**NEW COURSE FORM**

1. **General Information.**
   a. Submitted by the College of: **Education**
   b. Department/Division: **EDSRC**
   c. Contact person name: **Belva Collins**
   d. Requested Effective Date: 
      - ☑️ Semester following approval
      - ☐ Specific Term/Year

2. **Designation and Description of Proposed Course.**
   a. Prefix and Number: **EDS 559**
   b. Full Title: **International Perspectives in Education**
   c. Transcript Title (if full title is more than 40 characters): **Int Perspect Ed**
   d. To be Cross-Listed\(^2\) with (Prefix and Number): 
   e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours\(^3\) for each meeting pattern type.
      - ☑️ Lecture
      - ☐ Laboratory
      - ☐ Recitation
      - ☐ Discussion
      - ☐ Indep. Study
      - ☐ Clinical
      - ☐ Colloquium
      - ☐ Practicum
      - ☐ Research
      - ☐ Residency
      - 25 Seminar
      - ☐ Studio
      - 20 Other – Please explain: **international experience**
   f. Identify a grading system: 
      - ☑️ Letter (A, B, C, etc.)
      - ☐ Pass/Fail
   g. Number of credits: **3-12**
   h. Is this course repeatable for additional credit? 
      - ☑️ YES
      - ☐ NO
      - If YES: Maximum number of credit hours: **12**
      - If YES: Will this course allow multiple registrations during the same semester? 
      - ☑️ YES
      - ☐ NO
   i. Course Description for Bulletin: **This course will increase understanding of culture – fiscal, political, economic, health, geographical, and social aspects – and how these cultural aspects influence the educational system of that country. Students will also increase their understanding of how the education systems influence the delivery of services and the educational experience (preschool through adult), teacher and provider credentials, accreditation, or licensure. The course is designed to increase students' awareness of international issues in education and career options.**
   j. Prerequisites, if any: **Admission to Teacher Education Program or Permission of instructor**
   k. Will this course also be offered through Distance Learning? 
      - ☑️ YES
      - ☐ NO
   l. Supplementary teaching component, if any: 
      - ☑️ Community-Based Experience
      - ☐ Service Learning
      - ☐ Both

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\(^1\) Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
\(^2\) The chair of the cross-listing department must sign off on the Signature Routing Log.
\(^3\) In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)
\(^4\) You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
### NEW COURSE FORM

3. **Will this course be taught off campus?**
   - [ ] YES
   - [ ] NO

4. **Frequency of Course Offering.**
   a. Course will be offered (check all that apply):
      - [ ] Fall
      - [x] Spring
      - [ ] Summer
   b. Will the course be offered every year?
      - [ ] YES
      - [ ] NO
      
      If NO, explain: Will be offered at least every 2 years

5. **Are facilities and personnel necessary for the proposed new course available?**
   - [ ] YES
   - [ ] NO
   
   If NO, explain: _____

6. **What enrollment (per section per semester) may reasonably be expected?**
   - [ ] 12

7. **Anticipated Student Demand.**
   a. Will this course serve students primarily within the degree program?
      - [ ] YES
      - [ ] NO
   b. Will it be of interest to a significant number of students outside the degree pgm?
      - [ ] YES
      - [ ] NO
   
   If YES, explain:
   Students interested in experiences in international education may be interested in this course

8. **Check the category most applicable to this course:**
   - [ ] Traditional – Offered in Corresponding Departments at Universities Elsewhere
   - [x] Relatively New – Now Being Widely Established
   - [ ] Not Yet Found in Many (or Any) Other Universities

9. **Course Relationship to Program(s).**
   a. Is this course part of a proposed new program?
      - [ ] YES
      - [ ] NO
      
      If YES, name the proposed new program: _____
   b. Will this course be a new requirement\(^5\) for ANY program?
      - [ ] YES
      - [ ] NO
   
   If YES\(^5\), list affected programs: _____

10. **Information to be Placed on Syllabus.**
    a. Is the course 400G or 500?
       - [ ] YES
       - [ ] NO
       
       If YES, the differentiation for undergraduate and graduate students must be included in the information required in 10.b. You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)
    b. [x] The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.

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\(^5\) In order to change a program, a program change form must also be submitted.

