

# NEW COURSE FORM

<b>1. General Information.</b>				
a.	Submitted by the College of: Education	Today's Date:	02/22/2011	
b.	Department/Division: Science, Technology, Engineering, and Mathematics (STEM) Education			
c.	Contact person name: Margaret Mohr-Schroeder	Email: m.mohr@uky.edu	Phone:	257-3073
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: SEM 610			
b.	Full Title: <u>Teacher Leadership in STEM Education</u>			
c.	Transcript Title (if full title is more than 40 characters): Teacher Lead in STEM Ed			
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.			
	2 Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	_____ Discussion
	_____ Clinical	_____ Colloquium	10 Practicum	_____ Research
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
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 checked="" type="checkbox"/>
i.	Course Description for Bulletin:	<p><u>This course introduces fundamental issues related to classroom research, especially through the lens of action research, and what it means to be a teacher leader in the areas of STEM. Practical application will be the primary focus simultaneously with learning and learning to lead. Collaboration and group work is a hallmark of action research; students in this course will demonstrate their abilities to design, diagnose, plan, implement, observe, and reflect in cooperation with classmates. The various roles and skills necessary to be an effective researcher will be discussed, as well as important issues related to empowerment, contextualization, ethical considerations, and validity. In addition, students will examine action research through the lens of innovation and their role as a future teacher leader.</u></p>		
j.	Prerequisites, if any: _____			
k.	Will this course also be offered through Distance Learning?			YES <sup>4</sup> <input checked="" type="checkbox"/> NO <input type="checkbox"/>

<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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<b>I.</b>	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
<b>3.</b>	<b>Will this course be taught off campus?</b>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<b>4.</b>	<b>Frequency of Course Offering.</b>			
<b>a.</b>	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input type="checkbox"/> Summer
<b>b.</b>	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
<b>5.</b>	<b>Are facilities and personnel necessary for the proposed new course available?</b>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain:	_____		
<b>6.</b>	<b>What enrollment (per section per semester) may reasonably be expected?</b>	10		
<b>7.</b>	<b>Anticipated Student Demand.</b>			
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<b>b.</b>	Will it be of interest to a significant number of students outside the degree pgm?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES, explain:	<u>Doctoral Students in the Interdisciplinary PhD program might be interested in taking this course.</u>		
<b>8.</b>	<b>Check the category most applicable to this course:</b>			
	<input type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input checked="" type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
<b>9.</b>	<b>Course Relationship to Program(s).</b>			
<b>a.</b>	Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, name the proposed new program:	_____		
<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES <sup>5</sup> , list affected programs:	<u>MSEd in STEM Education Program.</u>		
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>			
<b>a.</b>	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b</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 <i>SR 3.1.4.</i> )			
<b>b.</b>	<input checked="" type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.			

<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.

# NEW COURSE FORM

## Signature Routing Log

**General Information:**

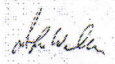
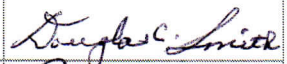

Course Prefix and Number: SEM 610

Proposal Contact Person Name: Margaret Mohr-Schroeder      Phone: 257-3073      Email: m.mohr@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
STEM Education	02/22/2011	Jennifer Wilhelm / 257-1291 / jennifer.wilhelm@uky.edu	
CHC Comm	3/28/11	Doug Smith / 7-1824 / dcsmit12@uky.edu	
College of Ed	4/19/11	Robert Shapiro / 7-6795 / rshap01@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:**

The Board of Trustees approved the Department of Science, Technology, Engineering, and Mathematics (STEM) Education on February 22, 2011. The department will fiscally begin on July 1, 2011.

<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.

