

# REQUEST FOR NEW COURSE

<b>1. General Information.</b>				
a. Submitted by the College of: Education		Today's Date: 11/30/09		
b. Department/Division: Educational Leadership Studies				
c. Contact person name: Tricia Browne-Ferrigno		Email: tricia.ferrigno@uky.edu	Phone: 257-5504	
d. Requested Effective Date: <input checked="" type="checkbox"/> Semester following approval OR <input type="checkbox"/> Specific Term/Year <sup>1</sup> : _____				
<b>2. Designation and Description of Proposed Course.</b>				
a. Prefix and Number: ELS 600				
b. Full Title: Leadership in Learning-Centered Schools				
c. Transcript Title (if full title is more than 40 characters): Leadership in Learning-Centered Schools				
d. To be Cross-Listed <sup>2</sup> with (Prefix and Number): _____				
e. Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.				
_____ Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	_____ Discussion	_____ Indep. Study
_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research	_____ Residency
_____ Seminar	_____ Studio	3 hrs weekly Other – Please explain:		Hybrid (online, face-to-face)
f. Identify a grading system: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail				
g. Number of credits: 3				
h. Is this course repeatable for additional credit?				YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If YES: Maximum number of credit hours: _____				
If YES: Will this course allow multiple registrations during the same semester?				YES <input type="checkbox"/> NO <input type="checkbox"/>
i. Course Description for Bulletin: ELS 600 is a study of school leadership responsibilities assumed by teachers working collaboratively with colleagues and principals to create learning-				

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

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

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

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centered schools that assure all students learn at their highest potential.

j. Prerequisites, if any: None

k. Will this course also be offered through Distance Learning? YES<sup>4</sup>  NO

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. Will this course be taught off campus? YES  NO

**4. Frequency of Course Offering.**

a. Course will be offered (check all that apply):  Fall  Spring  Summer

b. Will the course be offered every year? YES  NO

If NO, explain: \_\_\_\_\_

5. Are facilities and personnel necessary for the proposed new course available? YES  NO

If NO, explain: \_\_\_\_\_

6. What enrollment (per section per semester) may reasonably be expected? 15-20

**7. Anticipated Student Demand.**

a. Will this course serve students primarily within the degree program? YES  NO

b. Will it be of interest to a significant number of students outside the degree pgm? YES  NO

If YES, explain: ELS 600 may be taken by any graduate student interested in topic.

**8. Check the category most applicable to this course:**

Traditional – Offered in Corresponding Departments at Universities Elsewhere

Relatively New – Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

**9. Course Relationship to Program(s).**

a. Is this course part of a proposed new program? YES  NO

If YES, name the proposed new program: \_\_\_\_\_

b. Will this course be a new requirement<sup>5</sup> for ANY program? YES  NO

If YES<sup>5</sup>, list affected programs: MEd in Educational Leadership Studies

**10. Information to be Placed on Syllabus.**

a. Is the course 400G or 500? YES  NO

If YES, the *differentiation for undergraduate and graduate students must be included* in the information required in **10.b**. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b.  The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-

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

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

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level grading differentiation if applicable, from **10.a** above) are attached.

# REQUEST FOR NEW COURSE

## Signature Routing Log

**General Information:**




Course Prefix and Number: **ELS 600**

Proposal Contact Person Name: Tricia Browne-Ferrigno      Phone: 257-5504      Email: tricia.ferrigno@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
EDL	11/10/09	Lars Bjork / 257-2450 / lbjor1@uky.edu	
Courses & Curricula	12/3/09	Jeff Reese 7-4909 jeff.reese@uky.edu	
College of Education	12/8/09	Deborah Slaton 7-9795 dslaton@uky.edu	
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

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<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

**ELS 600**  
**Leadership for Learning-Centered Schools**

**University of Kentucky College of Education**  
*Research and Reflection for Learning and Leading*

**Course Syllabus**  
**XXX Semester, XXX Year**

**Section XXX**  
**(3 credit hours)**

Hybrid Course Delivery  
Predominately independent study supplemented with  
online activities, fieldwork, and six class sessions  
XXX (day) XXX (time) PM  
UK Campus Location TBA

**Contact Information**

Instructor:	Tricia Browne-Ferrigno PhD
Office:	111 Dickey Hall
E-mail address:	tricia.ferrigno@uky.edu
Office phone:	(859) 257-5504
Cell phone:	(859) 948-6793 (emergency only)
Home phone:	(859) 293-2985 (no later than 9 PM)
Office hours:	By appointment (preferably made via e-mail)
Virtual hours:	TBA
Campus address:	Department of Educational Leadership Studies 111 Dickey Hall, College of Education University of Kentucky Lexington, KY 40506-0017
Department phone:	(859) 257-8921
Department fax:	(859) 257-1015
Department Web site:	<a href="http://www.uky.edu/Education/edlhead.html">http://www.uky.edu/Education/edlhead.html</a>

## Course Description in UK Bulletin

ELS 600 is a study of school leadership responsibilities assumed by teachers working collaboratively with colleagues and principals to create learning-centered schools that assure all students learn at their highest potential.

## Major Course Objectives

This course explores school leadership provided by teachers with emphasis on student achievement in P-12 schools. The assigned readings, reflective writings, online assignments, and fieldwork assist candidates in developing a beginning knowledge base about educational leadership and their dispositions as competent teachers and prospective teacher leaders. ELS 600 content and practical experiences are designed to prepare practitioner-scholars and reflective decision makers who

- Have the knowledge, skills, and dispositions to be effective teacher leaders;
- Research and reflect on leadership and change agency, learning and teaching, autonomy and collegiality, risk taking and ethical practice, and advocacy for public education;
- Involve and empower others in articulating and accomplishing the shared mission, vision, and goals of the educational settings where they work;
- Understand society's expectations for educational leaders—both teachers and principals;
- Articulate and model their philosophy about education and teacher leadership as well as the moral imperative that all children and youth learn at their highest potential; and
- Demonstrate understanding of the ten Kentucky Teacher Standards at the advanced-level performance as well as the *Educational Leadership Policy Standards: ISLLC 2008* and corresponding performance expectations<sup>1</sup>, the framework used in the preparation, practice, and evaluation of Kentucky's P-12 educational leaders.

## Required Course Textbooks and Readings

Professional reading and reflection are fundamental requirements of this course. The three books listed below are the major sources of course content. Additional readings related to course content may be assigned and posted on the ELS 600 Blackboard. Students are expected to complete all reading assignments each week in order to engage actively in online and class activities. The bibliography at the end of the syllabus provides students with additional resources to support further study, enrichment, and self-development on topics discussed in the course.

