REQUEST FOR NEW COURSE

1. General Information.

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: ☒ Semester following approval   OR   ☐ Specific Term/Year[1] : _____

2. Designation and Description of Proposed Course.

a. Prefix and Number: ELS 616

b. Full Title: Leadership for School as Inclusive Community

c. Transcript Title (if full title is more than 40 characters):   Lead School Inclusive Community

d. To be Cross-Listed[2] 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[3] for each meeting pattern type.

_____ Lecture	_____ Laboratory[1]	_____ 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: ☒ Letter (A, B, C, etc.)   ☐ Pass/Fail

g. Number of credits: 3

h.	Is this course repeatable for additional credit?	YES ☐	NO ☒
	If YES: Maximum number of credit hours: _____		
	If YES: Will this course allow multiple registrations during the same semester?	YES ☐	NO ☐

i. Course Description for Bulletin: ELS 616 is a study of evolving perspectives of the purposes of public education, leadership within and beyond the school building to support family-community

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[1] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

[2] The chair of the cross-listing department must sign off on the Signature Routing Log.

[3] 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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partnerships and networks, and leadership to ensure inclusive classrooms. Curriculum includes how diverse personnel ensure school-wide safety.

j.	Prerequisites, if any: None		
k.	Will this course also be offered through Distance Learning?	YES[4] ☒	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: E*LS* 616 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[5] for ANY program?	YES ☒	NO ☐
	If YES[5], 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.*)

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[4] You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

[5] In order to change a program, a program change form must also be submitted.

| b. | ☐ | The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from *10.a* above) are attached. |

REQUEST FOR NEW COURSE

Signature Routing Log

General Information:

Course Prefix and Number: ELS 616

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	*[signature]*
Courses & Curricula	12/3/09	Jeff Reese 7-4909 jeff.reese@uky.edu	*[signature]*
College of Education	12/8/09	Deborah Slaton 7-9795 dslaton@uky.edu	*[signature]*
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision[6]
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

_____

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[6] 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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ELS 616
Leadership for School as Inclusive Community

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

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Course Syllabus
XXX Semester, XXX (Year)

Section XXX
(3 credit hours)

Hybrid Course Delivery
Predominantly independent study supplemented with
online activities, fieldwork, and seven class sessions
XXX (Day), XXX (Time)

Contact Information	
Instructor:	Wayne D. Lewis, Ph.D.
Office:	013 Dickey Hall
Web Site:	http://waynedlewis.com
Blog:	http://educationpolicymatters.com
E-mail address:	wayne.lewis@uky.edu
Office phone:	(859) 257-2540
Cell phone:	(919) 389-4528
Home phone:	(859) 309-0019
Office hours:	By appointment (preferably made via email)
Virtual office 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:	http://education.uky.edu/edl

Course Description in UK Bulletin

ELS 616 is a study of evolving perspectives of the purposes of public education, leadership within and beyond the school building to support family-community partnerships and networks, and leadership to ensure inclusive classrooms. Curriculum includes how diverse personnel ensure school-wide safety.

Major Course Objectives

This course focuses on understanding the roles and responsibilities of teacher leaders in ensuring the schools are welcoming and inclusive places for both internal and external constituencies. In this course, students will

- Develop an understanding of teacher leaders' roles and responsibilities in promoting social justice,
- Explore strategies for eliminating achievement gaps, and
- Apply research-based and experiential knowledge in the development of an action plan for engaging families and the community to eliminate the achievement gap

Required Course Texts

Professional reading and reflection are fundamental requirements of this course. The book listed below is the major sources of course content and required reading. Additional required readings will be posted to the ELS 616 Web page. Students are expected to complete all reading assignments each week in order to engage actively in online and class activities. The references at the end of the syllabus provide students with additional resources to support further study, enrichment and self-development on topics discussed in the course.

Marshall, C., & Oliva, M. (2010). *Leadership for social justice: Making revolutions in education*
(2nd ed.)*.* Boston: Allyn and Bacon.