## Distance Learning Form

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

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The *department* proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix: SEM 610	Date: 2/22/2011
Instructor Name: Margaret Mohr-Schroeder	Instructor Email: m.mohr@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input type="checkbox"/>	Interactive Video <input type="checkbox"/>
Hybrid <input checked="" type="checkbox"/>	

<b><i>Curriculum and Instruction</i></b>	
1.	<p>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?</p> <p>Timely and appropriate interaction will be assured through weekly use of asynchronous and synchronous online discussion groups. Discussions will be facilitated by faculty member. Chats will also be used for weekly interaction. The syllabus does conform to the University Senate Guidelines and includes Distance Learning Considerations and information.</p>
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 textbooks, course goals, and assessment of student learning outcomes are identical to a face-to-face class. This hybrid course will offer a mixed method of course presentation. In this class, the only differences are that class-based discussion and reflection is through electronic discussion boards, online chat, blogs, wikis, class materials are available from the download sites, and assignments are distributed and collected online. Students in the course will participate in online and in-class activities, and group work. All students will participate in the same experiences.</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>The integrity of student work is ensured by requiring the same requirements as a face-to-face class. As a practicum class, course assessments are based on developed projects rather than examinations. The security of student work is facilitated by the security afforded of UK's Blackboard and SharePoint course system.</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>

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	<p>If yes, which percentage, and which program(s)?  <i>50% or more; Master of Science in Education in STEM Education</i>                      *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.</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>Course readings will be available online through UK's library sites. Textbooks will be available for purchase online. The instructor will maintain virtual office hours during which time students may participate in online chat sessions, email, or call the instructor for a live conversation. The syllabus includes details for accessing student services on campus for technology support and library support.</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>The discussion boards, blogs, wikis, and chats will be tracked for evidence of participation. Readings will be monitored for download. Downloaded readings will be the subjects of discussion boards and chats. Assignments, such as teacher performance assessment and self-reflection assignment, require the use of technology and publication resources.</p>
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>Technology tools used in the course will be available to students in class and in the College of Education Instructional Technology Center (ITC). Software and peripherals, such as Vernier probes and QX5 digital microscopes and calculators, will be available for check out to students enrolled in the course.</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 in the actual syllabus as well as in orientation letters emailed to the students.</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>

## 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!**

10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li><li><input type="checkbox"/> The technological requirements for the course.</li><li><input type="checkbox"/> 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).</li><li><input type="checkbox"/> Procedure for resolving technical complaints.</li><li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li><li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li><li><input type="checkbox"/> Language pertaining academic accommodations:<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></li><li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>)<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></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: Margaret Mohr-Schroeder</p> <p>Instructor Signature:</p>

*Margaret Mohr-Schroeder*



## SEM 610: Teacher Leadership in STEM Education SYLLABUS

### “Research and Reflection for Learning and Leading”

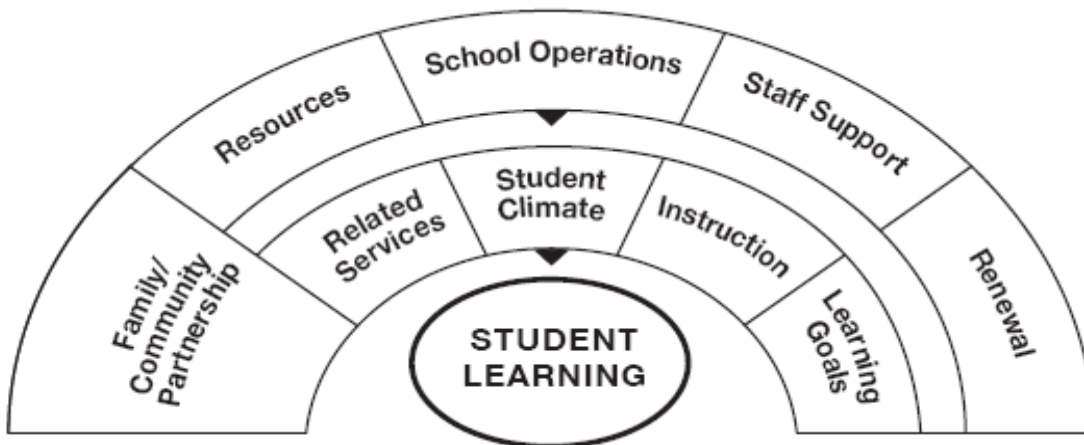
Instructor:	Margaret Mohr-Schroeder and Jana Bouwma-Gearhart
Office Location	105C TEB
Phone Number	257.3073
Email	m.mohr@uky.edu
Virtual Office Hours	Arranged individually through email; Telesupervision and Skype access also available
Technological Requirements	Computer with internet access or access to UK computer facilities. Access to digital video recording devices (digital camera, digital video recorder, laptop webcams)
For Technological assistance	Contact TASC at <a href="http://www.uky.edu/TASC">http://www.uky.edu/TASC</a> or call 859.257.8272 Contact Information Technology Customer Service Center <a href="http://www.uky.edu/UKIT">http://www.uky.edu/UKIT</a> or 859.257.1300
Technical Complaints	Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center <a href="http://www.uky.edu/UKIT">http://www.uky.edu/UKIT</a> or 859.257.1300
Preferred method for contacting instructor	Email
Anticipated Response Time	2 days
Information on Distance Learning Library Service	<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>
DL Librarian	Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171 Long distance: 800.828.0439, option 6 <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a>
DL Interlibrary Loan Service	<a href="http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&amp;llib_id16">http://www.uky.edu/Libraries/libpage.php?lweb_ide=253&amp;llib_id16</a>
Class Website	

