40 characters): Principles of Curriculum Construction
c.	*Proposed Transcript Title (if full title is more than 40 characters):* *Curriculum Design for Learning and Leadi*
d.	**Current Cross-listing:** ☒ N/A OR Currently[3] Cross-listed with (Prefix & Number): ____
	Proposed – ☐ *ADD[3] 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 type.

Comment [OSC1]: 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.F*; 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]

Current:	**3** Lecture	____ Laboratory[5]	____ Recitation	____ Discussion	____ Indep. Study
	____ Clinical	____ Colloquium	____ Practicum	____ Research	____ Residency
	____ Seminar	____ Studio	____ Other – Please explain: ____		
Proposed:	**3** *Lecture*	____ *Laboratory*	____ *Recitation*	____ *Discussion*	____ *Indep. Study*
	____ *Clinical*	____ *Colloquium*	____ *Practicum*	____ *Research*	____ *Residency*
	____ *Seminar*	____ *Studio*	____ *Other – Please explain:* ____		

f.	**Current Grading System:** ☒ Letter (A, B, C, etc.) ☐ Pass/Fail
	Proposed Grading System: ☒ *Letter (A, B, C, etc.)* ☐ *Pass/Fail*

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[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.)

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g.	**Current number of credit hours:** 3	*Proposed number of credit hours:* 3	

h.	**Currently, is this course repeatable for additional credit?**	YES ☐	NO ☒
	Proposed to be 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.	**Current Course Description for Bulletin:**	Study of basic principles of curriculum development. Relationship of social and psychological factors to curriculum change. Survey of current approaches to curriculum organization. Considerations of means of curriculum development in the instructional systems.
	Proposed Course Description for Bulletin:	*Critical analysis, design, and implementation of curricula. Survey of theoretical foundations, in-depth applied research experiences, design of curriculum resource materials, and implementation of curriculum designs.*

J.	**Current Prerequisites, if any:**	_____
	Proposed Prerequisites, if any:	_____

k.	**Current Distance Learning(DL) Status:** ☐ N/A ☐ Already approved for DL* ☒ *Please Add[6]* ☐ *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 changes do not affect DL delivery.

I.	**Current Supplementary Teaching Component, if any:**	☐ Community-Based Experience ☐ Service Learning ☐ Both
	Proposed Supplementary Teaching Component:	☐ *Community-Based Experience* ☐ *Service Learning* ☐ *Both*

3.	**Currently, is this course taught off campus?**	YES ☐	NO ☒
	Proposed to be taught off campus?	YES ☐	NO ☒

4.	**Are significant changes in content/teaching objectives of the course being proposed?**	YES ☒	NO ☐
	If YES, explain and offer brief rationale:		

This proposed course complies with indicators noted for evaluation of the Master's redesign submissions as noted in Regulation 16 KAR 5:0101 Section 12 and the Master's Redesign Guidelines as approved by the Kentucky Educational Professional Standards Board (EPSB), 2007. All teacher education programs in the State of KY are mandated to change their Master's programs to include more clinical experiences, job-embedded performance features, and more research to practice applications that will increase educator and school capacities for leadership development. In the case of this course, leadership practices focus on curriculum design and implementation as aligned with the EPSB's Kentucky Teacher Leader Standards.

5.	**Course Relationship to Program(s).**		
a.	**Are there other depts and/or pgms that could be affected by the proposed change?**	YES ☒	NO ☐
	If YES, identify the depts. and/or pgms: *EDP*		
b.	**Will modifying this course result in a new requirement[7] for ANY program?**	YES ☐	NO ☒
	If YES[7], list the program(s) here: _____		

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[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.