Crowther, F., Kaagan, S. S., Ferguson, M., & Hann, L. (2002). *Developing teacher leaders: How teacher leadership enhances school success*. Thousand Oaks, CA: Corwin Press.

Hoy, A. W., & Hoy, W. K. (2003). *Instructional leadership: A learning-centered guide*. Boston: Allyn and Bacon.

Merideth, E. M. (2007). *Leadership strategies for teachers* (2nd ed.). Thousand Oaks, CA: Corwin Press.

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<sup>1</sup> Sanders, N. M., & Kearney, K. M. (Eds.). (2008). *Performance expectations and indicators for education leaders*. Washington, DC: Council of Chief State School Officers.

## **Integration of Syllabus with UK College of Education Conceptual Framework**

This graduate course addresses the four themes within the conceptual framework of the UK College of Education: *research*, *reflection*, *learning*, and *leading*. Throughout the semester students have opportunities to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry and reflect on their own practices as P-12 educators as they study, observe, and work in P-12 school and university classrooms. *Reflection* is integrated regularly through oral and written communication to help students hone their analytical and problem-solving skills that comprise critical professional reflection on one's own practice. This course emphasizes the commitment of the UK College of Education to ensure that its graduates continue their professional careers equipped for life-long *learning* as educators actively *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce educational leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

### **Commitment to Diversity**

UK is committed to making diversity central to university policies, decisions, and practices to strengthen diversity within the Commonwealth. Efforts by a broad-based task force appointed by President Todd defined diversity as

embracing difference or promoting increased knowledge regarding race/ethnicity, gender, religion, sexual orientation, disability, veteran affairs, and thought within an inclusive community. This definition of diversity values an inclusive institutional culture, academic programs, and co-curricular activities that prepare students for active, global citizenship. This commitment further allows for an educational process that fosters growth among all members of the academic community by including a wide array of talents, and recognizing the human differences are organizational strengths (University-Wide Comprehensive Diversity Plan Task Force Report, April 2005, p. 6).

Because the desired outcome is excellence in education, UK “does not practice discrimination on the basis of race/ethnicity, gender, religion, sexual orientation, or disability” (p. 6).

The College of Education supports the university-wide definition of diversity and enhances it through an expanded interpretation. This broader conceptualization of diversity includes learning exceptionalities, native languages, socioeconomic status, and life experiences often created by residing in unique geographical regions such as Appalachia. Curricula within the UK College of Education, field experiences, and membership of its faculty and student body reflect a commitment to diversity.

Leading successful P-12 schools and districts requires understanding of and sensitivity to differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Hence, diversity is a theme woven throughout this graduate course, which focuses on preparing and developing principals and other educational leaders with requisite knowledge, dispositions, and skills to practice effectively the multiple responsibilities of school leadership and change agency.

## UK Policies

The adopted UK academic policies apply in this course and are articulated in the *Students Rights and Responsibilities Handbook* and the *UK Graduate Bulletin*. Important policies and regulations applicable to this course include, but are not limited to, those concerning attendance, cheating and plagiarism, course withdrawal, incomplete grades, and acceptable standards of English. As the instructor, I retain absolute discretion concerning acceptance of required assignments after established due dates and reserve the right to lower grades on assignments submitted late.

**Absences.** The University defines acceptable reasons for absences as (a) serious illness, (b) university-related trips, (c) major religious holidays, and (d) other circumstances that the instructor finds to be “reasonable cause for nonattendance.” Because the class meets only six times, regular attendance is essential. If students must miss a scheduled class meeting, then they must notify me about the reason for the absence **before it occurs**. In the event of **emergency absences** (e.g., personal illness, major accident, death of family member), students should notify me as soon as possible, **preferably through e-mail communication**. Additional assignments may be required for missed class meetings.

**Canceled Class.** If a class meeting must be canceled due to bad weather or other unforeseen circumstances, I will make every possible effort to contact students in sufficient time to avoid an unnecessary travel.

**Changes to Syllabus.** I retain the right to modify this syllabus, if necessary, to meet the learning objectives of this course. Changes to this syllabus will be discussed with students and provided in writing as an addendum distributed electronically via e-mail and posted on the course Blackboard.

Go to [www.research.uky.edu/gs/bulletin/bullinfo.shtml](http://www.research.uky.edu/gs/bulletin/bullinfo.shtml) for more information about UK Policies.

## Distance Learning Considerations

This course requires use of information technology: Students are expected to have regular access to a personal computer and the Internet to complete their learning activities. All Web-based activities are to be completed within designated sections of the course Blackboard, which can be accessed through <http://elearning.uky.edu>.

**Teaching and Academic Support Services.** Contact the UK Teaching and Academic Support Center for assistance via the Web (<http://www.uky.edu/TASC/>) or via telephone (859-257-8272).

**Procedures for Resolving Technological Problems.** Contact the UK Information Technology Customer Service Center via the Web (<http://uky.edu/UKIT>) or telephone (859-257-1300).

**Information on Distance Learning Library Services:** The UK Library provides support for distance-learning students via the Web ([www.uky.edu/Libraries/DLLS](http://www.uky.edu/Libraries/DLLS)). You may also contact the DL Librarian, Carla Cantagallo, directly via electronic mail ([dlservice@email.uky.edu](mailto:dlservice@email.uky.edu)) or telephone (859-257-0500 x 2171 or 800-828-0439).



**Document Delivery and Interlibrary Loan Services.** Contact the UK Library to request book not at UK via [http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&llib\\_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16).

**Students with a Documented Disability.** The UK Disability Resource Center (<http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>) provides support for those needing accommodations. Contact Jacob Karnes, Jr., Associate Dean of Students and Director of the Disability Resource Center, via e-mail ([jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)) or telephone (859-257-2754) if you have a documented disability that requires academic accommodations in this course. The Center will require current disability documentation. When accommodations are approved, the Center will provide me a letter that details the recommended accommodations for you.

**Maximum Timeframe for Responding to Student Communications.** Electronic mail addressed to [tricia.ferrigno@uky.edu](mailto:tricia.ferrigno@uky.edu) is the best method for communicating with me. I shall make every effort to respond to electronic mail messages within 48 hours excluding weekends or holidays or when the automatic reply is an out-of-office message. In case of emergency, please call my office (859-257-5504) or my cell phone (859-948-6793).