## 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.

Leadership, and specifically Teacher Leadership, within our framework of *Research and Reflection for Learning and Leading*, is informed by the "Framework for School Leadership Accomplishments" (Bellamy, Fulmer, Murphy, & Muth, 2007, p. 34). In this framework, **student learning** is the central objective and it is accomplished through nine interactive, collaborative efforts by diverse stakeholders (see Figure 1 below). Permission to use this model was granted by Bellamy and his colleagues.

**Figure 1. Framework for School Leadership Accomplishments**



This framework for teacher leadership was also informed by emerging descriptions of roles and responsibilities teachers and other educational practitioners assume in schools (e.g., Crowther, 2009; Crowther, Kaagan, Ferguson, & Hann, 2002; Katzenmeyer & Moller, 2009; Merideth, 2007; Murphy, 2005) and by strategies recommended for developing teachers for supporting school leadership (O'Hair & O'Dell, 1995; Stone & Cuper, 2006; Zepeda, Mayers, & Benson, 2003). The intent is to provide diverse opportunities for veteran and novice teachers in their



preparation for assuming needed academic leadership responsibilities in their fields (Blase & Blase, 2006; Harrison & Killion, 2007).

This framework is designed to help actualize the theme, *Research and Reflection for Learning and Leading*, and thus prepare a skilled and influential group of leaders who will work as members of learning communities focused on the essential goal of schools: student learning.

### Course Overview/Objectives:

This course introduces fundamental issues related to classroom research, especially through the lens of action research. Practical application will be the primary focus simultaneously with learning. Collaboration and group work is a hallmark of action research; students in this course will demonstrate their abilities to design, diagnose, plan, implement, observe, and reflect in cooperation with classmates. The various roles and skills necessary to be an effective researcher will be discussed, as well as important issues related to empowerment, contextualization, ethical considerations, and validity. In addition, students will examine action research through the lens of innovation and their role as a future teacher leader.

### Learning Outcomes:

Learning Outcome	Assessment (Formative/Summative)
<i>By the conclusion of SEM 610, students will:</i>	<i>Student performance will be assessed using a rubric for the following:</i>
Identify theoretical foundations of action research and how it is similar to and different from other forms of education research and practitioner research.	<ul style="list-style-type: none"> <li>• Students will participate in face-to-face and online discussions about readings that cover these topics (formative).</li> <li>• Students will develop an action research plan that addresses these topics (summative).</li> </ul>
Discover applications of research in terms of informing revisions to practice.	<ul style="list-style-type: none"> <li>• Students will participate in face-to-face and online discussions about readings that cover these topics (formative).</li> <li>• Students will develop an action research plan that addresses these topics (summative).</li> </ul>