Required Course Readings (available on the course web page http://waynedlewis.com)

Bryan, J. (2005). Fostering educational resilience and achievement in urban schools through
schools through school-family-community partnerships. *Professional School Counseling.*
Retrieved October 20, 2009 from
http://findarticles.com/p/articles/mi_m0KOC/is_3_8/ai_n10301215/
Fordham, S., & Ogbu, J. U. (1986). Black students' school success: Coping with the "burden of
acting white." *The Urban Review, 18*(3), 176-206.
Gutman, L. M., & Midgley, C. (2000). The role of protective factors in supporting the academic
achievement of poor African American students during the middle school transition.
Journal of Youth and Adolescence, 29(2), 223-248.
Marshall, C. (2004). Social justice challenges to educational administration: Introduction to a
special issue. *Educational Administration Quarterly, 40*(1), 3-13.
Talbert-Johnson, C. (2004). Structural inequalities and the achievement gap in urban schools.
Education and Urban Society, 37(1), 22-36.

Required Instructional Technology

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. Directions and links for all Web-based activities can be found at http://www.waynedlewis.com . Students experiencing any instructional technology problems should contact the instructor immediately by phone or by email. Students may also contact 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/) for instructional technology assistance.

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 seven 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 you in sufficient time to avoid an unnecessary travel.

>   **Changes to Syllabus.** The instructor retains the right to modify this syllabus, if necessary, to meet the learning objectives of this course. Changes to this syllabus will be discussed with you 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 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). You may also contact the DL Librarian, Carla Cantagallo, directly via electronic mail (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.

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) 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 wayne.lewis@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 (859-257-2540) or the EDL office (859-257-8921).

Collaboration with School Partners

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

Standards-based Curriculum

ELS 616 is a required course for the MEd in Educational Leadership Studies designed to meet the requirements established by the Kentucky Educational Professional Standards Board (EPSB). 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.[1] Although ELS 616 focuses specifically on transforming schools into inclusive communities for all stakeholders, the four central, recurring themes within the original standards provides a framework for teacher leadership including:
- A Vision for Success
- A Focus on Teaching and Learning

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[1] 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

- An Involvement of all Stakeholders
- Demonstration of Ethical Behavior (Hessel & Holloway, 2002, p. 21)[2].

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 616 addresses the following specific Kentucky Teacher Standards: KTS 3 Create/Maintain Learning Climate; KTS 5 Assess/Communicate Learning Progress; KTS 6 Implement Technology; KTS 8 Collaborate Others; 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 616 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 as set of standards and performance indicators for administrators, teachers and students[3]. Courses in the MEd in Educational Leadership Studies, however, focus specifically on 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

Quality of Student Work

Unless specified otherwise, all papers submitted to me must be presented in the writing style and format described in the fifth edition of the *Publication Manual of the American Psychological Association*[4], specifically those found on pages 296-320. 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[5]. 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

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[2] Hessel, K. & Holloway, J. (2002). *A framework for school leaders: Linking the ISLLC Standards to practice.* Princeton, NJ: Educational Testing Service.

[3] http://www.iste.org/AM/Template.cfm?Section=NETS

[4] American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

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

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 and times are provided in the course calendar on pages eight and nine, as well as on the course website. Unless specified differently in the assignment guidelines, written assignments are to be turned in electronically. Late assignments will be accepted only in cases of extreme emergencies, and the decision to accept late work is solely at my discretion.

Incomplete Grade. Incomplete grades for this course will be issued only under extreme circumstances. 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 me. A class roster will be posted in the course Blackboard site to encourage and support communication.

Course Requirements

Unless specified otherwise, all assignments must be submitted to the instructor as an email attachment or posted to the Discussion Board on or before the due times and dates given in the course calendar. Guidelines for all course assignments will be posted on the course Web page at http://waynedlewis.com/ .

1. **Discussion Board Threads (30 pts).** Students will respond to online discussion threads and engage in asynchronous dialogue with the course community. To receive full credit, students must provide complete and thoughtful responses.

2. **Reflection & Application Essays (30 pts).** Students will write three short essays (3-4 pages) demonstrating knowledge, reflection, and application of major course topics. Additional information will be provided in class and on the course Web page.