## Collaboration with School Partners

In accordance with requirements from the Kentucky Education Professional Standards Board (EPSB) to include diverse partners, personnel from the Central Kentucky Educational Cooperative, Fayette County Public Schools, and Southern Association of Colleges and Schools are involved in the design and delivery of this course.

## Standards-based Curriculum

ELS 600 is a required course for the MEd in Educational Leadership Studies designed to meet requirements established by EPSB for school leaders—including teachers. Thus, course content is based on the Interstate School Leaders Licensure Consortium (ISLLC) *Standards for School Leaders* adopted by Kentucky in 1998 and updated in 2008.<sup>2</sup> ELS 600 focuses specifically on leadership for learning-centered schools, for which the four central recurring themes within the original ISLLC standards provide a framework for teacher leadership:

- A Vision for Success
- A Focus on Teaching and Learning
- An Involvement of all Stakeholders
- Demonstration of Ethical Behavior (Hessel & Holloway, 2002, p. 21)<sup>3</sup>.

This course is also structured to align with these other professional standards:

The advanced-level performance **Kentucky Teacher Standards (KTS)** are integrated into content, assignments, and assessments as noted in Regulation 16 KAR 5:0101 Section 12 and the master's redesign guidelines as adopted by the EPSB in 2007. The complete list of standards and indicators are available at <http://www.kyepsb.net/teacherprep/standards.asp>. ELS 600 covers all

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<sup>2</sup> Council of Chief State School Officers. (2008). *Educational Leadership Policy Standards: ISLLC 2008*.

Washington, DC: Author. Available at <http://www.ccsso.org/publications/details.cfm?PublicationID=365>

<sup>3</sup> Hessel, K. & Holloway, J. (2002). *A framework for school leaders: Linking the ISLLC Standards to practice*. Princeton, NJ: Educational Testing Service.

ten Kentucky Teacher Standards: KTS 1 Apply Content Knowledge; KTS 2 Design/Plan Instruction; KTS 3 Create/Maintain Learning Climate, KTS 4 Implement/Manage Instruction, KTS 5 Assess/Communicate Learning Progress; KTS 6 Implement Technology; KTS 7 Reflect/Evaluate Teaching and Learning; KTS 8 Collaborate Others; KTS 9 Evaluate Teaching/Implement Professional Development; and KTS 10 Provide Leadership.

The Kentucky Education Professional Standards Board adopted the **Interdisciplinary Early Childhood Education (IECE) *New Teacher Standards for Preparation and Certification: Interdisciplinary Early Childhood Education Birth to Primary*** and now requires use of the 2003 revised version. The IECE standards are closely aligned with KTS and integrated as appropriate into ELS 600 content, assignments, and assessments. A copy of the revised standards is available at <http://www.kyepsb.net/teacherprep/iecestandards.asp>.

**The International Society for Technology in Education (ISTE)** has developed a set of standards and performance indicators for administrators, teachers and students. Courses in the MEd in Educational Leadership Studies, however, focus specifically those for administrators as a means to inform and guide teachers when collaborating with their peers and principals to assure school-wide student learning. The National Educational Technology Standards for Administrators (NETS-A) are available at [http://www.iste.org/Content/NavigationMenu/NETS/ForAdministrators/2009Standards/NETS-A\\_2009.pdf](http://www.iste.org/Content/NavigationMenu/NETS/ForAdministrators/2009Standards/NETS-A_2009.pdf)

### Quality of Student Work

Unless specified otherwise, all papers submitted to me must be presented in the writing style and format described in the sixth edition of the *Publication Manual of the American Psychological Association*<sup>4</sup>. All papers must be word-processed in **Times New Roman 12-point font**. Students are expected to follow rules of usage and principles of composition<sup>5</sup>. When the two resources listed in the footnote below present differing rules, students are to adhere to the academic writing guidelines in the *APA Manual*.

**Plagiarism.** Where appropriate, references to professional and research literature need to be integrated into the text and cited at the end of all papers. According to UK rules, the minimum consequence for cheating or plagiarism is an “E” in the course. Cheating or plagiarism is basically stealing ideas or intellectual property created by others. Students are cautioned to reference all resources properly: The mere re-phrasing of another author’s work does not excuse the student from the requirement for including proper citations. Cite all your sources accurately and appropriately! Be aware that re-cycling of assignments from other courses can be interpreted as self-plagiarizing and fails to meet the minimal standards of intellectual rigor required in graduate study.

**Late Submittals.** Assignment due dates are provided in the course calendar (pp. 9-10). Unless specified differently in the assignment guidelines, each written assignment is to be delivered to me as an attachment to an e-mail message addressed to [tricia.ferrigno@uky.edu](mailto:tricia.ferrigno@uky.edu)

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<sup>4</sup> American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

<sup>5</sup> Strunk, W., Jr., & White, E. B. (2000). *The elements of style* (4th ed.). New York: Longman.

and sent no later than 10:00 AM on the due date. Late assignments will be accepted only in cases of extreme emergencies, and the decision to accept late work is solely at the instructor's discretion.

**Incomplete Grade.** Incomplete grades for this course are issued reluctantly and sparingly. The UK Graduate School permits students **one calendar year—unless a shorter time frame is determined mutually by the student and instructor**—to remove an “I” grade. If the contracted work is not completed satisfactorily, the “I” grade converts automatically to an “E” (a failing mark). UK and EDL rules require students requesting an “I” grade to complete a contract specifying how and when the “I” will be removed within the calendar year. The contract must be submitted to me before an “I” grade can be issued. Incomplete work and missing assignments will be assigned “E” grades if the student does not submit a completed Incomplete Grade Contract by the course deadline.

### **Student Responsibilities**

Graduate students assume major responsibility for their own learning. As members of a learning group, they are likewise responsible for helping their peers by consulting with them and engaging in collaborative problem solving before seeking assistance from the instructor. A class roster will be posted in the course Blackboard site to encourage and support communication.

### **Course Requirements and Expectations**

Unless specified otherwise, all assignments must be submitted to me ([tricia.ferrigno@uky.edu](mailto:tricia.ferrigno@uky.edu)) electronically as an attachment to an e-mail message or posted on Blackboard **no later than 10:00 AM on the due date**. Guidelines for all course assignments will be distributed in class sessions and posted on the course Blackboard.