<b>Learning Outcome</b>	<b>Assessment (Formative/Summative)</b>
Investigate the applicability of action research in a current work setting.	<ul style="list-style-type: none"> <li>• Students will participate in face-to-face and online discussions about readings that cover these topics (formative).</li> <li>• Students will develop an action research plan that addresses these topics (summative).</li> </ul>
Develop a professional orientation toward the practice of action research.	<ul style="list-style-type: none"> <li>• Students will participate in face-to-face and online discussions about readings that cover these topics (formative).</li> <li>• Students will develop an action research plan that addresses these topics (summative).</li> </ul>
Consider and include ethical standards related to action research.	<ul style="list-style-type: none"> <li>• Students will participate in face-to-face and online discussions about readings that cover these topics (formative).</li> <li>• Students will develop an action research plan that addresses these topics (summative).</li> <li>• Students will create an IRB application, if applicable, for their action research plan (summative).</li> </ul>
Develop an action research plan.	<ul style="list-style-type: none"> <li>• Students will participate in face-to-face and online discussions about readings that cover these topics (formative).</li> <li>• Students will develop a written action research plan that addresses these topics (summative).</li> <li>• Students will present their action research plan for critique and towards revision for future implementation and fulfillment of the action research project (summative).</li> </ul>

## Course Delivery

This proposed course is designed as a hybrid course. Approximately 50% of the class meetings will occur on campus. During this time, students will participate in class discussions and present projects. During the sessions in which students attend class online, they will complete class reading and reflective summaries, participate in online discussions, and work collaboratively with their small groups online as they critique curricula, and develop research their curriculum projects. Where an online discussion is utilized, discussions will take place using a Learning Management System such as Blackboard.

### Course Assessment Tasks:

***The following assessments align with the Kentucky Teacher (Advanced) Standards, NCATE/NCTM Standards, NCATE/NSTA Standards, Kentucky Core Academic Standards (as they become available), University of Kentucky Teacher Leader Standards, University of Kentucky Action Research Standards, University of Kentucky Functional Skills and Dispositions, University of Kentucky Technology Standards, ISTE, and EPSB themes.***

Assignments must be submitted on or before the due dates given in the course schedule. Only assignments submitted complete and on time will be considered for full credit. Deductions of one point or one letter grade (whichever is more) will be taken for each day the assignment is not turned in. Missing a class is not an excuse for not having an assignment turned in. **All assignments must be typed unless otherwise instructed.**

Task	Task Description	Standards Alignment
<b>Action Research Project</b>	1.1 Identify the problem (from field experience and/or past practitioner research literature)	KTS 1, 2, 4, 5, 6, 7, 8, 9, 10
	1.2 Construct a force field analysis	UKTLS 2, 3, 4, 5, 7
	1.3 Prescribe an action and anticipate the results of the hypothetical intervention. Write a detailed description of what it intends to do and the results (outcomes and impacts) it expects to achieve.	FSD 1 - 5 COET 2, 3, 6 NCTM
	1.4 Create a research plan to test the intervention through the systematic collection and analysis of data.	NSTA
	1.5 Action Research Plan – Final Product	
<b>Ethical Issues and Politics</b>	Identify the ethical issues and politics and their effect on action research.	KTS 1, 2, 4, 5, 6, 7, 8, 9, 10 UKTLS 2, 3, 4, 5, 7
	Create IRB application if applicable.	FSD 1-5 COET 2, 3, 6 NCTM NSTA
<b>Presentation of</b>	Final written project describing future action research,	KTS 1, 2, 4, 5, 6,

<b>Action Research Plan</b>	complete with stated problem, relevant review of practitioner research literature, hypothetical intervention, and detailed research plan to test the intervention.  Final oral presentation of future action research project.	7, 8, 9, 10 UKTLS 2, 3, 4, 5, 7 FSD 1-5 COET 2, 3, 6 UKARS 1, 2 NCTM NSTA
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### Course Outline:

