COURSE CHANGE FORM

Complete 1a – 1f & 2a – 2c. Fill out the remainder of the form as applicable for items being changed.

1. General Information.
   a. Submitted by the College of: Education
   b. Department/Division: Curriculum & Instruction
   c. Is there a change in “ownership” of the course? YES ☐ NO ☑
      If YES, what college/department will offer the course instead? ____________
   d. What type of change is being proposed? ☑ Major ☐ Minor
      (place cursor here for minor change definition)
   e. Contact Person Name: Susan Nelson Wood
      Email: susan.wood@uky.edu
      Phone: 850-322-4087
   f. Requested Effective Date: ☐ Semester Following Approval OR ☑ Specific Term: F 2012

2. Designation and Description of Proposed Course.
   a. Current Prefix and Number: EDC 343
      Proposed Prefix & Number: EDC 343
   b. Full Title: The Early Adolescent Learner: Practicum
      Proposed Title: Methods and Management in Middle Level Education
   c. Current Transcript Title (if full title is more than 40 characters): ____________
      Proposed Transcript Title (if full title is more than 40 characters): Methods & Management in MLE
   d. Current Cross-listing: ☐ N/A OR ☑ Currently Cross-listed with (Prefix & Number): ____________
      Proposed – ☐ ADD Cross-listing (Prefix & Number): ____________
      Proposed – ☐ REMOVE Cross-listing (Prefix & Number): ____________
   e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours for each meeting pattern type.
      Current: 45 Lecture ☐ Laboratory ☐ Recitation ☐ Discussion ☐ Indep. Study
      36 Clinical ☐ Colloquium ☐ Practicum ☐ Research ☐ Residency
      ☐ Seminar ☐ Studio ☐ Other – Please explain: ____________
      Proposed: 33 Lecture ☐ Laboratory ☐ Recitation ☐ Discussion ☐ Indep. Study
      180 Clinical ☐ Colloquium ☐ Practicum ☐ Research ☐ Residency
      ☐ Seminar ☐ Studio ☐ Other – Please explain: ____________
   f. Current Grading System: ☑ Letter (A, B, C, etc.) ☐ Pass/Fail
      Proposed Grading System: ☑ Letter (A, B, C, etc.) ☐ Pass/Fail
   g. Current number of credit hours: 3
      Proposed number of credit hours: 3

See comment description regarding minor course change. Minor changes are sent directly from dean’s office to Senate Council Chair. If Chair deems the change as “not minor,” the form will be sent to appropriate academic council for normal processing and contact person is informed.

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

Signature of the chair of the cross-listing department is required on the Signature Routing Log.

Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)
**COURSE CHANGE FORM**

| h. Currently, is this course repeatable for additional credit? | YES ☐ | NO ☒ |
| Proposed to be repeatable for additional credit? | YES ☐ | NO ☒ |
| If YES: Maximum number of credit hours: | _____ |
| If YES: Will this course allow multiple registrations during the same semester? | YES ☐ | NO ☒ |

| i. Current Course Description for Bulletin: | This course is designed to extend and apply knowledge of the social, emotional, intellectual, and physical characteristics of the early adolescent learner through observation and interaction in school settings. The course format will include a weekly seminar and a supervised field placement in a middle school setting. Lecture, one hour; laboratory, six hours per week. |

| Proposed Course Description for Bulletin: | A study of classroom management in theory and practice, with a focus on planning and assessment in middle level classrooms. 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. |

| j. Current Prerequisites, if any: | Admission to Teacher Education. |

| Proposed Prerequisites, if any: | EDC 341, or permission of instructor |

| k. 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 changes do not affect DL delivery.

| l. Current Supplementary Teaching Component, if any: | ☐ Community-Based Experience ☒ Service Learning ☐ Both |

| Proposed Supplementary Teaching Component: | ☒ Community-Based Experience ☐ Service Learning ☐ Both |