1. **Blackboard Discussion Board.** Students are expected to respond completely to five online discussion board prompts about assigned readings. The depth and quality of a student's response and interaction on virtual learning site is a consideration for final course grade.
2. **Resume.** Students will develop a resume focused on leadership that is no more than two pages in length, typed, and single-spaced. The instructor will provide written guidelines about this assignment.
3. **Career Counseling Interview.** Students will use a collaboratively developed interview protocol for guiding private interviews about their professional development needs with their principal or another educational administrator who knows them well. The purpose of this interview is to assist students in assessing their strengths and potential as a teacher leader and to identify activities and responsibilities to help them begin practicing teacher leadership while participating in the EDL program or another UK teacher-leader graduate program. Findings from the career-counseling interview will assist students in writing their Initial Professional Growth Plan. The instructor will provide written guidelines about this assignment.

4. **Cooperative Jigsaw Readings and Blackboard Groups.** Students will work in small groups using Bb Groups as virtual environment to discuss and synthesize chapter content about their assigned jigsaw readings. Each group will prepare a one-page, two-sided handout about the major content of assigned readings and implications for practice to share with class. The instructor will provide written guidelines about these small group assignments.
5. **Initial Professional Growth Plan (IPGP).** Students will work on this major paper throughout the semester. The IPGP is based on students' reflections about their leadership philosophy, understanding of the Kentucky Teacher Standards (advanced-level performance), and plans for individualized professional growth while participating in the EDL program or another UK teacher-leader graduate program. This paper must adhere to the academic writing guidelines in the *APA Manual*. The instructor will provide written guidelines about this assignment.
6. **Leadership Platform.** Students will develop a one-page statement about their educational leadership philosophy based on the Kentucky Teacher Standards Advanced-Level Performance. The instructor will provide written guidelines about this assignment.

### Grading Scale

Course grades are based on a cumulative point total. The relative weighting for each of these expectations is presented in the matrix below.

Class Assignments/Expectations	Points Possible
1. Blackboard Discussion Board	15
2. Resume	15
3. Career Counseling Interview	15
4. Cooperative Jigsaw Readings/Bb Groups	15
5. Initial Professional Growth Plan	25
6. Leadership Platform	15
<b>Total Points</b>	<b>100</b>

Grades will be assigned according to the following scale: A=90-100 points, B=80-89 points, C=70-79 points, E=<70 points. Course credit: three graduate hours.

### Proposed Course Calendar

The proposed course calendar of course topics and assignments presented on pages 9-10 may be modified to meet learning needs of students, incorporate new resources, or address changes in state policies concerning leadership in P-12 schools. Changes to the proposed course calendar will be discussed with students and provided in writing as an addendum distributed electronically via electronic mail and posted on the course Blackboard.

## Proposed Course Calendar

Week	Topic	Reading Assignments	Products Due
1	<i>Teachers as Leaders</i> <ul style="list-style-type: none"> <li>▪ New paradigm for profession</li> <li>▪ REACH model behaviors (risk-taking, effectiveness, autonomy, collegiality, honor)</li> <li>▪ Framework for school leadership accomplishments</li> </ul>	<b>Class Session 1</b> CKFH <sup>6</sup> : Chapter 1 M <sup>7</sup> : Chapter 1 BFMM <sup>8</sup>	<b>Course Pre-Survey</b> (complete online)
2	<i>Revitalization of Teaching Profession</i> <ul style="list-style-type: none"> <li>▪ New roles for teachers</li> <li>▪ Conditions for teacher leadership</li> </ul>	CKFH: Chapter 2	<b>KTS Self-Assessment</b> (complete online)  <b>Bb Discussion Board</b>
3	<i>Teacher Leadership and Professional Learning</i> <ul style="list-style-type: none"> <li>▪ Reflective practice and inquiry</li> <li>▪ Self-directed development model</li> <li>▪ Action research process</li> <li>▪ Strategies for lifelong learning</li> </ul>	<b>Class Session 2</b> M: Chapter 4 CKFH: Chapter 5	<b>Temperature Check</b> (complete online)
4	<i>Shared Leadership Responsibilities</i> <ul style="list-style-type: none"> <li>▪ School-capacity building</li> <li>▪ Parallel leadership</li> <li>▪ New roles for principals</li> </ul>	CKFH: Chapters 3-4	<b>Resume draft</b> (e-copy to instructor)
5	<i>Preparing for Teacher Leadership</i> <ul style="list-style-type: none"> <li>▪ Developmental approach</li> <li>▪ Self-directed exercise options</li> </ul>	CKFH: Chapter 6	<b>Bb Discussion Board</b>
6	<i>Learning-Centered Schools</i> <ul style="list-style-type: none"> <li>▪ Teachers as instructional leaders</li> <li>▪ Overview of learning-centered leadership</li> </ul>	HH <sup>9</sup> : Chapter 1 Beghetto & Alonzo <sup>10</sup>	<b>Temperature Check</b> (complete online)
7	<i>Teacher Leadership and School Change</i> <ul style="list-style-type: none"> <li>▪ Change process and change agency in schools</li> <li>▪ Distributed leadership responsibilities</li> </ul>	<b>Class Session 3</b> M: Chapter 2 MWM <sup>11</sup> : Chapter 4-7 (jigsaw reading)	<b>Jigsaw Reading Handout</b> (e-copy to instructor)
8	<i>Students as Learners</i> <ul style="list-style-type: none"> <li>▪ Individual differences in classrooms</li> <li>▪ Ability differences and teaching challenges</li> </ul>	HH: Chapter 2	<b>Bb Discussion Board</b>

<sup>6</sup> Crowther, F., Kaagan, S. S., Ferguson, M., & Hann, L. (2002). *Developing teacher leaders: How teacher leadership enhances school success*. Thousand Oaks, CA: Corwin Press.

<sup>7</sup> Merideth, E. M. (2007). *Leadership strategies for teachers* (2nd ed.). Thousand Oaks, CA: Corwin Press.

<sup>8</sup> Bellamy, T., Fulmer, C., Murphy, M., & Muth, R. (2007). *Principal accomplishments: How school leaders succeed*. New York: Teachers College Press.

<sup>9</sup> Hoy, A. W., & Hoy, W. K. (2003). *Instructional leadership: A learning-centered guide*. Boston: Allyn and Bacon.

<sup>10</sup> Beghetto, R. A., & Alonzo, J. (2006). Instructional leadership: Supporting the learning process. In S. C. Smith & P. K. Piele (Eds.), *School leadership: Handbook for excellence in student learning* (4th ed., pp. 284-301). Thousand Oaks, CA: Corwin Press.