Week:	Topic:
1-2	<ul style="list-style-type: none"> <li>• Introduction to the process of action research</li> <li>• Theoretical and philosophical foundation of action research</li> <li>• Definitions and concepts</li> <li>• Cyclical models of understanding</li> <li>• Roles for the action researcher</li> <li>• Teacher Leadership in STEM Education</li> </ul>
3-4	<ul style="list-style-type: none"> <li>• Selecting a topic</li> <li>• Literature review</li> <li>• Choosing a framework</li> <li>• Innovation Field Experience Requirements</li> </ul>
5	<b>Field Experience</b> – collect information to identify the problem
6-7	<ul style="list-style-type: none"> <li>• Setting the Stage</li> <li>• Planning for reflection, ethics, and politics</li> <li>• Metalearning</li> </ul>
8-9	<ul style="list-style-type: none"> <li>• Gathering data</li> <li>• Implementation</li> <li>• Organizational change</li> <li>• Innovation</li> </ul>
10	<b>Field Experience</b> – collect pilot data surrounding the problem
11-12	<ul style="list-style-type: none"> <li>• Evaluating the program</li> <li>• Process orientations</li> <li>• The “BIG” picture</li> <li>• Teacher Leadership Project</li> </ul>
13	<ul style="list-style-type: none"> <li>• Issues Unique to action research theses/projects</li> <li>• Organizational support</li> <li>• Choosing the action research approach</li> </ul>
14	<ul style="list-style-type: none"> <li>• Special considerations for IRB</li> </ul>

	<ul style="list-style-type: none"> <li>• What an action research theses/project looks like</li> <li>• Validity and Rigor</li> <li>• Scope of action research theses</li> </ul>
15	<b>Field Experience</b> – finalize action research plan
16	<b>Presentation of Action Research Plan</b>

### Grading Scale/Final Grade Determination

The purpose of this course, as is 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 our course. Please note that to receive full credit, all written work must be submitted on time.

91-100 Points = A

81-90 Points = B

71-80 Points = C

Below 71 = E

**\*\* NOTE:** Any student who does not complete (i.e., for some reason takes a “0” on) even one assignment during the term will **not** be able to earn an “A” for the course, even if that individual accumulates the required total of points. An “A” student is not only a person who earns enough points but is one who shows consistent effort throughout the term.

**\*\* NOTE:** You are required to earn a grade of C or better in the course for credit toward your graduate program.

### Course Policies

#### Addressing Themes of Diversity, Assessment, and Technology

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

#### Attendance

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

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

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

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

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

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

### Participation and Professionalism

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

### Attendance, Participation, and Professionalism together

1. Students will attend all class meetings and field placement sessions.
2. Students will complete all assignments prior to scheduled discussions and due dates (see course calendar).
3. Students will attend all class meetings and be active participants.
  - a. Active participation may include: verbal participation in discussions, asking questions or responding to peers or instructor in constructive ways, clearly demonstrating active listening (taking notes, paying attention, etc.), and communicating with the instructor via office meetings and/or email.
4. Absences will be communicated in advance and in writing to the instructor, or will do so as soon as possible.
  - a. It is the **student's** responsibility to pursue make-up work and collect materials and information from missed class meetings.

Students will conduct themselves in a professional and ethical manner.

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



- c. They will attend to and engage course materials to learn and improve their knowledge, understanding, and practice as teachers.
5. Attendance, participation, and professionalism will be assessed holistically based on the above criteria, and will be used to determine the outcome of borderline grades.
6. Students are encouraged to communicate regularly with the instructor so that they are aware of their standing.
7. Students who fail to attend class, participate as expected, and/or conduct themselves professionally or ethically will be required to meet with the instructor to set improvement goals.
8. Poor conduct or lack of participation may negatively affect their course grades.
9. In cases of extreme or frequent misconduct, the instructor reserves the right to dismiss a student from class and notify the department and college for potential disciplinary action.
10. In non-emergency situations, late work will not be accepted without prior arrangements with the instructor.
  - a. The instructor reserves the right to refuse late work or to accept late work for reduced credit unless the student has made prior arrangements with the instructor.