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6.	Information to be Placed on Syllabus.		
a.	☐	Check box if changed to 400G or 500.	If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See *SR 3.1.4.*)

APPLICATION FOR COURSE CHANGE (MAJOR AND MINOR)

Signature Routing Log

General Information:

Course Prefix and Number: EDC 732 Curriculum Design for Learning and Leading

Proposal Contact Person Name: Leslie Burns, Doug Smith Phone: 859-257-2939, 859-257-1824 Email: L.burns@uky.edu, dcsmit1@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
C+I Dept.	10/2/09	Mary Shake /257/0767	Mary C Shake mcshak1@uky.edu
Courses + Curr.	11/2/09	Jeff Reese 7-4909 jeff.reese@uky.edu	
College of Ed. faculty	11/10/09	Deborah Slaten 7-9795 deborah.slaten@uky.edu	
	/ /		
	/ /		

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[8]
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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

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EDC 732: Curriculum Design for Learning and Leading SYLLABUS

"Research and Reflection for Learning and Leading"

Instructor:	
Office Hours/Location	
Phone Number	
Email	
Virtual Office Hours	Arranged individually through email
Technological Requirements	Computer with internet access or access to 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	Email via Blackboard
Anticipated Response Time	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; dllservice@email.uky.edu
DL Interlibrary Loan Service	http://uky.edu/Libraries/libpage.php?lwebid=253&llib id=16

UK College of Education Professional Themes

This course will address the four themes of the conceptual framework for the UK professional education unit: ***research, reflection, learning,*** and ***leading.*** Students will be given the opportunity to review, analyze, discuss, and apply ***research*** from diverse perspectives in

education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. **Reflection** will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long **learning** as educators who will be active in **leading** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Course Overview/Objectives:

EDC 732 is designed to support and enhance educators' understanding, critical analysis, design, and implementation of school curricula. Its purpose is to provide both a sound theoretical foundation and in-depth applied experiences to help students become professionals who draw from research, create learning materials, and use those materials locally to lead their school communities in curriculum development. This course requires students to examine and re-think their assumptions and practices as curriculum designers. Students will have multiple opportunities to analyze, critique, and evaluate existing curriculum approaches and models. The most important focus of the course, however, will be development of students' own skills and knowledge for curriculum construction.

Students will explore their beliefs about the purposes of education, their roles in school communities, and models of teaching that best facilitate learning among diverse student populations. Underlying the entire course will be an exploration of what public education should look like and the impact of that vision on classroom teachers. Students will use the course content to answer seven core questions (Beyer and Liston, 1996) to meet course objectives:

- What is worth knowing and what is worth experiencing in formal education?
- Whose interests does the curriculum serve, and for what kind of future is the curriculum explicitly or implicitly preparing students?
- What stand does the curriculum take on questions of democracy and diversity?
- What is the relationship between knowledge embedded in the curriculum and those enacting the curriculum?
- What kinds of relationships among school participants are best for enacting the curriculum?
- How do broader social conditions influence the shape of the curriculum and students' experiences of it?

These questions will guide inquiry into the theories, research, and problems students encounter as they work to understand curriculum in their particular fields or subject areas.

Course Objectives:

Survey –

1. To review professional literature on curriculum leadership relevant to the students' disciplinary specialties and in the general field of curriculum studies.
2. To develop a definition of curriculum that establishes connections with instruction, learning theories, and teacher leadership to facilitate development of instructional units.
3. To identify major scholars in curriculum and analyze the implications of their theories and research for teacher leadership in curriculum development.

Subject-area Analysis (State curricula and SPA standards)

4. To identify curriculum models and establish professional collaborative structures based on those models for leading curriculum development in schools.
5. To identify and document major curriculum challenges for a disciplinary field using professional literature, and apply those findings toward action research in local school contexts.
6. To identify the major philosophic perspectives in curriculum and develop alternative perspectives for a disciplinary field relevant to leadership in local contexts.