<sup>11</sup> Marzano, R. J., Waters, T., & McNulty, B. R. (2005) *School leadership that works: From research to results*. Alexandria, VA: Association for Supervision and Curriculum Development.

## Proposed Course Calendar (continued)

Week	Topic	Reading Assignments	Products Due
9	<i>Teacher Leadership and Student Achievement</i> <ul style="list-style-type: none"> <li>▪ Teachers as learning leaders</li> <li>▪ Communication with students and families</li> </ul>	M: Chapter 3	<b>Career Counseling Interview</b> (completed by now)
10	<i>Learning Theories in P-12 Classrooms</i> <ul style="list-style-type: none"> <li>▪ Behavioral, cognitive, and constructivist views</li> <li>▪ Applications of constructivist perspectives</li> <li>▪ Learner-Centered Psychological Principles</li> </ul>	<b>Class Session 4</b> HH: Chapter 3 APA LCPP <sup>12</sup> McCombs & Miller <sup>13</sup> (jigsaw reading)	<b>Jigsaw Reading Handout</b> (e-copy to instructor)
11	<i>Teacher Leadership Challenge: Motivation</i> <ul style="list-style-type: none"> <li>▪ Motivation types and goals</li> <li>▪ Attributes, beliefs, and motivation</li> <li>▪ Interests and emotion</li> </ul>	HH: Chapter 4	<b>IPGP draft</b> (e-copy to instructor)  <b>Temperature Check</b> (complete online)
12	<i>Teacher Leadership Challenge: Effective Teaching</i> <ul style="list-style-type: none"> <li>▪ Characteristics of effective teaching and planning</li> <li>▪ Teaching for understanding</li> </ul>	HH: Chapter 5	<b>Platform draft</b> (e-copy to instructor)
13	<i>Teacher Leadership and School Improvement</i> <ul style="list-style-type: none"> <li>▪ Teachers as situational leaders</li> <li>▪ Communication with colleagues</li> <li>▪ Strategies for leadership collaboration</li> <li>▪ Team building</li> </ul>	<b>Class Session 5</b> M: Chapter 5	<b>Bb Discussion Board</b>
14	<i>Sustaining Teacher Leadership</i> <ul style="list-style-type: none"> <li>▪ Shared vision and values</li> <li>▪ Collegial interaction</li> <li>▪ Professional action</li> </ul>	M: Chapter 6	<b>Bb Discussion Board</b>
15	<i>Becoming Teacher Leaders</i> <ul style="list-style-type: none"> <li>▪ Panel discussion with principals and teacher leaders</li> <li>▪ Clarify preparation for teacher leadership</li> </ul>	<b>Class Session 6</b>	<b>FINAL Resume, Platform, IPGP</b> (e-copies to instructor)  <b>Course Post-Survey</b> (complete online)

<sup>12</sup> APA Learner-Centered Principles Work Group. (1997). *Learner-Centered Psychological Principles: A framework for school reform & redesign* (revised). Washington, DC: American Psychological Association. Available at <http://www.apa.org/ed/cpse/LCPP.pdf>

<sup>13</sup> McCombs, B. L., & Miller, L. (2007). *Learner-centered classroom practices and assessments: Maximizing student motivation, learning, and achievement*. Thousand Oaks, CA: Corwin Press.

## **Knowledge Base in School and Teacher Leadership**

Becoming and being a teacher leader is an ongoing process that requires gaining new knowledge, perspectives, and skills related to educational leadership in general and teacher leadership in particular. Hence, professional reading is a major component of successful transformation from classroom teacher to teacher leader. The following pages present additional recommended readings in school leadership and the principalship, building school capacity through collegial collaboration, and other topics linked to teacher leadership.

### **School Leadership and the Principalship**

- Barth, R. S. (2001). *Learning by heart*. San Francisco: Jossey-Bass.
- Beaudoin, N. (2005). *Stepping outside your comfort zone: Lessons for school leaders*. Larchmont, NY: Eye on Education.
- Brock, B. L., & Grady, M. L. (2002). *Avoiding burnout: A principal's guide to keeping the fire alive*. Thousand Oaks, CA: Corwin Press.
- Chrispeels, J. (Ed.) (2004). *Learning to lead together: The promise and the challenge of sharing leadership*. Thousand Oaks, CA: Sage.
- Coppola, A. J., Scricca, D. B., & Connors, G. E. (2004). *Supportive supervision: Becoming a teacher of teachers*. Thousand Oaks, CA: Corwin Press.
- Daresh, J. C. (2005). *What it means to be a principal: Your guide to leadership*. Thousand Oaks, CA: Corwin Press.
- Giancola, J. M. & Hutchison, J. M. (2005). *Transforming the culture of school leadership: Humanizing our practice*. Thousand Oaks, CA: Corwin Press.
- Grady, M. L. (2004). *20 biggest mistakes principals make and how to avoid them*. Thousand Oaks, CA: Corwin Press.
- Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. San Francisco: Jossey-Bass.
- Kaser, J., Mundry, S., Stiles, K. E., & Loucks-Horsley, S. (2002). *Leading every day: 124 actions for effective leadership*. Thousand Oaks, CA: Corwin Press.
- Patterson, J. L. (1993). *Leadership for tomorrow's schools*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Queen, J. A., & Queen, P. S. (2005). *The frazzled principal's wellness plan: Reclaiming time, managing stress, and creating a healthy lifestyle*. Thousand Oaks, CA: Corwin Press.
- Ramsey, R. D. (1996). *The principal's book of lists*. San Francisco: Jossey-Bass.
- Robbins, P., & Alvy, H. B. (1995). *The principal's companion: Strategies and hints to make the job easier*. Thousand Oaks, CA: Corwin Press.
- Robbins, P., & Alvy, H. (2004). *The new principal's fieldbook: Strategies for success*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Schumaker, D. R., & Sommers, W. A. (2001). *Being a successful principal: Riding the wave of change without drowning*. Thousand Oaks, CA: Corwin Press.
- Sergiovanni, T. J. (2007). *Rethinking leadership: A collection of articles* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Sigford, J. L. (2005). *Who said school administration would be fun? Coping with a new emotional and social reality* (2nd ed.). Thousand Oaks, CA: Corwin Press.

### **Building School Capacity through Collegial Collaboration**

- Beatty, A., & Scott, B. (2004). *Building smart teams: A roadmap to high performance*. Thousand Oaks, CA: Sage.
- Burrello, L., Hoffman, L., & Murray, L. (2005). *School leaders building capacity from within*. Thousand Oaks, CA: Corwin Press.