### **Students with Special Needs**

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

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

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

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

All students are expected to conduct themselves in an appropriate and ethical manner during their UK classes and related field placements, as befitting graduate students, future teachers, and ambassadors for the University of Kentucky. Any unethical behavior in class may result in

failure for the course and/or expulsion from the program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct. Please consult the instructor if you have questions regarding this requirement.

### **Statement on Plagiarism**

All materials generated for this class (which may include but are not limited to syllabi and in-class materials) are copyrighted. You do not have the right to copy such materials unless the professor or assistant expressly grants permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among others.

### **Commitment to Diversity**

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

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

### **Commitment to Addressing the Achievement Gap**

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

### **Commitment to Technology**

The UK Department of Curriculum and Instruction is committed to teaching students so they use technology as a personal and professional tool. Our program is guided by NCATE standards, UK College of Education Technology Standards, EPSB Teacher Standards, and SPA Standards as they relate to technology. Students are required to use technology for a majority of their classes. Students use technology for class assignments, lesson plan design and preparation, class presentations, record keeping, and data analysis. Students are required to successfully

complete course work focusing on using technology. Our students are required to communicate via electronic mail, use list serves, access the Internet and online databases, and use digital texts and modes for research projects and presentations. Our students use Microsoft Word, Excel, Access, and PowerPoint. They are given multiple opportunities during student teaching to videotape their teaching for use in self-analysis toward professional development. Our program offers students access to “smart” classrooms and technology labs in order to further facilitate their use of technology.

### List of References

***The following texts align with the Kentucky Teacher (Advanced) Standards, NCATE/NCTM Standards, NCATE/NSTA Standards, Kentucky Core Academic Standards (as they become available), University of Kentucky Teacher Leader Standards, University of Kentucky Action Research Standards, University of Kentucky Functional Skills and Dispositions, ISTE, and EPSB themes.***

Anderson, G. L., Herr, K., Nihlen, A. S. (1994). *Studying your own school: An educator's guide to qualitative education practitioner inquiry*. Thousand Oaks, CA: Corwin Press, Inc.

Zeichner K. M. & Liston, D. P. (1996). *Reflective teaching: An introduction*. Mahway, NJ: Lawrence Erlbaum.

Subject-area Professional Association (SPA) K-12 standards.

Kentucky Core Academic Standards (as they become available)

Common Core Standards (as they become available) and their related documents  
([www.commoncore.org](http://www.commoncore.org))

*Additionally, the following list reflects suggested readings that would guide the curriculum of the course:*

Argyris, C. & Schon, D. (1974). *Theory in practice: Increasing professional effectiveness*. San Francisco: Jossey-Bass.

Brunner, L. (1995). The death of idealism? Or, issues of empowerment in the preservice setting. In S. Noffke & R. B. Stevenson (Eds.). *Educational action research: Becoming practically critical* (pp. 31-43). New York: Teachers College.

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Dana, N. F. & Yendol-Silva, D. (2003). *The reflective educator's guide to classroom research*. Thousand Oaks, CA: Corwin Press.

Foy, M. (1992). Case study 2: values into practice. In J. Niff (Ed.), *Action research: Principles and practice*. New York: Routledge.

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- Marion, R. D. (1998). A dissertation entitled *When teachers examine their practice: Action research as a vehicle for teachers' learning in one urban school district*. University of Wisconsin, Madison.
- McNiff, J. (1992). *Action research: Principles and practice*. New York: Routledge.
- Mettetal, G. (2001). The what, why and how of classroom action research. *The Journal of Scholarship of Teaching and Learning*, 2(1).
- Mills, G. E. (2003). *Action research : a guide for the teacher researcher* (2nd ed.). Upper Saddle River, N.J.: Merrill/Prentice Hall.
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- Nixon, J. (1989). The teacher as researcher: Contradictions and continuities. *Peabody Journal of Education*, 64(2), 20-32.

- Noffke, S. (1997). Professional, personal, and political dimensions of action research. In M. Apple (Ed.), *Review of Research in Education*, 22, 305-343.
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