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NEW COURSE FORM

Signature Routing Log

General Information:

Course Prefix and Number:  EDS 559
Proposal Contact Person Name:  Belva Collins  Phone: 7-8591  Email: bcoll01@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>EDSRC</td>
<td>3/26/2012</td>
<td>Belva Collins / 859-257-8591 / <a href="mailto:bcoll01@uky.edu">bcoll01@uky.edu</a></td>
<td>/ /</td>
</tr>
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</tbody>
</table>

External-to-College Approvals:

<table>
<thead>
<tr>
<th>Council</th>
<th>Date Approved</th>
<th>Signature</th>
<th>Approval of Revision$^6$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Council</td>
<td></td>
<td></td>
<td>University Senate Approval</td>
</tr>
<tr>
<td>Graduate Council</td>
<td></td>
<td></td>
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<tr>
<td>Health Care Colleges Council</td>
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<tr>
<td>Senate Council Approval</td>
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</tbody>
</table>

Comments:

$^6$ 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).

<table>
<thead>
<tr>
<th>Course Number and Prefix: EDS 559</th>
<th>Date: March 26, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor Name: Jennifer Grisham-Brown</td>
<td>Instructor Email: <a href="mailto:jgleat00@uky.edu">jgleat00@uky.edu</a></td>
</tr>
</tbody>
</table>

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

- Internet/Web-based
- Interactive Video
- Hybrid

Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?
   The course includes a required discussion board, interactive blog or wiki, and an interactive international experience. The course syllabus conforms to University Senate guidelines.

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.
   Readings, course goals, and assessment of student learning outcomes will be the same for distance learning students as for on-campus students.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.
   This course will use the password-protected Blackboard course management system and follow university policies for ensuring course integrity. Student who travel abroad will be accompanied by the course instructor.

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?
   NO
   If yes, which percentage, and which program(s)?
   *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course’s DL delivery will be six months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?
   Students will have access to services provided by Distance Learning programs as well as IT.

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

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## Distance Learning Form

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### Library and Learning Resources

<table>
<thead>
<tr>
<th>6.</th>
<th>How do course requirements ensure that students make appropriate use of learning resources?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will be required to use e-reserves for readings and will have access to Distance Learning Library Services as well as Education Abroad support services.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.</th>
<th>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not applicable</td>
</tr>
</tbody>
</table>

### Student Services

<table>
<thead>
<tr>
<th>8.</th>
<th>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>?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The syllabus will provide information for accessing support services for technology.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9.</th>
<th>Will the course be delivered via services available through the Teaching and Academic Support Center?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes ☒</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

| 10. | Does the syllabus contain all the required components, below? ☒ Yes |
|     | □ Instructor’s *virtual* office hours, if any. |
|     | □ The technological requirements for the course. |
|     | □ Procedure for resolving technical complaints. |
|     | □ Preferred method for reaching instructor, e.g. email, phone, text message. |
|     | □ Maximum timeframe for responding to student communications. |
|     | □ Language pertaining academic accommodations: |
|     |   □ “If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or jkarnes@email.uky.edu.” |
|     | □ Information on Distance Learning Library Services [http://www.uky.edu/Libraries/DLLS](http://www.uky.edu/Libraries/DLLS) |
|     |   □ Carla Cantagallo, DL Librarian |
|     |   □ Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6) |
|     |   □ Email: dllservice@email.uky.edu |

| 11. | I, the instructor of record, have read and understood all of the university-level statements regarding DL. |
|     | Instructor Name: Jennifer Grisham-Brown  |
|     | Instructor Signature: |

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

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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!**
Course Description

This course will increase understanding of general global issues and cultures – fiscal, political, economic, health, geographical, and social aspects – and how these cultural aspects influence the education policies of a specific country/region; and will demonstrate how the delivery of services within that
region impacts the educational experience of children, youth, and adults. An increased understanding of credentials, accreditation, or licensure for educational personnel will increase student awareness of global educational perspectives; and will make students more aware of international and global careers as promoted by Senate Bill 1.

Prerequisites:
Admission to Teacher Education Program, Graduate Program in Education, Distance Education Graduate Certificate Program, or Permission of instructor

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 distance education and global education policy and practice, including professional scholarship and data-based models, in order to reflect on their own practices as they study, observe, and participate in education abroad programs. Reflection will also be integrated into students’ learning opportunities through the production of 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 learning in multiple ways. First, the course will address knowledge and skills that teachers use to provide effective education services in countries other than the U.S. Second, the course will address knowledge and skills of educational policies and practices in international settings. Finally, this course conveys 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 institutions of higher education 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 educational practices in Kentucky and beyond.