3. Currently, is this course taught off campus? | YES ☐ | NO ☒ |

| Proposed to be taught off campus? | YES ☐ | NO ☒ |

4. Are significant changes in content/teaching objectives of the course being proposed? | YES ☐ | NO ☒ |

If YES, explain and offer brief rationale:

| 5. Course Relationship to Program(s). |

| a. Are there other depts and/or pgms that could be affected by the proposed change? | YES ☐ | NO ☒ |

IF YES, identify the depts. and/or pgms: ____

| b. Will modifying this course result in a new requirement† for ANY program? | YES ☐ | NO ☒ |

If YES, 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 between undergraduate and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different grading criteria in the course for graduate students. (See SR 3.1.4.)

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6 You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

7 In order to change a program, a program change form must also be submitted.

Rev 8/09
**COURSE CHANGE FORM**

Signature Routing Log

**General Information:**

Course Prefix and Number: **EDC 343**

Proposal Contact Person Name: **Susan Wood**  
Phone: **850-322-4087**  
Email: **susan.wood@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:**

<table>
<thead>
<tr>
<th>Reviewing Group</th>
<th>Date Approved</th>
<th>Contact Person (name/phone/email)</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School Teacher Education Program Faculty</td>
<td>9/8/2011</td>
<td>Susan Wood / 850-322-4087 / <a href="mailto:susan.wood@uky.edu">susan.wood@uky.edu</a></td>
<td></td>
</tr>
<tr>
<td>Curriculum &amp; Instruction</td>
<td>10/7/2011</td>
<td>Parker Fawson / 859-257-0767 / <a href="mailto:parker.fawson@uky.edu">parker.fawson@uky.edu</a></td>
<td></td>
</tr>
</tbody>
</table>

**External-to-College Approvals:**

<table>
<thead>
<tr>
<th>Council</th>
<th>Date Approved</th>
<th>Signature</th>
<th>Approval of Revision*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Council</td>
<td></td>
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<tr>
<td>Graduate Council</td>
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<tr>
<td>Health Care Colleges Council</td>
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<tr>
<td>Senate Council Approval</td>
<td></td>
<td>University Senate Approval</td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**

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* Councils use this space to indicate approval of revisions made subsequent to that council’s approval, if deemed necessary by the revising council.

Rev 8/09
Course Description:

A study of classroom management in theory and practice, with a focus on planning and assessment in middle level classrooms. 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:

EDC 341 or consent of instructor. Taken concurrently with EDC 330.

Course Delivery:

This course is grounded in a standards-based model of teaching and learning and includes the following methods of instruction: guided inquiry, small group projects including microteaching presentations, whole group discussion, direct instruction, individual reflection, and on-site apprenticeship. To evidence ability to impact student learning, candidates produce a professional portfolio and a teacher work sample.

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. Susan Nelson Wood</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td><a href="mailto:susan.wood@uky.edu">susan.wood@uky.edu</a></td>
</tr>
<tr>
<td>Website</td>
<td><a href="http://education.uky.edu/EDC/content/undergraduate-middle-school-education-overview">http://education.uky.edu/EDC/content/undergraduate-middle-school-education-overview</a></td>
</tr>
<tr>
<td>Skype</td>
<td>srnwood</td>
</tr>
<tr>
<td>Facebook</td>
<td><a href="http://facebook.com/Dr.SusanWood">http://facebook.com/Dr.SusanWood</a></td>
</tr>
<tr>
<td>Twitter</td>
<td>@bookishtoo</td>
</tr>
<tr>
<td>Blackboard</td>
<td><a href="http://elearning.uky.edu">http://elearning.uky.edu</a></td>
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</tbody>
</table>
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. Candidates 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 a middle school and university classroom. Reflection will also be integrated into candidates’ learning opportunities through the production of written essays and analyses of observation and teaching experiences to help candidates 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 four major goals: professional development, planning, assessment, and classroom management. These learning targets are aligned the standards that guide the Middle Level Education Program, especially the Kentucky Teacher Standards and the Association for Middle Level Education Standards, but also with Unbridled Learning expectations including: Kentucky Academic Core Standards, Assessment Literacy, College & Career Readiness, and Characteristics of Highly Effective Teaching and Learning (CHEMT). Please see “sources of evidence” for how these standards will be documented.

