

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: <u>Education</u>		Today's Date: <u>09/05/2011</u>			
b. Department/Division: <u>Curriculum & Instruction</u>					
c. Is there a change in "ownership" of the course?					YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
If YES, what college/department will offer the course instead? _____					
d. What type of change is being proposed? <input type="checkbox"/> Major <input checked="" type="checkbox"/> Minor ¹ (place cursor here for minor change definition)					
e. Contact Person Name: <u>Susan Nelson Wood</u>		Email: <u>susan.wood@uky.edu</u>		Phone: <u>850-322-4087</u>	
f. Requested Effective Date: <input type="checkbox"/> Semester Following Approval OR <input checked="" type="checkbox"/> Specific Term ² : <u>F 2012</u>					
2. Designation and Description of Proposed Course.					
a. Current Prefix and Number: <u>EDC 341</u>		Proposed Prefix & Number: <u>EDC 341</u>			
b. Full Title: <u>Middle School Curriculum and Instruction</u>		Proposed Title: <u>The Early Adolescent Learner and Methods in Middle Level Education</u>			
c. Current Transcript Title (if full title is more than 40 characters): <u>Adol Learner and Methods in Mid Lvl Ed</u>					
Proposed Transcript Title (if full title is more than 40 characters): _____					
d. Current Cross-listing: <input checked="" type="checkbox"/> N/A OR Currently ³ Cross-listed with (Prefix & Number): _____					
Proposed – <input type="checkbox"/> ADD ³ Cross-listing (Prefix & Number): _____					
Proposed – <input type="checkbox"/> REMOVE ^{3,4} Cross-listing (Prefix & Number): _____					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours ⁵ for each meeting pattern type.					
Current:	<u>35</u> Lecture	____ Laboratory ⁵	____ Recitation	____ Discussion	____ Indep. Study
	<u>15</u> Clinical	____ Colloquium	____ Practicum	____ Research	____ Residency
	____ Seminar	____ Studio	____ Other – Please explain: _____		
Proposed:	<u>45</u> Lecture	____ Laboratory	____ Recitation	____ Discussion	____ Indep. Study
	<u>15</u> Clinical	____ Colloquium	____ Practicum	____ Research	____ Residency
	____ Seminar	____ Studio	____ Other – Please explain: _____		
f. Current Grading System: <input checked="" type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail					
Proposed Grading System: <input type="checkbox"/> Letter (A, B, C, etc.) <input type="checkbox"/> Pass/Fail					
g. Current number of credit hours: _____ Proposed number of credit hours: _____					

Comment [OSC1]: Excerpt from SR 3.3.0.G.2 Definition. A request may be considered a minor change if it meets one of the following criteria:
a. change in number within the same hundred series*;
b. editorial change in the course title or description which does not imply change in content or emphasis;
c. a change in prerequisite(s) which does not imply change in content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s);
d. a cross-listing of a course under conditions set forth in SR 3.3.0.E;
e. correction of typographical errors.

*...for the specific purposes of the minor exception rule, the 600-799 courses are the same "hundred series," as long as the other minor change requirements are complied with. [RC 1/15/09]

¹ See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will be sent to appropriate academic Council for normal processing and contact person is informed.

² Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³ Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴ Removing a cross-listing does not drop the other course – it merely unlinks the two courses.

⁵ Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting generally represents at least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

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h. Currently, is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>Proposed to be repeatable for additional credit?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
<i>If YES: Maximum number of credit hours: _____</i>		
<i>If YES: Will this course allow multiple registrations during the same semester?</i>	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
i. Current Course Description for Bulletin:	<u>This course is designed to acquaint teachers of early adolescents with the rationale behind the middle school concept, and, in particular, the techniques of teaching as an individual and as a member of an interdisciplinary team. The development of generic teaching skills such as planning, implementing, managing, and evaluating learning programs is emphasized.</u>	
<i>Proposed Course Description for Bulletin:</i>	<u>An examination of the nature of early adolescents as well as the history and characteristics of the schools designed to teach them. Focus is on responsive pedagogy, especially the rationale behind the middle school concept and the generic techniques of teaching as an individual and as a member of an interdisciplinary team. Lecture, three hours; laboratory, one hour. This course is in conjunction with a guest field experience to occur in a 16-week placement at one school site.</u>	
j. Current Prerequisites, if any:	<u>Admission to Teacher Education or permission of instructor.</u>	
<i>Proposed Prerequisites, if any:</i>	<u>Admission to Teacher Education or permission of instructor</u>	
k. Current Distance Learning(DL) Status:	<input checked="" type="checkbox"/> N/A <input type="checkbox"/> Already approved for DL* <input type="checkbox"/> Please Add ⁶ <input type="checkbox"/> Please Drop	
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box <input type="checkbox"/>) that the proposed changes do not affect DL delivery.		
l. Current Supplementary Teaching Component, if any:	<input type="checkbox"/> Community-Based Experience <input checked="" type="checkbox"/> Service Learning <input type="checkbox"/> Both	
<i>Proposed Supplementary Teaching Component:</i>	<input type="checkbox"/> Community-Based Experience <input checked="" type="checkbox"/> Service Learning <input type="checkbox"/> Both	
3. Currently, is this course taught off campus?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
<i>Proposed to be taught off campus?</i>	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
4. Are significant changes in content/teaching objectives of the course being proposed?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
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 <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES, identify the depts. and/or pgms: _____		
b. Will modifying this course result in a new requirement⁷ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
If YES ⁷ , list the program(s) here: _____		
6. Information to be Placed on Syllabus.		
a.	<input type="checkbox"/> Check box if _____ If changed to 400G- or 500-level course you must send in a syllabus and you must include the _____	

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.