Course Learning Targets, Outcomes, and Assessments
This course has been designed to provide students with opportunities to acquire knowledge, conceptual understanding, international experience, and practice in developing educational skills in preferred content area(s) of education. Upon completion of this course in international education, learners will be able to critically discuss international educational issues relating to a specific country or culture in relation to their own country or culture. Specifically, the following learning targets will be accomplished during this course:

1. Critically discuss international issues in the context of a target/specific country
2. Complete a project that demonstrates understanding of international issues of targeted country
3. Interact successfully with educators and community members of other nationalities (specifically of targeted country) during a field experience in the target region/country
4. Compare and contrast social values, educational aspirations and governmental priorities across cultures and countries
5. Adapt practices across cultures to work in US.

The outcomes for this course will be addressed through the following assessments:
Outcomes: International Content

<table>
<thead>
<tr>
<th>Activity</th>
<th>Assessment (Formative/Summative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read and discuss the professional literature that relates to international education issues.</td>
<td>Formative: Discussion board; face to face discussions</td>
</tr>
<tr>
<td>Keep a journal highlighting international experiences that relate to the issues discussed in the course while in field experience</td>
<td>Formative: Journal, blog, or interactive wiki</td>
</tr>
<tr>
<td>Design and complete a project related to the content of the course (e.g., paper, video, lesson plans, curriculum)</td>
<td>Summative: Individualized project contracted with instructor</td>
</tr>
<tr>
<td>Participate in an international experience and interact with local educators and students</td>
<td>Summative: Travel abroad experience or international interactive experience via technology</td>
</tr>
<tr>
<td>Write a summary paper that contrasts practices in targeted country/region with US practices</td>
<td>Summative: Position paper; topic approved by instructor</td>
</tr>
<tr>
<td>(Graduate students only) Prepare and deliver a professional development workshop for global partners/participants</td>
<td>Summative: Professional development workshop &amp; participant feedback</td>
</tr>
</tbody>
</table>

Course Delivery

This course utilizes a hybrid delivery mode to include internet technology, face to face meetings, and travel abroad. All students will have Blackboard access and will be able to interact with each other through email and online discussions.

Required Texts

Supplemental readings: Available online through Blackboard course shell in course e-reserves.

Required readings (NOTE: These are sample readings and topics; these will change according to the country/culture and targeted international experiences for the students taking the course.)

Below each topic of the course outline are a series of required readings that are included in the reading packet. For purposes of class pacing and interactive activities, all students are expected to work through the modules at the same pace.

Course Texts:


**Topic 1: Overview of Central American Education**

**Topic 2: History of the Region**

**Topic 3: Immigration Trends**

**Topic 4: Education in the Region**

**Topic 5: Special Education in the Region**

**Topic 6: Early Childhood Education in the Region**

**Topic 7: Cultural Influences**

**Topic 8: Logistics of Field Experience**

**Topic 9:**

**Topic 10:**

Other readings to be assigned.

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**Grades**

All grading will be done as objectively as possible; however, in cases of qualitative assessment, evaluation will be based on the instructor’s judgment. Grades will be based on the scores accumulated by the student weighted by the following percentages.

### Undergraduate Students:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion and responses to readings</td>
<td>10%</td>
</tr>
<tr>
<td>Reflection journal</td>
<td>10%</td>
</tr>
<tr>
<td>Individualized project</td>
<td>30%</td>
</tr>
<tr>
<td>Participation in international travel or international interaction via technology</td>
<td>25%</td>
</tr>
<tr>
<td>Summary paper</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

### Graduate Students:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion and responses to readings</td>
<td>54%</td>
</tr>
<tr>
<td>Reflection journal</td>
<td>54%</td>
</tr>
<tr>
<td>Individualized project</td>
<td>20%</td>
</tr>
<tr>
<td>Participation in international travel or international interaction via technology</td>
<td>25%</td>
</tr>
</tbody>
</table>
interaction via technology
Summary paper 25%
Professional development workshop (graduate students only) 20%

<table>
<thead>
<tr>
<th>Course</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
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</table>

Incompletes. A grade of Incomplete will be given under the following conditions only:

1. Completed and earned 80% or more of the points available.
2. Submitted a detailed outline or rough draft of incomplete projects by the 1st day of the course.
3. Has the written permission of the instructor; If a grade of incomplete is granted, the learner will have until the first day of the fall semester to complete the course.

Assignment of course grades. Grades will be awarded on the following scale:

- Percentage | Grade
- 90.0 - 100.0 | A
- 80.0 - 89.9 | B
- 70.0 - 79.9 | C
- 69.9 or less | E

Final Exam Information
There is no final examination for EDS 559.

