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NOV 11 2013

OFFICE OF THE SENATE COUNCIL

Course Information

Date Submitted: 12/11/2012

Current Prefix and Number: SEM - Science, Technology, Engineering, and Mathematics, SEM 345 - TEACHING MATH IN THE MIDDLE SCHOOL

Other Course:

Proposed Prefix and Number: SEM 345

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? No

1. General Information

a. Submitted by the College of: College of Education

b. Department/Division: STEM Education

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

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

e. Contact Person

Name: Christine Schnittka

Email: christine.schnittka@uky.

Phone: 859-257-1979

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: No OR Effective Semester: Fall 2012

2. Designation and Description of Proposed Course

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

b. Full Title: TEACHING MATHEMATICS IN THE MIDDLE SCHOOL

Proposed Title: Methods of Teaching Middle Level Mathematics

c. Current Transcript Title: TEACHING MATH IN THE MIDDLE SCHOOL

Proposed Transcript Title: Methods of Teaching Middle Level Math

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 33

Proposed Meeting Patterns

LECTURE: 4

CLINICAL: 24

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: PropGradingSys

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

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

2i. Current Course Description for Bulletin: A study of theoretical models and methodological strategies for teaching arithmetic, informal geometry, and introductory algebra at the middle school level. The course will include a critical analysis of a variety of objectives, instructional materials and strategies and evaluation techniques. Consideration will be given to addressing the individual needs of a diverse student population.

Proposed Course Description for Bulletin: A study of theoretical models and methodological strategies for teaching arithmetic, informal geometry, and introductory algebra at the middle school level. The course will include a critical analysis of a variety of objectives, instructional materials and strategies, and evaluation techniques. Consideration will be given to addressing the individual needs of a diverse student population. This course is in conjunction with a four-week field experience, consisting of 2 two-week placements in the candidate's areas of content concentration.

2j. Current Prerequisites, if any: Prereq: Admission to Teacher Education Program; 18 hours of undergrad mathematics; concur: EDC 330, 343.

Proposed Prerequisites, if any: Admission to Teacher Education, 12 hours in Mathematics, or permission of instructor

2k. Current Supplementary Teaching Component: Service Learning

Proposed Supplementary Teaching Component: Service Learning

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

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? No

If YES, explain and offer brief rational:

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

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

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

If YES, list the program(s) here:

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

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1.How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2.How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3.How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4.Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5.How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6.How do course requirements ensure that students make appropriate use of learning resources?

7.Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8.How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (http://www.uky.edu/UKIT/)?

9.Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10.Does the syllabus contain all the required components? NO

11.I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|JWI229|Jennifer Wilhelm|Dept approval for ZCOURSE_CHANGE SEM 345 (MINOR CHANGE)|20121119

SIGNATURE|MYRT|Martha L Geoghegan|College approval for ZCOURSE_CHANGE SEM 345 (MINOR CHANGE)|20121119

SIGNATURE|JEL224|Janie S Ellis|Senate Council approval for ZCOURSE_CHANGE SEM 345 (MINOR CHANGE)|20121121

SIGNATURE|JMETT2|Joanie Ett-Mims|Undergrad Council approval for ZCOURSE_CHANGE SEM 345|20131111

SIGNATURE|JWI229|Jennifer Wilhelm|Dept approval for ZCOURSE_CHANGE SEM 345|20121127

SIGNATURE|MYRT|Martha L Geoghegan|College approval for ZCOURSE_CHANGE SEM 345|20121129

Courses | Request Tracking

Course Change Form

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

Open in full window to print or save

Generate R

Attachments:

Browse... Upload File

	ID	Attachment
Delete	944	SEM 345 syllabus.docx
Delete	2555	Rationale for proposed contact hours.pdf

First 1 Last

Select saved project to retrieve... Get New

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

	Current Prefix and Number:	SEM - Science, Technology, Engineering, and Mathematics SEM 345 - TEACHING MATH IN THE MIDDLE SCHOOL	*Proposed Prefix & Number:*	SEM 345

*	What type of change is being proposed?	☑ Major Change ☐ Major – Add Distance Learning ☐ Minor - change in number within the same hundred series, exc 799 is the same "hundred series" ☐ Minor - editorial change in course title or description which doe change in content or emphasis ☐ Minor - a change in prerequisite(s) which does not imply a cha content or emphasis, or which is made necessary by the eliminati significant alteration of the prerequisite(s) ☐ Minor - a cross listing of a course as described above

Should this course be a UK Core Course? ○ Yes ◉ No

If YES, check the areas that apply:

☐ Inquiry - Arts & Creativity	☐ Composition & Communications - II
☐ Inquiry - Humanities	☐ Quantitative Foundations
☐ Inquiry - Nat/Math/Phys Sci	☐ Statistical Inferential Reasoning
☐ Inquiry - Social Sciences	☐ U.S. Citizenship, Community, Diversity
☐ Composition & Communications - I	☐ Global Dynamics

1. General Information

a. Submitted by the College of: College of Education Submission Date: 12/11/2012

b. Department/Division: STEM Education

c.* Is there a change in "ownership" of the course?