Leadership and Applied Curriculum Design/Analyses

7. To design disciplinary curricula for implementation in local contexts that reflect consistency based on theories, research, and philosophy.
8. To examine the curriculum design perspectives of historic and contemporary reform initiatives, including the Kentucky Curriculum Framework strand of the Kentucky Education Reform Act.
9. To recognize and identify curriculum issues and problems in local contexts, pose questions that would address those issues and problems as a teacher leader, collect data that would facilitate answering some or all of those questions, analyze the data, and produce a series of reports that support leadership in resolving issues and problems.

Kentucky Teacher Leader Standards and Curriculum Design

The Kentucky Teacher Leader Standards anchor the entire master's degree program. However, this course focuses on the following standards in particular.

Standard 1 – Leading School Improvement

Facilitates curriculum design teams in developing coherent and comprehensive units and lessons that are responsive to the needs of diverse learners.
Facilitates collegial ongoing analysis and mapping of curriculum to ensure alignment of state standards with curriculum being taught.
Collaborates with colleagues to design lesson and units of study that balance and integrate all learning modalities and allow for choice in order to best meet the needs of diverse learners.

Models and coaches colleagues in expanding culturally responsive curriculum and instruction.
Models and assists others in developing effective verbal, nonverbal, and media communication techniques that are accurate, clear, and accessible to all stakeholders.
Assists colleagues in promoting positive and focused environments for learning.
Engages with colleagues to analyze and address factors that may be barriers to learning.
Assists staff in implementing and assessing the impact and continuously analyzing next steps in school improvement.

Standard 2 – Promoting Ongoing Professional Learning for Self and Others

Facilitates continual action research, based upon reflective classroom observations and ongoing professional learning.
Collaborates with colleagues to assess student work and identify a wide variety of interventions and high quality instructional practice through promotion of professional learning communities.
Collaborates with colleagues in examining research on fair, equitable, and respectful education. Models and promotes high levels of integrity and ethical practices.
Coaches and models for colleagues in the use of problem solving strategies that cross disciplines.
Models effective questioning skills.
Assists colleagues in identifying and developing professional goals around student needs and outcomes.
Engages teams in planning and professional growth.

Standard 3 – Deepening the Instructional Capacity of Colleagues

Facilitates interactions using an adaptive process and structures associated with effective teaming and collaboration.
Facilitates the development of instructional units that integrate research-based teaching strategies.
Collaborates with colleagues on identifying content specific instructional strategies to ensure success for all learners.
Models inclusive strategies.
Engages colleagues in analysis of instructional practices.

Standard 4 – Working Productively with Others

Facilitates the implementation of school, district, state, and national policies that move beyond compliance to a culture that is student-centered and focused on best practice and reflection in all organizational contexts.
Collaborates with colleagues and promotes relevant dialogue regarding new regulations and requirements and their implications for classroom teaching and learning.
Collaborates with colleagues in the identification and evaluation of resources and data to determine quality of information and possible bias.

Assists colleagues to systematize school-wide organization and management to ensure effective implementation of policy, practice, and culture within and outside the classroom.

Standard 5 – Developing Communities of Practice

Facilitates inquiry-based professional learning communities school-wide that explore patterns and gaps in academic achievement.
Collaborates with all stakeholders to ensure that all learners have access to all appropriate learning opportunities and resources.
Assists colleagues in developing and implementing strategic adaptive changes that ensure long-term continuous improvement and sustained growth.

Course Assessments:
Course assessments must be submitted on or before the due dates given in the course schedule. **Five percent will be deducted from the value of an assignment for each day it is late**, unless prior arrangements have been made with the instructor. Full descriptions of these assessments and evaluation rubrics for each are appended to this syllabus.