<table>
<thead>
<tr>
<th>Professional Competencies and Sample Indicators (Adapted from: Kentucky’s Teacher Standards; the Association for Middle Level Education’s Initial Level Teacher Preparation Standards; and UK’s Functional Skills and Dispositions)</th>
<th>Methods of Demonstration</th>
</tr>
</thead>
</table>

Goal 1. Professional Development

As a middle school teacher, you will develop personally and professionally. You will:

- Design a personal professional development plan.
- Develop flexibility by adjusting well to new ideas and situations, accepting suggestions and demonstrating patience.
- Distinguish between personal views and those of any educational institution.
- Collect data from your own learning and use it to reflect.
- Self assess using a professional development rubric.
- Review your professional preparation and document your work using AMLE national standards and Kentucky’s Teacher Standards.
- Show evidence of reflection and improvement in all teaching/learning activities.
<table>
<thead>
<tr>
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<th>Methods of Demonstration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitor your professional judgment and beliefs and articulate them to the professional community.</td>
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<tr>
<td>Collaborate with immediate colleagues and teammates to learn and develop professional relationships.</td>
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<tr>
<td>Reflect respect for diverse perspectives, ideas, and opinions.</td>
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<tr>
<td>Support other school personnel as they manage the continuous improvement process.</td>
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<tr>
<td>Identify and practice communication techniques for use with colleagues, students, school/community specialists, administrators, and families.</td>
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<tr>
<td>Maintain honesty in all professional dealings.</td>
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</tbody>
</table>

**Goal 2. Planning**

As a middle school teacher, you will develop your knowledge, skills, and beliefs about **planning and instruction**. You will:

- Articulate a rationale for all instructional decisions, daily and long term, linking theories of learning to practice.
- Identify student learning targets for planned lessons.
- Align goals and objectives with state and national standards.
- Sequence new knowledge with familiar ideas.
- Demonstrate knowledge of subject matter by planning content-rich lessons using current best practices, including the use of literature, appropriate for young adolescents.
- Demonstrate, model, and utilize higher-order thinking.
- Align student needs, instructional settings, and activities.
### Professional Competencies and Sample Indicators

(Adapted from: *Kentucky’s Teacher Standards*; the *Association for Middle Level Education’s Initial Level Teacher Preparation Standards*; and UK’s *Functional Skills and Dispositions*)

<table>
<thead>
<tr>
<th>Methods of Demonstration</th>
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</thead>
<tbody>
<tr>
<td><strong>Goal 3. Assessment</strong></td>
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</tbody>
</table>

As a middle school teacher, you will develop your knowledge, skills, and beliefs about **assessing learning**. You will:

- Analyze a school context and identify diverse needs.
- Maintain observational and anecdotal records to monitor students’ development and analyze individuals’ learning needs.
- Know and apply different forms of assessment and models of assessing student performance.
- Design formal and informal classroom assessments aligned with learning outcomes.
- Select traditional and alternate assessment strategies, including techniques that measure higher order thinking.
- Provide opportunities for young adolescents to assess their own work.

Use multiple activities that engage and motivate students at appropriate developmental levels.

Develop open-ended projects that adapt to students’ creative thinking.

Provide opportunities for students to learn from each other.

Practice techniques of middle level curriculum that accommodate differences, including linguistic and cultural differences.

Plan and conduct interdisciplinary lessons as well as collaborative lessons with colleagues.

Vary the teacher’s role in relation to the purpose of instruction.

