1. **General Information.**

   a. Submitted by the College of: **Education**
   
   b. Department/Division: **Curriculum & Instruction**
   
   c. Contact person name: **Susan Nelson Wood**
   
   d. Requested Effective Date:  
      - [ ] Semester following approval
      - [x] Specific Term/Year \(^1\) : **F 2012**

2. **Designation and Description of Proposed Course.**

   a. Prefix and Number: **EDC 520**
   
   b. Full Title: **Assessment and Accountability in Middle Level Education**
   
   c. Transcript Title (if full title is more than 40 characters): **Assess & Accountability in ML 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 \(^1\)
      - [ ] Recitation
      - [ ] Discussion
      - [ ] Indep. Study
      - [x] Clinical
      - [ ] Colloquium
      - [ ] Practicum
      - [ ] Research
      - [ ] Residency
      - [ ] Seminar
      - [ ] Studio
      - [ ] Other – Please explain: **Please explain**

   f. Identify a grading system:  
      - [x] Letter (A, B, C, etc.)
      - [ ] Pass/Fail

   g. Number of credits: **3**

   h. Is this course repeatable for additional credit?  
      - [ ] YES
      - [x] NO

      If YES: Maximum number of credit hours: **12**

      If YES: Will this course allow multiple registrations during the same semester?  
      - [ ] YES
      - [x] NO

   i. **Course Description for Bulletin:**

      This capstone course is taken during the student teaching experience and is taught via an online modality. The purpose of the course is to investigate and document teaching effectiveness. Candidates design an integrated unit of study, pre and post test student learning, analyze learning gains drawing on formative and summative measures, and make modifications and accommodations based on the results. Prerequisite: Admission to Teacher Education.

   j. Prerequisites, if any: **Admission to Teacher Education**

   k. Will this course also be offered through Distance Learning?  
      - [ ] YES
      - [x] NO

   l. Supplementary teaching component, if any:  
      - [ ] Community-Based Experience
      - [x] Service Learning
      - [ ] Both

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

---

\(^1\) 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.
## Frequency of Course Offering.

<table>
<thead>
<tr>
<th>a. Course will be offered (check all that apply):</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Will the course be offered every year?</td>
<td>YES</td>
<td>NO</td>
<td></td>
</tr>
<tr>
<td>If NO, explain:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Are facilities and personnel necessary for the proposed new course available?

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>If NO, explain:</td>
<td></td>
</tr>
</tbody>
</table>

## What enrollment (per section per semester) may reasonably be expected?

| 25 |

## Anticipated Student Demand.

<table>
<thead>
<tr>
<th>a. Will this course serve students primarily within the degree program?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Will it be of interest to a significant number of students outside the degree pgm?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>If YES, explain:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Check the category most applicable to this course:

- Traditional – Offered in Corresponding Departments at Universities Elsewhere
- Relatively New – Now Being Widely Established
- Not Yet Found in Many (or Any) Other Universities

## Course Relationship to Program(s).

<table>
<thead>
<tr>
<th>a. Is this course part of a proposed new program?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>If YES, name the proposed new program:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Will this course be a new requirement(^5) for ANY program?</td>
<td>YES</td>
<td>NO</td>
</tr>
<tr>
<td>If YES(^5), list affected programs:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Information to be Placed on Syllabus.

<table>
<thead>
<tr>
<th>a. Is the course 400G or 500?</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10.a above) are attached.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

\(^5\) 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: EDC 520

Proposal Contact Person Name: Susan Nelson 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>S.N. 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>P. 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(^6)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Council</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Council</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health Care Colleges Council</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senate Council Approval</td>
<td></td>
<td>University Senate Approval</td>
<td></td>
</tr>
</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).

| Course Number and Prefix: EDC 520 | Date: 9/22/2011 |
| Instructor Name: Susan Wood | Instructor Email: susan.wood@uky.edu |
| 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?

This clinically-based course is situated in middle school classrooms and involves university supervisors, cooperating classroom teachers, as well as the instructor of record. Through school observations, one-on-one mentoring, and online delivery via Blackboard, students will be well supported. The course syllabus conforms to all 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.

Methods and materials used in this course are appropriate for student teaching.

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.