Curriculum Interview Project	Interview curriculum design team members in subject-area disciplines at the Kentucky Department of Education, or at a school-district level office re: processes and politics of curriculum design, implementation, and evaluation	KTLS: 1, 2, 3, 4, 5
Standards Analysis Project	Analyze Kentucky standards for their content area, and/or SPA standards, and/or district-level curriculum maps to evaluate goals, alignment, coherence, and relevance for local students.	KTLS: 1, 2, 4
Curriculum Testing Project	Join a peer group to analyze content area standardized tests to determine alignment with educational objectives and standards for a particular subject area.	KTLS: 1, 2, 3, 4, 5

Student Interview Project	Interview public school students re: perceptions of curriculum, needs, cultural responsiveness, and effectiveness of curriculum and instruction in a particular subject area.	KTLS: 1, 5
Curriculum Committee Observation Project	Observe, report on, and/or participate in a state or district-level curriculum learning community.	1, 3, 4
Grade-Level Curriculum Design Project	Based on course content and experiences, collaborate with peers to design a model curriculum for one subject and grade level to implement in a public school setting.	1, 2, 3, 4, 5
Curriculum Career Plan Project	Review the Kentucky Leader Standards 1 and 3 listed earlier in the syllabus. Identify an area of curriculum studies as a long term professional interest. Develop and describe a plan that will allow you to demonstrate leadership over time as you grow to facilitate, collaborate, model, and coach in relation to curriculum design for your local school community.	1, 2, 3

Course Policies

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 your 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

Evidence of professional dedication will be expected throughout this course and in all course-related interactions. Credit for participation and professionalism will be part of the evaluation. This means, in part, that we expect your regular, punctual attendance and participation. If you miss a class for any reason, it is **your** responsibility to contact the instructor and to make up any work.

Attendance, Participation, and Professionalism together

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.

     Students will conduct themselves in a professional and ethical manner.

        b. They will be punctual, presentable, respectful of peers and instructors, and they will be honest in their academic efforts.

        c. They will attend to and engage course materials to learn and improve their knowledge, understanding, and practice as teachers.

5. Attendance, participation, and professionalism will be assessed holistically based on the above criteria, and will be used to determine the outcome of borderline grades.
6. Students are encouraged to communicate regularly with the instructor so that they are aware of their standing.
7. 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.
8. Poor conduct or lack of participation may negatively affect their course grades.
9. 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.
10. In non-emergency situations, late work will not be accepted without <u>prior</u> 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 or 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 may result in failure for the course and/or expulsion from the 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 the instructor 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.

Commitment to Diversity

The UK Department of Curriculum and Instruction is 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 this department'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 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 students 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 Department of Curriculum and Instruction 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 public education, and that the failure to accommodate such diversity in curriculum and instruction contributes to disparities in student achievement across racial populations—a phenomenon popularly referred to as "the achievement gap."

Commitment to Technology

The UK Department of Curriculum and Instruction is committed to teaching students so they use technology as a personal and professional tool. Our program is guided by NCATE standards, UK College of Education Technology Standards, EPSB Teacher Standards, and SPA Standards as they relate to technology. Students are required to use technology for a majority of their classes. Students use technology for class assignments, lesson plan design and preparation, class presentations, record keeping, and data analysis. Students are required to successfully complete course work focusing on using technology. Our students 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 students 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 students access to "smart" classrooms and technology labs in order to further facilitate their use of technology.

List of References

KY Learner Goals and Expectations, Program of Studies and Core Content – online documents.
Subject-area Professional Association (SPA) K-12 standards.

Appiah, K. A., Gutmann, A., & Wilkins, D. B. (1996). *Color conscious: The political morality of race.* New Jersey: Princeton University Press.

Apple, M. (1990). *Ideology and curriculum.* New York: Routledge.

Dewey, J. (1916). *Democracy and education.* New York: Macmillan.

Dewey, J. (1938). *Experience and education.* New York: Macmillan.

Eisner, E. W. (1994). [Third Edition]. *The educational imagination: On the design and evaluation of school programs.* New York: Macmillan.

Eisner, E. W. (2002). *The arts and the creation of mind.* New Haven, CT: Yale University Press.

Flinders, D., & Thornton, S. (Eds.) (2009). *The curriculum studies reader.* New York: Routledge.