○ Yes ◉ No If YES, what college/department will offer the course instead? Select...

e.* * Contact Person Name: Christine Schnittka Email: christine.schnittka@uky. Phone: 859-257-1979
* Responsible Faculty ID (if different from Contact) Email: Phone:

f.* Requested Effective Date: ☐ Semester Following Approval OR Specific Term: Fall 2012

2. Designation and Description of Proposed Course.

a.	Current Distance Learning(DL) Status:	◉ N/A ○ Already approved for DL* ○ Please Add ○ Please Drop
	*If already approved for DL, the Distance Learning Form must also be submitted unless the department affirms (by checking this box) that the proposed chan DL delivery.	

b.	Full Title:	TEACHING MATHEMATICS IN THE MIDDLE SCHOOL	*Proposed Title:* *	Methods of Teaching Midd Level Mathematics

c.	**Current Transcript Title** (if full title is more than 40 characters):		TEACHING MATH IN THE MIDDLE SCHOOL		
c.	*Proposed Transcript Title (if full title is more than 40 characters):*		Methods of Teaching Middle Level Math		
d.	**Current Cross-listing:**	☑ N/A	OR	Currently[3] Cross-listed with (Prefix & Number):	none
	Proposed – ADD[3] Cross-listing (Prefix & Number):				
	Proposed – REMOVE[3,4] Cross-listing (Prefix & Number):				

e. **Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours[5] for each meeting patterr**

Current:	Lecture: 33	Laboratory[6]:	Recitation:	Discussion:	Indep. St:
	Clinical:	Colloquium:	Practicum:	Research:	Residenc:
	Seminar:	Studio:	Other:	Please explain:	
Proposed: *	Lecture: 4	Laboratory[6]:	Recitation:	Discussion:	Indep. St:
	Clinical: 24	Colloquium:	Practicum:	Research:	Residenc:
	Seminar:	Studio:	Other:	Please explain:	

f.	**Current Grading System:**	ABC Letter Grade Scale		
	*Proposed Grading System:**	◉ *Letter (A, B, C, etc.)* ○ *Pass/Fail* ○ *Medicine Numeric Grade (Non-medical students will receive a letter grade)* ○ *Graduate School Grade Scale*		
g.	**Current number of credit hours:**	3	*Proposed number of credit hours:**	3
h.*	**Currently, is this course repeatable for additional credit?**			○ Yes ◉
*	*Proposed to be repeatable for additional credit?*			○ Yes ◉
	If YES:	*Maximum number of credit hours:*		
	If YES:	*Will this course allow multiple registrations during the same semester?*		○ Yes ○

i. **Current Course Description for Bulletin:**

A study of theoretical models and methodological strategies for teaching arithmetic, informal geometry, and introductory algebra at the middle school level. The course will include a critical analysis of a variety of objectives, instructional materials and strategies and evaluation techniques. Consideration will be given to addressing the individual needs of a diverse student population.

* *Proposed Course Description for Bulletin:*

A study of theoretical models and methodological strategies for teaching arithmetic, informal geometry, and introductory algebra at the middle school level. The course will include a critical analysis of a variety of objectives, instructional materials and strategies, and evaluation techniques. Consideration will be given to addressing the individual needs of a diverse student population. This course is in conjunction with a four-week fiel experience, consisting of 2 two-week placements in the candidate's areas of content concentration.

j. **Current Prerequisites, if any:**

Prereq: Admission to Teacher Education Program; 18 hours of undergrad mathematics; concur: EDC 330, 343.