Submission of Assignments
All written assignments must be prepared in a professional manner. All products must be typed and an electronic or hard copy submitted to the instructor by 7:00 a.m. on the due date (Reading responses at 7:00 a.m. on the first day of a new topic and Discussion board entries at 7:00 a.m. on the final day of a topic). Late assignments are not accepted without prior approval of the instructor. "Prior approval" is defined as at least 24 hours notice before the due date/time. No course points will be recorded for assignments submitted late. However, all assignments must be submitted to complete the course. Students with excused absences are responsible for getting the assignment to the professor by the due date.

Attendance
Students are expected to participate in the course on a regular basis either by attending face to face meetings or interacting via technology as outlined in the schedule provided by the instructor. Your active participation is encouraged and expected and points will be assigned accordingly.

Excused Absences
Students who attend face to face classes will be expected to attend unless excused by the instructor. If this is an asynchronous courses, absences are not an issue. However, reason for failure to attend class meeting, submit assignments, or participate in a discussion may include (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 a late submission 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. In the case of this course, a class is defined as participation in a course topic.

Verification of Absences
The instructor may ask students to verify reasons for non-participation 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 (do not participate in) 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. (In this case, a class is defined as a course topic.)

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
Professional behavior is expected in this course. 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](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 participate in 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. 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.

Learning/Classroom Accommodations
If you have a documented disability that requires academic accommodations, please contact me as soon as possible. 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 Special Education and Rehabilitation Counseling 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 special education 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 Dr. Belva Collins, chair of the Department of Special Education and Rehabilitation Counseling if you have questions regarding this requirement.

**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. Plagiarism will result in a course grade of E and referral to the MSD, LBD, or IECE Program Faculty for disposition.

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 until the case is settled. Students are responsible for reporting such charges to the Program Faculty Chair.

Commitment to Diversity & Equity
The 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 Special Education 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 functional and content areas 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 engage 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.
Course Components

The following is a list of the assignments that will be required in the course with a brief description. More detailed directions and evaluation criteria will be provided prior to each assignment.

### Undergraduate Students:

<table>
<thead>
<tr>
<th>Task</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion and response to readings (10%)</td>
<td>Readings will be assigned that pertain specifically to the country or culture studies. Students will be expected to demonstrate their understanding of the readings through face to face discussion or asynchronous discussions conducted via the course discussion board.</td>
</tr>
<tr>
<td>Reflection journal (10%)</td>
<td>Students will record, analyze, and reflect on their experiences throughout the course in regard to interactions with educators and students in another country or culture.</td>
</tr>
<tr>
<td>Individualized Project (30%)</td>
<td>All students will complete an individualized project related to their professional goals to be achieved by the end of the course. Projects may include reviews of international educational research, development of courses or curricula, development of course materials (e.g., video interviews), completion of educational certification requirements (e.g., clinical experiences), analysis of services from professional observations.</td>
</tr>
<tr>
<td>Participation (25%)</td>
<td>All students will either participate in a travel abroad experience under the guidance of the instructor or will participate in international interactive experience via technology.</td>
</tr>
<tr>
<td>Summary Paper (25%)</td>
<td>Upon return from travel abroad experience, all students will write a summary paper contrasting practices in the country they visited with those of the US. This paper will include references and be presented in APA format.</td>
</tr>
</tbody>
</table>

### Graduate Students:

<table>
<thead>
<tr>
<th>Task</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion and response to readings (5%)</td>
<td>Readings will be assigned that pertain specifically to the country or culture studies. Students will be expected to demonstrate their understanding of the readings through face to face discussion or asynchronous discussions conducted via the course discussion board.</td>
</tr>
<tr>
<td>Reflection journal (5%)</td>
<td>Students will record, analyze, and reflect on their experiences throughout the course in regard to interactions with educators and students in another country or culture.</td>
</tr>
<tr>
<td>Individualized Project (20%)</td>
<td>All students will complete an individualized project related to their professional goals to be achieved by the end of the course. Projects may include reviews of international educational research, development of courses or curricula, development of course materials (e.g., video interviews), completion of educational certification requirements (e.g., clinical experiences), analysis of services from professional observations.</td>
</tr>
<tr>
<td>Participation (25%)</td>
<td>All students will either participate in a travel abroad experience under the guidance of the instructor.</td>
</tr>
</tbody>
</table>
### Summary Paper (25%)

Upon return from travel abroad experience, all students will write a summary paper contrasting practices in the country they visited with those of the US. This paper will include references and be presented in APA format.