Integrate various technologies to support student learning.
<table>
<thead>
<tr>
<th>Professional Competencies and Sample Indicators</th>
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<tbody>
<tr>
<td>(Adapted from: Kentucky’s Teacher Standards; the Association for Middle Level Education’s Initial Level Teacher Preparation Standards; and UK’s Functional Skills and Dispositions)</td>
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<tr>
<td>Collect and interpret data from a variety of sources to determine student achievement.</td>
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<tr>
<td>Determine students’ mastery of learning outcomes.</td>
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<td><strong>Goal 4. Management</strong></td>
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<tr>
<td>As a middle school teacher, you will develop your knowledge, skills, and beliefs about <strong>classroom management and motivation</strong>. You will:</td>
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<tr>
<td>Compare, contrast, and apply various discipline/management models.</td>
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<tr>
<td>Identify components of effective classroom management in a middle school classroom.</td>
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<tr>
<td>Acquire and use techniques for effective communication (both verbal and nonverbal) in the English classroom according to the nature and needs of individual students.</td>
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<tr>
<td>Establish positive interactions between the teacher and students that are focused upon high expectations for learning.</td>
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<td>Create a climate of openness, inquiry, and support to encourage students in a positive manner.</td>
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<td>Promote student responsibility, appropriate social behavior, integrity, valuing diversity, and honesty.</td>
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<tr>
<td>Demonstrate knowledge of laws and regulations related to classroom management and discipline.</td>
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<td>Identify potentially disruptive student behavior including misconduct, interruptions, intrusions, and digressions.</td>
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<tr>
<td>Apply the established rules and consequences for behaviors consistently and equitably.</td>
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<tr>
<td>Draw from a repertoire of techniques for establishing smooth and efficient routines that accommodate differences in students’ behavior.</td>
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</tr>
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<td>Professional Competencies and Sample Indicators (Adapted from: Kentucky’s Teacher Standards; the Association for Middle Level Education’s Initial Level Teacher Preparation Standards; and UK’s Functional Skills and Dispositions)</td>
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</tr>
<tr>
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<tr>
<td>Adapt routines for individual work, cooperative learning, and whole group activities.</td>
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<tr>
<td>Monitor and adjust instruction to reach all middle level students, including students identified as ESE and ESL learners.</td>
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</table>

Successful completion of this course demonstrates the **Kentucky's Teacher Standards:**

- **Standard 1:** The teacher demonstrates applied content knowledge;
- **Standard 2:** Designs and plans instruction;
- **Standard 3:** Creates and maintains learning climates;
- **Standard 4:** Implements and manages instruction;
- **Standard 5:** Assesses and communicates learning results;
- **Standard 6:** Demonstrates the integration of technology;
- **Standard 7:** Reflects on and evaluates teaching and learning;
- **Standard 8:** Collaborates with colleagues, parents, others;
- **Standard 9:** Evaluates teaching and implements professional development;
- **Standard 10:** Provides leadership within school/community/profession.

**Required Materials:**


3. Supplemental readings TBD.

**Professional Recommendations:**

Membership in the Association for Middle Level Education and state association
Membership in the National Council of Teachers of English and state affiliate
Membership in the National Council of Teachers of Mathematics
Membership in the National Association of Science Teachers and college council too!
Membership in the National Council for the Social Studies and state council
Membership in the International Reading Association
Membership in the Bluegrass Collegiate Middle Level Association

The following selected professional journals contain terrific ideas for teaching middle school:

- The ALAN Review
- Journal of Adolescent and Adult Literacy
- Middle School Journal
- The New Advocate
- Science Scope
- SIGNAL
- Social Education
- Voice of Youth Advocates
- Voices in the Middle

Course Requirements and Expectations:

Aligned with course, state, and national goals, the following sources of evidence serve to demonstrate your mastery of the course material. All sources of evidence are evaluated, and methods for assessing professionalism, the professional development portfolio, and the work sample are described in detail in separate scoring guides. Except where stated differently, written work submitted to meet sources of evidence should be word-processed and double-spaced. All work must be done in APA style with regard to references, punctuation, citations within text, and bibliographic data. For further information and details regarding the sources of evidence required, please make an appointment to consult with me.