* *Proposed Prerequisites, if any:*

*	Admission to Teacher Education, 12 hours in Mathematics, or permission of instructor	
k.	**Current Supplementary Teaching Component, if any:**	○ Community-Based Experience ◉ Service Learning ○ Both
	Proposed Supplementary Teaching Component:	○ Community-Based Experience ◉ Service Learning ○ Both ○ No Change
3.	**Currently, is this course taught off campus?**	○ Yes ◉
*	*Proposed to be taught off campus?*	○ Yes ◉
	If YES, enter the off campus address:	
4.*	**Are significant changes in content/student learning outcomes of the course being proposed?**	○ Yes ◉
	If YES, explain and offer brief rationale:	
5.	**Course Relationship to Program(s).**	
a.*	**Are there other depts and/or pgms that could be affected by the proposed change?**	○ Yes ◉
	If YES, identify the depts. and/or pgms:	
b.*	**Will modifying this course result in a new requirement[7] for ANY program?**	○ Yes ◉
	If YES[7], list the program(s) here:	
6.	**Information to be Placed on Syllabus.**	
a.	☐ Check box if changed to 400G or 500.	If changed to 400G- or 500-level course you must send in a syllabus and *you must include the differentiation* betweer and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing differe criteria in the course for graduate students. (See *SR 3.1.4.*)

[1] See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will appropriate academic Council for normal processing and contact person is informed.
[2] Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
[3] Signature of the chair of the cross-listing department is required on the Signature Routing Log.
[4] Removing a cross-listing does not drop the other course – it merely unlinks the two courses.
[5] Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting gene least two hrs per wk for a semester for 1 credit hour. (See *SR 5.2.1.*)
[6] You must *also* submit the Distance Learning Form in order for the course to be considered for DL delivery.
[7] In order to change a program, a program change form must also be submitted.

Submit as New Proposal Save Current Changes

SEM 345: Methods of Teaching Middle Level Mathematics

SYLLABUS

"Research and Reflection for Learning and Leading"

Instructor:	Dr. Christa Jackson
Office Location	105E TEB
Phone Number	257.8974
Email	christa.jackson@uky.edu
Virtual Office Hours	Arranged individually through email; Telesupervision and Skype access also available
Preferred method for contacting instructor	Email
Anticipated Response Time	2 days

Course Description
A study of theoretical models and methodological strategies for teaching arithmetic, informal geometry, and introductory algebra at the middle school level. The course will include a critical analysis of a variety of objectives, instructional materials and strategies, and evaluation techniques. Consideration will be given to addressing the individual needs of a diverse student population. This course is in conjunction with a four-week field experience, consisting of 2 two-week placements in the candidate's areas of content concentration.

Prerequisite:
Admission to Teacher Education Program; 12 hours of undergraduate mathematics, or the consent of the instructor. Concur: EDC 330 and EDC 343.

UK College of Education Professional Themes
This course will address the four themes of the conceptual framework for the UK professional education unit: ***research, reflection, learning,*** and ***leading***. Students will be given the opportunity to review, analyze, discuss, and apply ***research*** from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. ***Reflection*** will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-

long ***learning*** as educators who will be active in ***leading*** colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Course Learning Targets, Outcomes, and Assessments
This course has been designed to provide students with opportunities to acquire skills, knowledge, conceptual understanding, classroom experience, and practice teaching in their preferred content area(s). These learning targets are aligned with Unbridled Learning expectations including, Kentucky Academic Core Standards, Assessment Literacy, College & Career Readiness, and Characteristics of Highly Effective Teaching and Learning (CHEMT).

Learning Target/Outcome	**Assessment (Formative/Summative)**
By the conclusion of SEM 345, students will:	*Student performance will be assessed for the following:*
Join the National Council of Teachers of Mathematics, a professional organization for mathematics teachers	The student will join NCTM (summative)
Analyze and apply their knowledge after reading articles from the *Mathematics Teaching in the Middle School* (MTMS) journal published by NCTM	• The student will research and lead a class discussion on an article in MTMS and develop a mathematical activity based on the content of the article (Summative) • The student will prepare weekly reflections on assigned articles from MTMS (Formative). • The student will design an interview protocol to interview middle school students on mathematical concepts (Formative). The student will interview a middle school student, analyze the results, and write a paper discussing findings, and relate results to class readings and discussions (Summative).
Examine and apply the *Principles and Standards for School Mathematics (PSSM)* and the Kentucky Core Academic Standards for Mathematics (KCAS-M) to lessons and mathematical tasks	• The student will research and lead a discussion on the Principles and Standards of School Mathematics (PSSM) and the Common Core Content Standards in Mathematics (Formative) • The student will prepare mathematical tasks and lessons related to the standards (Summative). • The student will prepare and present a