Student work will be submitted via Blackboard, and OTIS, both are password-protected portals. Written work will be read closely for evidence of plagiarism and appropriate tools (i.e. SafeAssign) will be used to check for academic integrity.

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.
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!**

<table>
<thead>
<tr>
<th>5.</th>
<th>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?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The syllabus meets the DL and University Senate requirements for student help, online technical information, library services and access to the instructor for any needed support services.</td>
</tr>
</tbody>
</table>

**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>When appropriate to course content and objectives, students can and will be apprised of writing support services, technical support and/or accommodations needed. They will be responsible for following up on these referrals.</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>Students will not need special access.</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>Yes, the syllabus gives students information on help services.</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 [✓] 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>

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

Revised 8/09
**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. 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:** Susan Wood  
**Instructor Signature:**

---

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

**Revised 8/09**
UNIVERSITY OF KENTUCKY COLLEGE OF EDUCATION

EDC 520: Assessment and Accountability in Middle Level Education

SYLLABUS

“Research and Reflection for Learning and Leading”

Course Description:

This capstone course is designed to be taken during the student teaching experience and is taught via an online modality. The purpose of the course is to investigate and document teaching effectiveness. Candidates design an integrated unit of study, pre and post test student learning, analyze learning gains drawing on formative and summative measures, and make modifications and accommodations based on the results.

Prerequisite:

Admission to Teacher Education.

Course Delivery:

This clinically-based course is situated in middle school classrooms and involves university supervisors, cooperating classroom teachers, as well as the instructor of record. Through school observations, one-on-one mentoring, and online delivery via Blackboard, candidates investigate their own teaching effectiveness using formative and summative assessment measures.

Instructor: Dr. Susan Nelson Wood
Email susan.wood@uky.edu
Website http://education.uky.edu/EDC/content/undergraduate-middle-school-education-overview
Skype srnwood
Facebook http://facebook.com/Dr.SusanWood
Twitter @bookishtoo
Blackboard http://elearning.uky.edu
<table>
<thead>
<tr>
<th>Office Location</th>
<th>309 Dickey Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum and Instruction</td>
<td></td>
</tr>
<tr>
<td>College of Education</td>
<td></td>
</tr>
<tr>
<td>University of Kentucky</td>
<td></td>
</tr>
<tr>
<td>Lexington, KY 40506-0017</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td>(859) 257-2394</td>
</tr>
<tr>
<td>Physical Office Hours</td>
<td>By appointment</td>
</tr>
<tr>
<td>Virtual Office Hours</td>
<td>By appointment</td>
</tr>
<tr>
<td>Technological Requirements</td>
<td>Computer with internet access or access to UK computer facilities. Access to digital video recording devices (digital camera, digital video recorder, laptop webcams)</td>
</tr>
<tr>
<td>For Technical assistance</td>
<td>Contact TASC at <a href="http://www.uky.edu/TASC">http://www.uky.edu/TASC</a> or call 859.257.8272</td>
</tr>
<tr>
<td>Contact Information Technology Customer Service Center</td>
<td><a href="http://www.uky.edu/UKIT">http://www.uky.edu/UKIT</a> or 859.257.1300</td>
</tr>
<tr>
<td>Technical Complaints</td>
<td>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</td>
</tr>
<tr>
<td>Preferred method for contacting instructor</td>
<td>Email</td>
</tr>
<tr>
<td>Anticipated Response Time</td>
<td>2 days</td>
</tr>
<tr>
<td>Information on Distance Learning Library Service</td>
<td><a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a></td>
</tr>
<tr>
<td>DL Librarian</td>
<td>Carla Cantagallo, DL Librarian; local 859.257.0500 ext 2171</td>
</tr>
<tr>
<td>Long distance: 800.828.0439, option 6</td>
<td><a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></td>
</tr>
</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 work in a middle school classroom. *Reflection* will also be integrated into candidates’ learning opportunities through the teaching experiences and formal observations designed to help candidates utilize analytical and problem-solving skills that comprise critical professional reflection on one’s own teaching. This course emphasizes the commitment of the professional education unit to ensure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Course Learning Targets, Outcomes, and Assessments:

This course has been designed to provide candidates with opportunities to acquire skills, knowledge, conceptual understanding, classroom experience, and practice teaching in their preferred content area(s). 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).