- Cannon, M., & Griffith, B. (2007). *Effective groups: Concepts and skills to meet leadership challenges*. Boston: Pearson.
- DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- DuFour, R., Eaker, R., & DuFour, R. (2005). *On common ground: The power of professional learning communities*. Bloomington, IN: The Solution Tree.
- Glaser, J. (2005). *Leading through collaboration: Guiding groups to productive solutions*. Thousand Oakes, CA: Corwin.
- Hord, S., & Sommers, W. (2008). *Leading professional learning communities: Voices from research and practice*. Thousand Oakes, CA: Corwin Press.
- Katzenbach, J. R., & Smith, D. K. (2003). *The wisdom of teams: Creating the high performance organization* (3rd ed.). New York: HarperCollins Business.
- Katzenmeyer, M., & Moller, G. (2009). *Awakening the sleeping giant: Helping teachers develop as leaders* (3rd ed.). Thousand Oakes, CA: Corwin Press.
- Kochnaek, J. R. (2005). *Building trust for better schools: Research-based practices*. Thousand Oaks, CA: Corwin Press.
- Larsen, C. E., & Lafasto, F. M. (1989). *Teamwork: What must go right/what can go wrong*. Thousand Oaks, CA: Sage.
- McLaughlin, M. W., & Talbert, J. E. (2006). *Building school-based teacher learning communities: Professional strategies to improve student achievement*. New York: Teachers College Press.
- Murphy, J. (2005). *Connecting teacher leadership and school improvement*. Thousand Oaks, CA: Corwin Press.
- Parker, G. M. (2008). *Team players and teamwork: New strategies for the competitive enterprise* (2nd ed.). San Francisco: Jossey-Bass.
- Quick, T. L. (1992). *Successful team building*. New York: American Management Association.
- Roberts, S., & Pruitt, E. (2009). *Schools as professional learning communities: Collaborative activities and strategies for professional development* (2nd ed.). Thousand Oakes, CA: Corwin Press.
- Sergiovanni, T. J. (1999). *Building community in schools*. San Francisco: Jossey-Bass.
- Whelan, S. (2009). *Creating effective teams: A guide for members and leaders* (3rd ed.). Thousand Oaks, CA: Sage.

### **Visionary Leadership and Change**

- Barth, R. S. (1990). *Improving schools from within*. San Francisco: Jossey-Bass.
- Calabrese, R. L. (2002). *The leadership assignment: Creating change*. Boston: Allyn and Bacon.
- Deal, T. E., & Peterson, K. D. (2009). *Shaping school culture: Pitfalls, paradoxes, & promises* (2nd ed.). San Francisco: Jossey-Bass.
- Evans, R. (1996). *The human side of school change: Reform, resistance, and real-life problems of innovation*. San Francisco: Jossey-Bass.
- Fullan, M. (Ed.). (2009). *The challenge of change: Start school improvement now!* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Kotter, J. P. (1996). *Leading change*. Boston: Harvard Business School Press.
- Postman, N. (1995). *The end of education*. New York: Vintage.
- Rallis, S. F., & Goldring, E. B. (2000). *Principals of dynamic schools: Taking charge of change* (2nd ed.). Newbury Park, CA: Corwin Press.
- Rust, F. O., & Freidus, H. (Eds.). (2001). *Guiding school change: The role and work of change agents*. New York: Teachers College Press.



- Schlechty, P. C. (2000). *Shaking up the schoolhouse: How to support and sustain educational innovation*. San Francisco: Jossey-Bass.
- Short, P. M., & Greer, J. T. (2001). *Leadership in empowered schools: Themes from innovative efforts* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
- Williams, B. (Ed.). (2003). *Closing the achievement gap: A vision for changing beliefs and practices* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

### **Learning Leadership**

- Blankstein, A. (2004). *Failure is not an option: Six principals that guide student achievement in high performing schools*. Thousand Oakes, CA: Corwin Press.
- Blankstein, A. M., Cole, R. W., & Houston, P. D. (Eds.). (2007). *Engaging every learner*. Thousand Oaks, CA: Corwin Press.
- Blase, J., & Blase, J. (1998). *Handbook of instructional leadership: How really good principals promote teaching and learning*. Thousand Oaks, CA: Corwin Press.
- Bruner, J. (1960). *The process of education*. Cambridge, MA: Harvard Press.
- Cotton, K. (2003). *Principals and student achievement: What the research says*. Alexandria, VA: Association for Supervision and Curriculum Development
- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. & McGreal, T. L. (2000). *Teacher evaluation to enhance professional practice*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Dewey, J. (1938). *Experience and education*. New York: Touchstone.
- DuFour, R., DuFour R., Eaker, R., & Karhanek, G. (2004). *Whatever it takes: How professional learning communities respond when kids don't learn*. Bloomington, IN: National Educational Service.
- Fullan, M., Hill, P., & Crévola, C. (2006). *Breakthrough*. Thousand Oakes, CA: Corwin Press.
- Gardner, H. (1991). *The unschooled mind: How children think & schools should teach*. New York: BasicBooks.
- Glatthorn, A. A. (2000). *The principal as curriculum leader: Shaping what is taught & tested* (2nd ed.) Thousand Oaks, CA: Corwin Press.
- Glickman, C. D. (2002). *Leadership for learning: How to help teachers succeed*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gupton, S. L. (2003). *The instructional leadership toolbox: A handbook for improving practice*. Thousand Oaks, CA: Corwin Press.
- Lehr, C. A., Clapper, A. T., & Thurlow, M. L. (2005). *Graduation for all: A practical guide to decreasing school dropout*. Thousand Oaks, CA: Corwin Press.
- McEwan, E. K. (2003). *7 steps to effective instructional leadership* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Murray, C. (2008). *Real education: Four simple truths for bringing America's schools back to reality*. New York: Crown Forum.
- Nichols, S. L., & Berliner, D. L. (2007). *Collateral damage: How high-stakes testing corrupts American's schools*. Boston: Harvard Education Press.
- Schlechty, P. C. (2009). *Leading for learning: How to transform schools into learning organizations*. San Francisco: Jossey-Bass.
- Schmoker, M. (1996). *Results: The key to continuous school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. A., & Allan, S. D. (2000). *Leadership for differentiating schools & classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G., & McTighe, J. (1998). *Understanding by design*. Alexandria VA: Association for Supervision and Curriculum Development.