3. **Midterm Take-Home Exam** (**15 pts**).

4. **Achievement Gap Elimination Plan (25 pts).** Students will produce an action plan describing current racial achievement gaps at their schools, their past and current

strategies to engage families and communities in closing those gaps, and a plan for future action based on course discussions and readings (approximately 12 pages).

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.Discussion Threads	30
2. Reflection and Application Essays	30
3. Midterm Exam (Take-Home)	15
4. Achievement Gap Elimination Plan Action Plan	25
Total Points	**100**

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.

Course Calendar

Week	Topic	Reading Assignments	Products Due
1(online)	School and Society	Sadker et al.: Chaps 4-5; 8 (online)	Discussion Threads
2 (on-capmus)	A Call to Action; Reconceptualizing Educational Leadership	ISLLC Standards (online) Marshall & Oliva: Chap 16 Marshall, 2004 (online)	Discussion Threads
3 (online)	Leadership for Social Justice	Marshall & Oliva: Chaps 1,2, & 4	Discussion Threads
4 (online)	Leadership for Social Justice	Marshall & Oliva: Chaps 6-10	Discussion Threads
5 (on-campus)	Leadership for Social Justice		Reflection & Application Essay #1
6 (online)	Explaining Achievement Gap(s)	Fordham & Ogbu, 1986 (online) Carpenter et al., 2006 (online)	Discussion Threads

7 (on-campus)	Explaining Achievement Gap(s)	Talbert-Johnson, 2004 (online) Fink, 2002: http://www.newhorizons.org/trans/fink.htm	
8 (on-campus)	Kentucky's Achievement Gap(s)		Reflection & Application Essay #2
9 (online)	Kentucky's Achievement Gap	An Analysis of the Racial Achievement Gap in Kentucky Urban Schools (online)	Midterm Exam Due
10 (on-campus)	Partnerships to Close Achievement Gaps	Casey Foundation: Closing the Achievement Gap (online)	
11 (online)	Action Plan Fieldwork		
12 (online)	Action Plan Fieldwork		
13 (online)	Action Plan Fieldwork		Reflection & Application Essay #3
14 (on-campus)	Presentation of Action Plans		
15 (on-campus)	Presentation of Action Plans		Action Plan

References

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, NY: 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.

Chrislip, D. D., & Larson, C. E. (1994). *Collaborative leadership: How citizens can make a difference.* San Francisco: Jossey-Bass.

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.

Livingston, C. (1992). *Teachers as leaders: Evolving roles, NEA school restructuring series.* Washington, D.C.: National Education Association.

Lynch, M. (2006). *Closing the racial academic achievement gap.* Chicago: African American Imgages.

McGuire, C. K., & Ikpa, V. W. (Eds.; 2008). *Policy, leadership, and student achievement: Implications for urban communities.* Charlotte, NC: Information Age Publishing.

Rubin, H. (2002). *Collaborative leadership: Developing effective partnerships in communities and schools.* Thousand Oaks, CA: Corwin Press.

Roderick, T. (2001). *A school of our own: Parents, power, and community at the East Harlem block schools.* New York: Teachers College Press.

Schmoker, M. (1996). *Results: The key to continuous school improvement.* Alexandria, VA: Association for Supervision and Curriculum Development.

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.

Telford, H. (1996). *Transforming schools through collaborative leadership.* Bristol, PA: Falmer Press.

Wellman, B. M., & Garmston, R. J. (1999). *The adaptive school: A sourcebook for developing collaborative groups.* Norwood, MA: Christopher-Gordon.

Distance Learning Form

This form must accompany <u>every</u> 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!**

<u>Introduction/Definition</u>: 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: ELS 616   Date: November 22, 2009

                                                      Instructor Email: wayne.lewis@uky.edu

Instructor Name: Wayne D. Lewis, Ph.D.