Student Learning Outcomes:

After completing this course, the student will be able to:

1. Develop formal and informal assessment strategies for use in a middle school classroom;
2. Use pre-assessment data to develop learning outcomes and activities;

3. Use formative data to make adjustments during a unit of instruction;

4. Use summative data to analyze student learning for individuals and groups;

5. Use cluster and quartile analysis to differentiate instruction.

**Required Materials:**


**Kentucky Teacher Standards:**

Standard I: The teacher demonstrates applied content knowledge
Standard 2: The teacher designs and plans instructions
Standard 3: The teacher creates and maintains learning climate
Standard 4: Implements and manages instruction
Standard 5: Assesses and communicates learning results
Standard 6: Demonstrates implementation of technology
Standard 7: Reflects and evaluates teaching and learning
Standard 8: Collaborates with parents, colleagues, and others
Standard 9: Evaluates teaching and implements professional development
Standard 10: Provides leadership within school/community/profession

**Description of Course Activities and Assignments**

This clinically-based course serves as a capstone experience in the Middle School Teacher Education Program (MSTEP). It provides support during the student teaching experience for the collection and analysis of data used to document teaching effectiveness. The Teacher Work Sample will be used as final documentation of attention of all ten Kentucky’s Teacher Standards. During the semester, candidates are placed full-time in a middle school setting. The critical task for the internship is the compiled worksample.
Course Assignments

1. Teacher Worksamples
2. Exhibition

Summary Description of Course Assignments

1. Worksamale

Blackboard will be the primary vehicle for course activities. Digital compilation to include evidence of:
- Site Description
- Learning outcomes
- Rationale
- Five integrated Lesson Plans
- Pre and post assessments
- Formative assessments
- Data analysis
- Interpretive Essay
- Reflective Essay
- Bibliography
- Appendices

2. Exhibition

Final Worksamples will be disseminated and presented publically and then archived for the MSTE Program’s electronic database.

Course Grading

Grading scale for undergraduates:
90 – 100% = A
80-89% = B
70-79% = C
60-69% = D
59-below = F

Graduate Credit: If this course is taken for graduate credit, in addition to all other assignments, graduate candidates must include a thorough review of the literature and a comprehensive bibliography as part of the final work sample. Details can be found in the project description and corresponding graduate rubric.
Final Exam Information
Date, time, location, other information - TBD

Mid-term Grade
Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (http://www.uky.edu/Registrar/AcademicCalendar.htm)

Course Policies:

Submission of Assignments:
Assignments will be submitted electronically and will be placed in the student’s portfolio.

Attendance Policy

Excused Absences:
Students need to notify the university supervisor and cooperating teacher of absences prior to being absent 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.

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. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

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

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

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

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

Accommodations due to disability:
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.

Distance Learning Policies

1. GENERAL TECHNICAL REQUIREMENTS FOR ALL DL COURSES:
   Please check your connections and online access capabilities (speed, special plug-ins for reading online files, hardware and software). If you need HELP, email me or use UK HELP (see contact information below).
   http://www.uky.edu/DistanceLearning/online/technical.php

2. The TEACHING & ACADEMIC SUPPORT SERVICES (TASC):
   http://www.uky.edu/TASC/

3. DISTANCE LEARNING LIBRARY SERVICES
   As mentioned elsewhere in this syllabus, we have excellent library support and online reserves. Please review these at:
   http://www.uky.edu/DistanceLearning/online/library.php

   Ms. Carla Cantagallo is the DL librarian and is very helpful. Links to online reserves will be part of the course information in Blackboard and the Adobe Connect Meeting Room. Her phone is 800-828-0439 – Option #6.

Tentative Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Instructor Notes (as needed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week #1</td>
<td>Course introduction: Effectiveness and Accountability</td>
<td></td>
</tr>
<tr>
<td>Week #2</td>
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<td>Week #</td>
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<td>#4</td>
<td>Determining a Topic and Aligning Assessment Modes</td>
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<td>#5</td>
<td>Learning Targets and Other Standards: Formative Assessment Methods</td>
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<td>Rationale for Three Domains: Affective Measures</td>
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