### **Organizational Leadership**

Brady, K., Forton, M. B., Porter, D., & Wood, C. (2003). *Rules in school*. Greenfield, MA: Northeast Foundation for Children.

Brainard, E. W. (1996). *A hands-on guide to school program evaluation*. Bloomington, IN: Phi Delta Kappa Education Foundation.

Fullan, M. (2005). *Leadership and sustainability: System thinks in action*. Thousand Oaks, CA: Corwin Press.

Glasser, W. (1990). *The quality school: Managing students without coercion* (revised 2nd ed.). New York: HarperPerennial.

Schlechty, P. C. (1997). *Inventing better schools: An action plan for educational reform*. San Francisco: Jossey-Bass.

Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J., & Kleiner, A. (2000). *Schools that learn: A fifth discipline fieldbook for educators, parents, and everyone who cares about education*. New York: Doubleday.

Sizer, T. R. (1992). *Horace's compromise: The dilemma of the American high school*. New York: Houghton Mifflin.

Wheatley, M. J. (1992). *Leadership and the new science*. San Francisco: Berrett-Koehler.

### **Community Leadership**

Bagin, D., & Gallagher, D. R. (2001). *The school and community relations* (7th ed.). Needham Heights, MA: Allyn and Bacon.

Baum, H. S. (2003). *Community action for school reform*. Albany: State University of New York Press.

Chadwick, K. G. (2005). *Improving schools through community engagement: A practical guide for educators*. Thousand Oaks, CA: Corwin Press.

Clift, R. T., Veal, M. L., Holland, P., Johnson, M., & McCarthy, J. (1995). *Collaborative leadership and shared decision making*. New York: Teachers College Press.

Fiore, D. J. (2001). *Creating connections for better schools: How leaders enhance school culture*. Larchmont, NY: Eye on Education.

Koehler, M., & Baxter, J. C. (1997). *Leadership through collaboration: Alternatives to the hierarchy*. Larchmont, NY: Eye on Education.

Lambert, L. (1998). *Building leadership capacity in schools*. Alexandria, VA: Association for Supervision and Curriculum Development.

Rubin, H. (2009). *Collaborative leadership: Developing effective partnerships for communities and schools* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Sergiovanni, T. J. (1999). *The lifeworld of leadership*. San Francisco: Jossey-Bass.

Sergiovanni, T. J. (2000). *Leadership for the schoolhouse: How is it different? Why is it important?* San Francisco: Jossey-Bass.

### **Ethical Leadership**

Bolman, L. G., & Deal, T. E. (1995). *Leading with soul: An uncommon journey of spirit*. San Francisco: Jossey-Bass.

Bryk, A. S., & Schneider, B. (2002). *Trust in schools: a core resource for improvement*. New York: Russell Sage Foundation.

Cole, R. W. (Ed.). (1995). *Educating everybody's children: Diverse teaching strategies for diverse learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

- Combs, A. W., Miser, A. B., & Whitaker, K. S. (1999). *On becoming a school leader: A person-centered challenge*. Alexandria, VA: Association for Supervision and Curriculum Development.
- DePree, M. (1989). *Leadership is an art*. New York: Dell.
- Fullan, M. (1999). *Change forces: The sequel*. Philadelphia, PA: Falmer Press.
- Fullan, M. (2003). *The moral imperative of school leadership*. Thousand Oaks, CA: Corwin Press.
- Glickman, C. D. (1998). *Revolutionizing America's schools*. San Francisco: Jossey-Bass.
- Goodlad, J. I. (2005). *A place called school: Prospects for the future* (2nd ed.). New York: McGraw-Hill.
- Kessler, R. (2000). *The soul of education: Helping students find connection, compassion, and character at school*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Kozol, J. (1991). *Savage inequalities: Children in America's schools*. New York: HarperPerennial.
- Nieto, S. (1999). *The light in their eyes: Creating multicultural communities*. New York: Teachers College Press.
- Sergiovanni, T. J. (1992). *Moral leadership: Getting to the heart of school improvement*. San Francisco: Jossey-Bass.
- Sizer, T. R., & Sizer, N. F. (1999). *The students are watching: Schools and the moral contract*. Boston: Beacon Press.
- Starratt, R. J. (2004). *Ethical leadership*. San Francisco: Jossey-Bass.

### **Advocacy Leadership**

- Berliner, D. C., & Biddle, B. J. (1995). *The manufactured crisis: Myths, fraud, and the attack on America's public schools*. Reading, MA: Perseus Books.
- Conley, D. T. (2003). *Who governs our schools? Changing roles and responsibilities*. New York: Teachers College Press.
- Goodlad, J. I. (1997). *In praise of education*. New York: Teachers College Press.
- Goodlad, J. I., & McMannon, T. J. (Eds.). (1997). *The public purpose of education and schooling*. San Francisco: Jossey-Bass.
- Goodlad, J. I., Mantle-Bromley, C., & Goodlad, S. J. (2005). *Education for everyone: Agenda for education in democracy*. San Francisco: Jossey-Bass.
- House, E. R. (1998). *Schools for sale: Why free market policies won't improve America's schools, and what will*. New York: Teachers College Press.
- Kohn, A. (1999). *The schools our children deserve: Moving beyond traditional classrooms and "tougher standards."* Boston: Houghton Mifflin.
- Osguthorpe, R. T., Harris, R. C., Harris, M. F., & Black, S. (Eds.) (1995). *Partner schools: Centers for educational renewal*. San Francisco: Jossey-Bass.
- Pankratz, R. S., & Petrosko, J. M. (Eds.) (2000). *All children can learn: Lessons from the Kentucky reform experience*. San Francisco: Jossey-Bass.
- Sarason, S. B. (1990). *The predictable failure of educational reform: Can we change course before it's too late?* San Francisco: Jossey-Bass.
- Schlechty, P. C. (1991). *Schools for the twenty-first century: Leadership imperative for educational reform*. San Francisco: Jossey-Bass.
- Tyack, D., & Cuban, L. (1995). *Tinkering toward utopia: A century of public school reform*. Cambridge, MA: Harvard University 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>).

**Error! Hyperlink reference not valid.**

Course Number and Prefix: **ELS 600**

Date: November 28, 2009

Instructor Email: [tricia.ferrigno@uky.edu](mailto:tricia.ferrigno@uky.edu)

Instructor Name: Tricia Browne-Ferrigno, PhD

Check the method below that best reflects how the majority of course of the course content will be delivered.