Sources of Evidence:

Satisfactory completion of this course is determined according to three major sources of evidence:

1. Professionalism and Midterm 34%
2. The Professional Development Portfolio 33%
3. The Work Sample 33%

I. Professionalism and Midterm

Professionalism is the cornerstone of effective middle school teaching. On-going over the course of the semester, you will be evaluated on your professionalism.
Perhaps it will help you understand this requirement if you discard the traditional model of professor and student and think instead of an administrator or colleague evaluating you as a prospective teacher. Toward that end, the rules are different.

**Self Assessment**-- A primary method of assessment will be your own continuous self-assessment, using the Professionalism Development Rubric, completing a self-assessment on your experiences in the field, writing reflectively, and talking during a series of periodic conferences with me: an initial, midterm, and possibly final interview.

**Observed Behaviors**-- In addition to considering your ability to self-assess, I will be looking at dispositions such as attendance, participation, promptness, punctuality, informal writing, and ability to work collaboratively within the clinical experience as well as the academic setting. The guidelines and scoring guide for professionalism are outlined in detail in a separate document (See Professional Development Rubric). Your effort, commitment, and interest are considered when assigning grades.

**Daily Attendance**-- Those who value the complexities of teaching and learning in a collaborative community understand that daily attendance and active participation are essential components. This course meets twice a week, bright and early on Tuesdays and Thursdays, and like all teachers, you are expected to attend each class session promptly. Also, since a good portion of our semester occurs in the field, each scheduled seminar class is action-packed, so it is imperative that you remain current with the readings and assignments. Absences, late arrivals, and early departures, either from class or from the field placement, will result in a lowering of the final grade. More specifically, 5 points will be deducted from your final grade for each class that you miss. Two late arrivals will constitute one absence. **Inform me by phone or in writing if you will not be in class or in your field placement.** (All excuses for absence or tardiness must be in writing and signed by the appropriate authority.)

**Daily Participation**-- An important area is being prepared for class. To feel competent, you need to know material. To be able to apply knowledge, you need to be reflective. Since teaching and learning are collaborative activities, we all need your active participation in class. You are expected to come to class prepared to actively participate in professional conversations as well as whole group and small group activities. **You will be required to demonstrate that you have mastered the assigned readings and that you are making connections between theory and practice.**

Daily assignments will take a variety of forms, including surprise quizzes if deemed necessary. You are also expected to participate professionally in your school placement. All work must be turned in on time and of a quality reflecting a professional educator. Late assignments will only be accepted with valid excuses according to University of Kentucky policies. Late work will be
penalized. Academic honesty is expected at all times in accordance with published UK policies.

**Basket Case**--You are invited to select several problem scenarios faced by a beginning middle school teacher and *present one* to the class. Please be prepared to give a brief overview of the case, bring questions regarding the issue, and engage the class in a brief, five-minute strategy discussion. Further guidelines will be provided.

**Demo Lesson**-- You are invited to design and demonstrate one lesson to the class. The lesson will be a best practice activity, aligned with standards for middle level educators, and integrated with technology. Further guidelines will be provided.

**Professional Reading and Response**-- Throughout the term, you will read and respond to professional readings. Reading responses are due the day the reading is due, and guidelines will be provided for each assigned response one week prior to the due date. Please save copies of all your writing. Some of the responses, such as “models of discipline” or “assessment and communication” require group effort, and you will receive credit for your portion of the project. In general, the responses you do to the readings are an essential component of your coursework, and much of what you produce will also serve to demonstrate your theoretical understandings as part of the portfolio and work sample.