	mathematical game related to the standards and middle school mathematics content (Summative).
Develop an understanding of the nature of mathematics, of learning mathematics, and viable options for structuring curriculum and learning experiences at the middle school level	• The student will prepare weekly reflections on articles related to mathematics education of middle school students (Formative). • The student will design an interview protocol to interview middle school students on mathematical concepts (Formative). The student will interview a middle school student, analyze the results, and write a paper discussing findings, and relate results to class readings and discussions (Summative).
Describe and implement instructional strategies and methods for instructional planning and assessment	• The student will prepare weekly reflections on articles related to mathematics education of middle school students (Formative). • The student will design an interview protocol to interview middle school students on mathematical concepts (Formative). The student will interview a middle school student, analyze the results, and write a paper discussing findings, and relate results to class readings and discussions (Summative). • The student will prepare and present a mathematical game related to the standards and middle school mathematics content (Summative). • The student will prepare and teach mathematical tasks and lessons related to the standards (Summative).

Course Delivery

This proposed course is designed as a face-to-face course with a portion of the course devoted to a practicum experience. Please refer to the attendance section for details on attendance requirements for the course.

Unbridled Learning Initiatives

This course will provide students an opportunity to advance their knowledge and mastery of the "tools" associated with Kentucky education reform, including the Kentucky Core Academic

Standards (as they become available), assessment literacy – assessment *for* learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives.

Required Texts
(1) Student e-Membership to the National Council of Teachers of Mathematics for $39 at http://www.nctm.org/membership/application/
(2) Kentucky Core Academic Standards for Mathematics [KCAS-M] (http://www.education.ky.gov/users/otl/POS/KentuckyCommonCore_MATHEMATICS.pdf)

Important Websites:
(1) National Council of Teachers of Mathematics: http://www.nctm.org
(2) Virtual Manipulatives for Interactive Mathematics: http://matti.usu.edu/nlvm/nav/vlibrary.html
(3) Transforming Learning Through Computational Thinking: http://www.shodor.org
(4) Kentucky Teacher (Initial) Standards: http://www.kyepsb.net/documents/EduPrep/Kentuckyteacherstandards.doc
(5) Characteristics of Highly Effective Mathematics Teaching: http://www.education.ky.gov/KDE/Instructional+Resources/Highly+Effective+Teaching+and+Learning/Characteristics+of+Highly+Effective+Mathematics+Teaching+and+Learning.htm

Grades
Your grade for this course will be determined based on several factors, as outlined below. A description of each assignment is outlined in the Task section.

Assignment		*Weight*
Participation/Professionalism		15 points
Reading Discussion Blackboard Posts		60 points
All students can learn prompt		20 points
Reading Discussion		15 points
Game Presentation		20 points
Lesson Launch		25 points
Draft of Interview Protocol		10 points
Student Interview		120 points
Lesson Plan		55 points
Mathematics Teaching Philosophy		20 points
Reflection		15 points
Daily assignments	up to	10 points each

The purpose of this course, as in all education, is to learn – not just to "work for a grade." While all students should be capable of earning an A in the course, merely completing the work does not constitute A work. Instead, the final determination of a course grade relies primarily on the **quality** of work presented for the various assignments. Your work will be assessed based on

criteria established in the course. Please note that to receive full credit, all written work must be submitted on time. Grades will be assigned as follows:

90%-100% A; 89%-80% B; 79%-70% C; 69%-60% D; Below 60% E

Final Exam Information
Will be posted in the semester schedule of courses.

Mid-term Grade (for 100-400 level courses, and for undergraduates in 500 level courses)
Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/Registrar/AcademicCalendar.htm)

Submission of Assignments
Only assignments submitted complete and on time will be considered for full credit. Assignments must be submitted on or before the due dates given in the course schedule. **Five percent will be deducted from the value of an assignment for each day it is late**, and any assignments turned more than one week late will receive zero points, unless prior arrangements have been made with the instructor.

Attendance
Attendance of individuals in the class is required, and university rules regarding absences will be followed. Exchange of ideas is essential for the learning that occurs in this class. In most class meetings, students work in pairs and/or in groups. The absence of one individual affects the performance of all persons working in the group. If you are absent, it is each student's responsibility to make up the work and provide evidence that the absence was excused. Without this evidence, the absence will be considered unexcused. Two tardies, whether arriving late or leaving early, equals one unexcused absence. I reserve the right to lower your final grade one-letter grade for each unexcused absence.