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? The ELS 616-Leadership for School as Inclusive Community (see attached syllabus), conforms to all University of Kentucky Distance Learning Syllabus Guidleines 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 (Blackboard, Bb) course delivery methods will be used for 55% of individual student engagment and course interactions (i.e.) 8 online and 7 face-to-face seminars. Online assignments described in the syllabus include: (1) online disccuion: Students will respond to discussion threads posed by the instructor in Blackboard; (2) asynchronous Dialogue: Students are required to interact with their class peers on the discussion boards; (3) class participation: Students are expected to attend the five class meetings, actively participate in discussions and activities, and complete independent work as presented on the course calendar and, (4) reflection and application papers: These papers are intended to give students an opportunity to critically examine concepts related to teacher leadership and professional learning communities. Class and Blackboard (Bb) discussions are intended to facilitate critical thinking about their role as a professional educator and build their capacity to improve her/his own learning. Discussion Questions and asynchronous dialogue with other students in class and on Blackboard will enhance critical thinking.
2.	How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's

Distance Learning Form

This form must accompany <u>every</u> 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!**

	experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. The course is designed as a hybrid that combines classroom-based and online (Web-based) learning 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, Blackboard format aligns with effective adult learning formats and include timely access to the course instructor and peers as well as feedback on reflections and assesssment of asignments. The syllabus clearly explicates students' reading assignments including required textbook(s), research-based journal articles and book chapters. All assigments are aligned with stated course objectives (goals). Instructor-student interaction is comparable to classroom instructional methods. Student performance is assessed by the instructor by through participation in and monitoring of asynchronus, on-line interactions, observations of in-class discussions, and feedback on and evaluation of reflection and application essays (see syllabus).
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. This hybrid course (online and classroom-based) course will use University of Kentucky Blackboard system technology protects the integrity of studentwork by employing a password protected course portal. The course will not require the use of examination proctors or other support staff or interactive video. The syllabus descibes UK academic policies that 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 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 incuded (see syllabus).
4.	Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? Yes. If yes, which percentage, and which program(s)? *100% of the proposed Masters of Education in Educational Leadership Studies curriculum will be available via distance learning.* *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? All students in this hybrid, DL course have equal access to all student services at the University of Kentucky for which they qualify 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

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	explicated on the University of Kentucky websites including but not limited to:
	(http://www.uky.edu/TASC) and (http://www.uky.edu/UKIT/).Students who have special needs or
	require accomodations of any kind will be advised to register with the UK Disability Resource Center for
	assistance. The course instructor will work wit students on an individual basis to make approriate
	accommodations to participate in the clas and complete work (see syllabus).

	Library and Learning Resources
6.	How do course requirements ensure that students make appropriate use of learning resources?
	In addition to purchasing required textbooks, selected readings will be available through the University of Kentucky Libraries online reserve system or posted on the course Blackboard Website. 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.
7.	Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.
	Access is provided via students' personal computer proxy acess to online library resources (see syllabus).

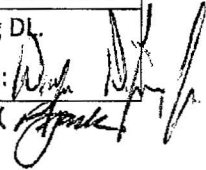|	**Student Services**
8.	How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (http://www.uky.edu/TASC/index.php) and the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?
	Students are informed of the availability of University of Kentucky services in the syllabus (TASC, Blackboard (Bb) help desk,UK IT Customer Service Center as described in the syllabus. Bb instructors have received required training in the use of the Course management System, 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 demostrations (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 the University of Kentucky for which they qualify. Access to student services are explicated on the University of Kentucky websites including but not limited to: (http://www.uky.edu/TASC/) and (http://www.uky.edu/UKIT/) (see

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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.

10.	Does the syllabus contain all the required components, below? ☒ Yes
	
	☐ 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.
	☐ Language pertaining academic accommodations:
	   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 jkarnes@email.uky.edu."
	☐ Information on Distance Learning Library Services (http://www.uky.edu/Libraries/DLLS)
	   o Carla Cantagallo, DL Librarian
	   o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
	   o Email: dllservice@email.uky.edu
	   o DL Interlibrary Loan Service: http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16

11.	I, the instructor of record, have read and understood all of the university-level statements regarding DL. Instructor Name: Wayne D. Lewis, Ph.D.　　　　　　Instructor Signature: Chair:

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