### Professional Development Workshop (20%)

During participation in global activities, graduate students will develop and deliver a workshop to partner educators based on their identified needs. The workshop will be evaluated by the partners and the instructor. Graduate students will provide a brief summary in class upon return.

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**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.**

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### Course Schedule and Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class #1</td>
<td>Overview of Central American Education</td>
<td>TBA</td>
</tr>
<tr>
<td>Class #2</td>
<td>History of the Region</td>
<td>TBA</td>
</tr>
<tr>
<td>Class #3</td>
<td>Immigration Trends</td>
<td>TBA</td>
</tr>
<tr>
<td>Class #4</td>
<td>Education in the Region</td>
<td>TBA</td>
</tr>
<tr>
<td>Class #5</td>
<td>Special Education in the Region</td>
<td>TBA</td>
</tr>
<tr>
<td>Class #6</td>
<td>Early Childhood Education in the Region</td>
<td>TBA</td>
</tr>
<tr>
<td>Class #7</td>
<td>Cultural Influences</td>
<td>TBA</td>
</tr>
<tr>
<td>Class #8</td>
<td>Logistics of International Field Experiences</td>
<td>TBA</td>
</tr>
<tr>
<td>Class #9</td>
<td>TBA — Travel &amp; Participation in Education Abroad</td>
<td>TBA</td>
</tr>
<tr>
<td>Class #10</td>
<td>TBA — Travel &amp; Participation in Education Abroad</td>
<td>TBA</td>
</tr>
<tr>
<td>Class #11</td>
<td>TBA — Travel &amp; Participation</td>
<td>TBA</td>
</tr>
<tr>
<td>Class #12</td>
<td>TBA – Travel &amp; Participation in Education Abroad</td>
<td>TBA</td>
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<tr>
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</tr>
<tr>
<td>Class #13</td>
<td>Reflections on Travel and Participation</td>
<td>TBA</td>
</tr>
<tr>
<td>Class #14</td>
<td>Presentation of Individualized Project</td>
<td>TBA</td>
</tr>
<tr>
<td>Class #15</td>
<td>Presentation of Individualized Project</td>
<td>TBA</td>
</tr>
</tbody>
</table>

THIS SCHEDULE IS SUBJECT TO CHANGE WITH PRIOR COMMUNICATION TO STUDENTS.

Course Assignments and Grading Criteria

Discussion and response to readings (10%)

Scale for Discussion:

4 Exceptional – thoughtful post(s) and responses across multiple days
3 Professional – thoughtful post(s) and responses on single day
2 Marginal – minimal post(s) and responses across multiple days
1 Unacceptable/Inappropriate – minimal post(s) and responses on single day
0 No participation

Reflection journal (10%)

4 Exceptional – thoughtful journal entries every day of education abroad experience
3 Professional – thoughtful journal entries on some days of education abroad experience
2 Marginal – obtuse journal entries on some days of education abroad experience
1 Unacceptable/Inappropriate – obtuse journal entries on all days of education abroad experience
0 No participation

Individualized Project (30%)

4 Exceptional – all components of project thoroughly completed
3 Professional – some components of project thoroughly completed
2 Marginal – some components of project carelessly completed
1 Unacceptable/Inappropriate – all components of project carelessly completed
0 No components completed

Participation (25%)

Rubric for participation:
4 - Always provides thoughtful ideas/input and participates in all scheduled activities and interactions either through travel abroad opportunities and/or international collaborations via technology

3 - Frequently provides thoughtful ideas/input and participates in most scheduled activities and interactions either through travel abroad opportunities and/or international collaborations via technology

2 - Occasionally provides general ideas/input and participates in some scheduled activities and interactions either through travel abroad opportunities and/or international collaborations via technology

1 - Rarely provides ideas/input and seldom participates in scheduled activities and interactions either through travel abroad opportunities and/or international collaborations via technology

**Summary Paper (graduate students only)**

Rubric for Summary Paper

4  Exceptional – 10 page paper that contrasts 3 practices; no grammatical or APA errors
3  Professional – 10 page paper that contrasts 3 practices; some grammatical or APA errors
2  Marginal – 5-9 page paper that contrasts 3 practices; no grammatical or APA errors
1  Unacceptable/Inappropriate – 5-9 page paper that contrasts 3 practices; some grammatical or APA errors
0  No paper