Excused Absences
Students need to notify the professor of absences prior to class when possible. S.R. 5.2.4.2 defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Information regarding dates of major religious holidays may be obtained through the religious liaison, Mr. Jake Karnes (859-257-2754).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused or unexcused) per university policy.

Verification of Absences
Students may be asked to verify their absences in order for them to be considered excused. Senate Rule 5.2.4.2 states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness or death in the family. Appropriate

notification of absences due to university-related trips is required prior to the absence.

Excessive Absences
According to the Rules of the University Senate, those students who miss more than 20% of the class FOR ANY REASON may be dropped by the instructor from the class. This is true even if you are sick and have medical excuses. The rationale for this rule is that people who miss more than 20% are not really receiving the content of the course.

From the Rules of the University Senate, Part II, 5.2.4.2 Excused Absences:
If attendance is required or serves as a criterion for a grade in a course, and if a student has excused absences in excess of one–fifth of the class contact hours for that course, a student shall have the right to petition for a "W," and the faculty member may require the student to petition for a "W" or take an "I" in the course. (US: 2/9/87; RC: 11/20/87)

Participation and Professionalism
The Middle School Teacher Education Program is a teacher preparation program, and as such expects you to work and to transition into the teaching profession. This entails both mature personal behavior and professional conduct based on the College of Education's Functional Skills and Dispositions (see Student Handbook at http://education.uky.edu/AcadServ/content/student-handbook-education-programs). These include 1) communicating appropriately and effectively, 2) demonstrating constructive attitudes, 3) demonstrating the ability to conceptualize key content, 4) interacting appropriately with diverse groups in educational settings (including colleagues and students), and 5) demonstrating a commitment to professional ethics and behavior.

Students who fail to attend class on a regular basis, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals, and may face failure or expulsion based on due process policies set by the College of Education and Teacher Education Preparation program. You are encouraged to communicate regularly with the instructor so that you are aware of your standing. This may be accomplished via face-face meetings during office hours and via email.

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

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

Ethics Statement
This course and its participants will not tolerate discrimination, violence, or vandalism. The Department of Curriculum and Instruction is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence.

We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. The University of Kentucky is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis or race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmation action embraces the entire university community including faculty, staff, and students.

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

Academic Integrity (boilerplate):
Per university policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the university may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: http://www.uky.edu/Ombud. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Part II of *Student Rights and Responsibilities* (available online http://www.uky.edu/StudentAffairs/Code/part2.html) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when

the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Legal Action
Students charged with violations of criminal law will be suspended immediately from the Teacher Education Program and/or field experiences until the case is settled. Students are responsible for reporting such charges to the Program Faculty Chair.

Commitment to Diversity & Equity
The UK Department of Curriculum and Instruction is committed to: making diversity central to policies, decisions, and practices; evaluating progress toward diversity in the program; disseminating results widely; and using these results to strengthen diversity for the Commonwealth.

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

Commitment to Addressing the Achievement Gap
The UK Department of Curriculum and Instruction aligns itself with the positions of the NCTM, NCSS, NSTA, and NCTE regarding cultural and linguistic diversity. The program seeks to underscore that cultural and linguistic diversity should be treated as integral components of public education, and that the failure to accommodate such diversity in curriculum and instruction contributes to disparities in student achievement across racial populations—a phenomenon popularly referred to as "the achievement gap."

Commitment to Technology
The Initial Preparation Certification Program in UK's Department of Curriculum and Instruction is committed to teaching candidates so they use technology as a personal and professional tool.

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

Course Components

The following course readings and assessments have been selected and arranged in compliance with policies set forth by Unbridled Learning (March 2009), the Kentucky Teacher Standards, NCATE/NCTM Standards, Kentucky Core Academic Standards, University of Kentucky Teacher Leader Standards, University of Kentucky Functional Skills and Dispositions, University of Kentucky Technology Standards, the Kentucky Education Professional Standards Board (EPSB) themes of Diversity, Assessment, Literacy, and Closing the Achievement Gap, and the National Council for the Accreditation of Teacher Education Standards.