**Midterm Exam**

**Capstone Project** – Together, to demonstrate technology standards, we will design a video project to serve as a culmination of your experiences in the course, practicum, and Middle School Teacher Education Program. Further guidelines will be provided.

**II. Professional Development Portfolio**

**Due: TBD.**

You are responsible for your own learning. To inspire, rather than limit, that process, you will be graded on the entire experience you have in this course and how you demonstrate your own process of learning. Designed to document your work this semester according to Kentucky’s Teacher Standards, you will compile an electronic, professional portfolio, using OTIS, the online portfolio tool offered through the College of Education.

For assessment purposes, your professional development portfolio represents and documents your growth *over the arc of your work* in MSTEP. It is a primary source of evidence, synthesizing and integrating course assignments, course goals, and course learnings, as well as supporting your demonstrated proficiency as a teacher.
To make this task manageable, collect a wide range of artifacts by maintaining a working portfolio in which you save and date everything: response notes to your readings, copies of your reflective writing, notes taken in class, evidence of your planning, documentation of your teaching in the school, your professional journal. . . Everything.

The guidelines and scoring guide for the professional development portfolio are outlined in detail in a separate document (See the Professional Development Portfolio Scoring Guide).

**Video Analysis** -- You will videotape a classroom interaction of yourself as you teach a lesson or work with a group of students within your pre-internship setting, and you will analyze the motivation/discipline strategies you employ. This self-analysis, to be included in your portfolio, enables you to identify and critique your management skills.

**III. Work Sample**

*Due: TBD.*

The work sample, a major source of evidence, is an integrated unit demonstrating planning, instruction, assessment, and reflection. You will design the unit according to specific criteria aligned with the requirement of your methods’ classes, and hopefully, you will have the opportunity to implement your work sample during this pre-internship experience.

Your work sample must include the following components: a site description, rationale, goals and objectives, lesson plans, and pre/post assessment. Additional sections on analysis and interpretation of student learning gains and a final reflective essay will also be included. The guidelines and scoring guide for the work sample are outlined in detail in a separate document.

**Course Grading:**

<table>
<thead>
<tr>
<th>Source of Evidence</th>
<th>Weight</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm</td>
<td>50 points</td>
<td></td>
</tr>
<tr>
<td>Professionalism</td>
<td>50 points</td>
<td>Daily and on-going</td>
</tr>
<tr>
<td>Portfolio</td>
<td>100 points</td>
<td></td>
</tr>
<tr>
<td>Work sample</td>
<td>100 points</td>
<td></td>
</tr>
</tbody>
</table>
Grading Scale:

A = 93 – 100%
B = 86 – 92%
C = 79 – 85%
D = 71 – 78%

Final Grades will be based on a 300-point scale.

Final Exam Information
Date, time, location, other information - TBD

Mid-term Grades:
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:
Assignments will be submitted electronically and will be placed in the student’s portfolio.

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 Level Teacher Education Program (MLTE) 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 Middle Level Education Program 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 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 MLTE program, determined on a case-by-case basis. Faculty will follow all university due process procedures in cases of academic or ethical misconduct.

**Academic Integrity:**
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](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](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 MLTE Program 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 MLTE 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 science 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 MLTE Program aligns itself with the positions of our professional societies. For example, regarding cultural and linguistic diversity the National Science Teachers Association states: “Children from all cultures are to have equitable access to quality science education experiences that enhance success and provide the knowledge and
opportunities required for them to become successful participants in our democratic society.” (NSTA, 2011) 


Commitment to Technology
The Initial Preparation Certification Program in Middle Level Education 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.

Tentative Course Schedule
Calendar

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<tr>
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<th>Topic</th>
<th>Instructor Notes (as needed)</th>
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<td>Week #1</td>
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<td>Week #2</td>
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<td>Week #3</td>
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<td>Week #4</td>
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<td>Week #5</td>
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<td>Week #11</td>
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