Freire, P. (2002). *Pedagogy of the oppressed* (30th anniversary ed.). New York: Seabury Press.

Giroux, H. A. (1997). *Pedagogy and the politics of hope: Theory, culture, and schooling.* Boulder, CO: Westview Press.

Giroux, H. A. (1988). *Teachers as intellectuals: Toward a critical pedagogy of learning.* New York: Bergin & Garvey.

Greene, M (1995). *Releasing the imagination: Essays on education, the arts, and social change.* San Francisco: Jossey-Bass Publishers.

Hanson, F. A. (1993). *Testing, testing: Social consequences of the examined life.* Berkeley, CA: University of California Press.

Henderson, J. G., & Hawthorne, R. D. (1995). *Transformative curriculum leadership.* New York: Macmillan.

Jackson, P. W. (Ed.) (1996). *Handbook of research on curriculum: A project of the American Educational Research Association.* New York: Simon & Schuster Macmillan.

Kincheloe, J. L., Slattery, P., & Taubman, P. (1995). *Contextualizing teaching.* New York: Longman.

Kliebard, H. M. (1995). *The struggle for the American curriculum.* New York: Routledge.

McCarthey, C. (1990). *Race and curriculum.* London: Falmer.

McLaren, P. (1989). *Life in schools: An introduction to critical pedagogy in the foundations of education*. New York: Longman.

McLaren, P. (1997). *Revolutionary multiculturalism: Pedagogy of dissent for the new millenium*. Boulder, CO: Westview Press.

Noddings, N. (1992). *The challenge to care in schools: An alternative approach to education*. New York: Teachers College Press.

Pinar, W., Reynolds, W., Slattery, P., & Taubman, P. (1995). *Understanding curriculum*. New York: Peter Lang.

Steffy, B. (1993). *The Kentucky education reform: Lessons for America*. Basil, Switzerland: Techmonic Publishing Co., Inc.

Van Manen, M. (1993). *The tact of teaching: The meaning of pedagogical tactfulness*. New York: SUNY Press.

Whitehead, A. N. (1967/1929). *The aims of education*. New York: Free Press.

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 732	Date: 9/16/09
Instructor Name: Dr. Douglas C. Smith	Instructor Email: dcsmit1@email.uky.edu

	Curriculum and Instruction
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? Timely and appropriate Interaction will be ensured through weekly use of Blackboard discussion with the entire class and with small groups. Chats will also be used for weekly interactionl.
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. The textbooks, course goals, and assessment of student learning outcomes 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. Particularly critical class sessions will be presented with an on-line medium where the instructor's lesson is captured live for broadcast in Blackboard.
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. The integrity of student work is ensured by requiring the same requirements as a face-2-face class. As an advanced graduate class, course assessments are based on developed projects rather than examinations. The security of student work is facilitated by the security affordanced of UK's Black board system.

	*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 will be available on-line through UK's library sites. . Textbooks will be available for purchase on line.

<div align="center">Library and Learning Resources</div>

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 curriculum design, access to laboratories, facilities, and equipment not required.

<div align="center">Student Services</div>

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 (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)? Students are informed in the actual syllabus as well as in orientation letters emailed to students.
9.	Will the course be delivered via services available through the Teaching and Academic Support Center? Yes ☒ No ☐ 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 ☐ Instructor's *virtual* office hours, if any. ☐ The technological requirements for the course. ☐ Contact information for TASC (http://www.uky.edu/TASC/; 859-257-8272) and Information Technology Customer Service Center (http://www.uky.edu/UKIT/; 859-257-1300). ☐ Procedure for resolving technical complaints. ☐ Preferred method for reaching instructor, e.g. email, phone, text message. ☐ Maximum timeframe for responding to student communications.

	○ DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16	
10.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: _Douglas Smith_	Instructor Signature: _Douglas Smith_