Tasks

Course Components		
Task	**Task Description**	**Standards Alignment**
All Students Can Learn Prompt	"All students can learn mathematics." Students will discuss whether they agree or disagree with this statement. Then explain how they do/don't foresee this playing out in their future classroom.	AMLE: 1 – 5, 7 NCATE/NCTM: 7.1, 7.5, 7.6, 8.1, 8.6 CHEMT: Sections 1 – 3
Game Presentation	Students will select or a design a game that covers a given mathematical content. Students will implement the game in class.	AMLE: 1 – 4 NCATE/NCTM CHEMT: Sections 1 – 5 KCAS-M
Lesson Launch	Students will select or design a middle school mathematics task within the given mathematics content that they want their peers to complete. Students will launch the task in class and collect student work. Students will then wrap up the lesson the next class period.	AMLE: 1 – 7 NCATE/NCTM CHEMT: Sections 1 – 5 KCAS-M
Student Interview	Students will design and conduct an interview with one middle school student and write a paper on the student's thinking (i.e., conceptions, misconceptions, and understanding) and the	AMLE: 1 – 3, 6, 7 NCATE/NCTM CHEMT:

	mathematical instruction they will implement with the students to deepen their mathematical knowledge.	Sections 1 – 5 KCAS-M
Reading Discussions	Students will read and critically reflect on articles from *MTMS* and engage their peers in a critical discussion of the articles.	AMLE: 1 – 7 CHEMT: Sections 1 – 5 NCATE/NCTM KCAS-M
Reflection	Students will write critical and/or reflective responses to primary research and other readings; write reflections on course assignments and in-class discussions and activities; participate in online discussions; share presentations, individual, group or both.	AMLE: 1 – 7 CHEMT: Sections 1 – 5 NCATE/NCTM KCAS-M

Field Components		
Task	**Task Description**	**Standards Alignment**
Teacher Work Sample LESSON	Candidates will design and teach a lesson to a small group of student learners to include evidence of • Assessment of learners • Communication of assessment results to the learner and cooperating teacher • Design, implement, manage, and assess instruction to meet learning objectives and support development of student knowledge, performance, and abilities • Reflection and evaluation on teaching and learning • Use of technology where appropriate in assessment, teaching, and communicating results	AMLE: 1 – 4 NCATE: 1, 3 KCAS-M
SITE DESCRIPTION	Candidates will describe the site of the practicum experience, including evidence of: • Observation of setting • Description of strengths and needs of the site • Reflection on students "fit" with the environment • Identification of strengths that student can bring to the site with potential for leadership	AMLE: 1 – 7 NCATE: 1

Tentative Course Schedule and Outline

Week	Topics, Agenda, and Readings
Week 1	Introductions/Syllabus/NCTM and KCAS-M Standards

Week 2	NCTM and KCAS-M Standards/Number and Operations
Week 3	Number and Operations
Week 4	Algebra
Week 5	Algebra
Week 6	Proportional Reasoning
Week 7	Proportional Reasoning/Geometry
Week 8	Geometry
Week 9	Candidates in field
Week 10	Candidates in field
Week 11	Candidates in field
Week 12	Candidates in field
Week 13	Candidates in field
Week 14	Measurement
Week 15	Data Analysis and Probability
Week 16	UK exam week

THE INSTRUCTOR RESERVES THE RIGHT TO CHANGE ANY PART OF THIS SYLLABUS DURING ANYTIME IN THE SEMESTER. STUDENTS WILL BE ADEQUATELY NOTIFIED WHENEVER CHANGES OCCUR.

Ett, Joanie M

To: Ett, Joanie M
Subject: FW: SEM 345 - UGC review

From: Rintamaa, Margaret F
Sent: Friday, November 01, 2013 3:58 PM
To: Ett, Joanie M
Subject: RE: SEM 345 - UGC review

Hi Joanie,

All of this was submitted prior to my employment at UK, but I can address the structure of the class and why the proposed hours are what they are. As I look at the course change form, I believe the current structure (33 hours lecture) must have been meant for the semester, rather than weekly. The proposed structure is written in as a weekly measure.

This course is a math teaching methods course, and it is taught in the midst of a semester where students have a month-long field placement in a local middle school. During the 16 weeks of the semester, students take SEM 345 for 4 hours per week (lecture) for the first 10 weeks and the last 2 weeks. During the middle 4 weeks, they are in a middle school placement, working with teachers and middle school students using the methods taught in the methods course. During the 4 week field placement, students are in middle schools full time, Monday through Friday. They put in 48 hour weeks while in the placement. Our middle school students are actually certified in 2 content areas, so a student taking the math methods course is also be taking a science methods course. Half of the 4 week placement counts for the math methods course, and half counts for the science methods course. This ends up being 24 clinical hours per week for SEM 345.

Please let me know if there is any further information I can provide. Thanks so much for your help,

Margaret

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