Internet/Web-based

Interactive Video

Hybrid

### *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?
- ELS 600** Leadership for Learning-Centered Schools (see attached syllabus) conforms to all University of Kentucky Distance Learning Syllabus Guidelines and specifically includes information about virtual office hours, procedures for resolving technical issues, notification and information about self-disclosure and procedures for disability accommodations etc. Web-based (e.g., Blackboard, SurveyMonkey) course delivery methods will be used for 60% of individual student engagement and course interactions. Web-based assignments described in the syllabus include: (1) Bb Discussion Board (asynchronous dialogue): Students are required to interact with their class peers about course topics, discuss jigsaw reading assignments and prepare summary handout, and collaboratively develop career counseling survey; (2) Online Surveys: Students are required to complete a pre- and post-survey to measure learning over time, an instructor-created Kentucky Teacher Standards self-assessment, and two "temperature checks" about course instruction; (3) Class Participation: Students are expected to attend six face-to-face class meetings, actively participate in all discussions and learning activities, and complete independent assignments described in course syllabus and presented on course calendar (pp. 9-10). Class activities and Bb discussions are intended to facilitate students' critical thinking about their roles as professional educators and build their capacity to engage in lifelong professional learning. Bb discussion questions and asynchronous dialogue with peers is intended to enhance their critical thinking.

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

## Distance Learning Form

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2.	<p>How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.</p> <p>The course is designed as a hybrid that combines classroom-based and Web-based learning activities and teaching formats. The Distance Learning experience for students enrolled in this hybrid course is based on a cohort model and will be comparable to classroom-based instruction. The Web-based format aligns with effective adult learning formats and include timely access to the course instructor and peers as well as feedback on reflections and assessment of assignments. The syllabus clearly explicates students' reading assignments including required textbooks and other resources. All assignments are aligned with stated course objectives (p. 2). Instructor-student interaction is comparable to classroom instructional methods. Student performance is assessed by the instructor by through participation in and monitoring of asynchronous, online interactions, observations of class discussions, feedback on individual written assignments (see syllabus).</p>
3.	<p>How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.</p> <p>This hybrid course will use the UK Blackboard system, as well as instructor's private SurveyMonkey.com account, which protects the integrity of studentwork by employing a password protected course portal or controlled access to online survey. The course will not require the use of examination proctors or other support staff or interactive video. The syllabus describes UK academic policies that apply in this course as articulated in the "Students Rights and Responsibilities Handbook" and "the UK Graduate Bulletin." Important policies and regulations applicable to this course are explicitly stated in the syllabus including attendance, cheating and plagiarism, course withdrawal, incomplete grades, and acceptable standards of English, absences, cancelled classes, changes in the syllabus, standards for assessing the quality of student work and late submittals. A statement of student responsibilities is included (see syllabus).</p>
4.	<p>Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?</p> <p>Yes.</p> <p>If yes, which percentage, and which program(s)?</p> <p><i>100% of the proposed Masters in Education in Educational Leadership Studies curricula will be available via Distance Learning.</i></p> <p><small>*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.</small></p>
5.	<p>How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?</p> <p>All students in this hybrid, DL course have equal access to all student services at UK for which they qualify</p> <p>and those student services are similar to those available to individuals taking this class in a tradition (i.e. face -to-face) classroom setting. Access to student services are explicated on the University of Kentucky</p>

## Distance Learning Form

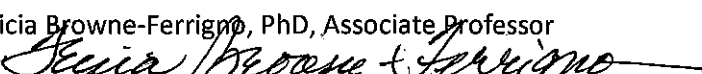
This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

	<p>websites including but not limited to: (<a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu.TASC/index.php</a>) and</p> <p>(<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>).Students who have special needs or require accomodations of any kind will</p> <p>be advised to register with the UK Disability Resource Center for assistance. The course instructor will</p> <p>work wit students on an individual basis to make appropriate accommodations to participate in the clas</p> <p>and complete work (see syllabus).</p>
<b><i>Library and Learning Resources</i></b>	
6.	<p>How do course requirements ensure that students make appropriate use of learning resources?</p> <p>In addition to purchasing required textbooks, selected readings will be available through the UK Distance Learning Libraries reserve system or posted on the course Bb site. Additionally, any materials that may pose problems for students with limited bandwidth access to online resources (e.g. digital video classroom episodes for analysis ) will be available via CD or DVD that can be mailed in that format to course participants upon request.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Access is provided via students' personal computer proxy access to online library resources (see syllabus).</p>
<b><i>Student Services</i></b>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (<a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a>) and the Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>)?</p> <p>Students are informed of the availability of UK services in the syllabus (e.g., TASC, Bb help desk, IT Customer Service Center) as described in the syllabus. Courses instructor has received required training in the use of the course management System and UK Libraries online resources (and EZ Proxy tools) and will assist students as needed. As a hybrid course offering, the classroom instruction will also include overviews and demonstrations (and instruction as needed) in the use of all online course tools, resources and componets. In sum, all students in this course have equal access to all student services at UK for which they qualify. Access to student services are explicated on the University of Kentucky websites including but not limited to <a href="http://www.uky.edu.TASC/index.php">http://www.uky.edu.TASC/index.php</a> and <a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a> (see syllabus).</p>

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

## Distance Learning Form

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	<p>(and instruction as needed) in the use of all online course tools, resources and componets. In sum, all students in this course have equal access to all student services at UK for which they qualify. Access to student services are explicated on the University of Kentucky websites including but not limited to <a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu.TASC/index.php</a> and <a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a> (see syllabus).</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>
10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <p style="margin-left: 20px;">Instructor's <i>virtual</i> office hours, if any.</p> <p style="margin-left: 20px;">The technological requirements for the course.</p> <p style="margin-left: 20px;">Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</p> <p style="margin-left: 20px;">Procedure for resolving technical complaints.</p> <p style="margin-left: 20px;">Preferred method for reaching instructor, e.g. email, phone, text message.</p> <p style="margin-left: 20px;">Maximum timeframe for responding to student communications.</p> <p style="margin-left: 20px;">Language pertaining academic accommodations:</p> <ul style="list-style-type: none"> <li>o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li> </ul> <p style="margin-left: 20px;">Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>)</p> <ul style="list-style-type: none"> <li>o Carla Cantagallo, DL Librarian</li> <li>o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li>o Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li>o DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li> </ul>
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Tricia Browne-Ferrigno, PhD, Associate Professor</p> <p>Instructor Signature: </p>

Chair: 