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	<u>changed to</u> 400G or 500.	<i>differentiation</i> 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 <i>SR 3.1.4.</i>)
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COURSE CHANGE FORM

Signature Routing Log

General Information:

Course Prefix and Number: EDC 341

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:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
MSTE Program Faculty	9/8/2011	S. Wood / 850-322-4087 / Susan.wood@uky.edu	
Curriculum & Instruction	10/7/2011	P. Fawson / 859-257-0767 / parker. fawson@uky.edu	
		/ /	
		/ /	
		/ /	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁸
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁸ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

UNIVERSITY OF KENTUCKY COLLEGE OF EDUCATION

EDC 341: The Early Adolescent Learner and Methods in Middle Level Education

SYLLABUS

“Research and Reflection for Learning and Leading”

Course Description:

An examination of the nature of early adolescents as well as the history and characteristics of the schools designed to teach them. Focus is on responsive pedagogy, especially the rationale behind the middle school concept and the generic techniques of teaching as an individual and as a member of an interdisciplinary team.

Lecture, three hours; laboratory, one hour. This course is in conjunction with a guest field experience to occur in a 16-week placement at one school site.

Prerequisite:

Admission to the Teacher Education Program or consent of instructor.
Taken concurrently with EDC 327.

Course Delivery:

This course meets twice a week in a local middle school and is designed as a face-to-face course with a portion of the course devoted to a practicum experience. Please refer to the attendance section for details on attendance requirements for the course.

Instructor:	Dr. Susan Nelson Wood
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Email	susan.wood@uky.edu
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Website	http://education.uky.edu/EDC/content/undergraduate-middle-school-education-overview
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Skype	srnwood
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Facebook	http://facebook.com/Dr.SusanWood
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Twitter	@bookishtoo
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Blackboard	http://elearning.uky.edu
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Office Location	309 Dickey Hall Curriculum and Instruction College of Education University of Kentucky Lexington, KY 40506-0017
Phone	(859) 257-2394
Physical Office Hours	By appointment
Virtual Office Hours	By appointment
Technological Requirements	Computer with internet access or access to UK computer facilities. Access to digital video recording devices (digital camera, digital video recorder, laptop webcams)
For Technological assistance	Contact TASC at http://www.uky.edu/TASC or call 859.257.8272 Contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Technical Complaints	Contact the College of Education Instructional Technology Center at 859.257.7967 or contact Information Technology Customer Service Center http://www.uky.edu/UKIT or 859.257.1300
Preferred method for contacting instructor	Email
Anticipated Response Time	2 days

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 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).

Course Goals	Learning Targets and Assessments
<i>By the conclusion of EDC 341, candidates will:</i>	<i>Candidate performance will be assessed for the following:</i>
I. Understand the nature of young adolescents;	1.1 Define the physical, psycho-social, intellectual, emotional, and academic needs of early adolescents. (Midterm) 1.2 Identify problem behaviors, health issues, and risk factors likely to occur during adolescence. (Midterm) 1.3 Design instructional strategies for addressing “preventable problems.” (Midterm and Case Study) 1.4 Tutor young adolescents in a classroom setting. (Case Study and Worksample) 1.5 Interpret learning gains for individual students. (Case Study and Worksample) 1.6 Modify lesson plans to accommodate for individual needs, including ELL and non-ELL students. (Case Study and

	Worksample)
<p>II. Understand the middle school program;</p>	<p>2.1 Define the history, structure and philosophies of middle schools. (Midterm)</p> <p>2.2 Describe features of one middle school. (Ethnographic Study)</p> <p>2.3 Compare and contrast different school programs. (Midterm and Ethnographic Study)</p> <p>2.4 Describe the role of a content teacher on an instructional team.</p>
<p>III. Understand teaching and learning at the middle school level.</p>	<p>3.1 Implement knowledge of the psycho-social, emotional, and academic needs of early adolescents into planning and practice (Case Study and Worksample).</p> <p>3.2 Evaluate technology tools and other resources designed to aid middle school content teachers. (Formative)</p> <p>3.3 Define key components of planning for student learning, including learning targets, motivational strategies, and formative assessments; (Worksample)</p> <p>3.4 Design integrated lesson plans. (Worksample)</p> <p>3.5 Teach integrated lessons as part of an interdisciplinary team. (Worksample)</p> <p>3.6 Analyze student learning gains. (Worksample)</p> <p>3.7 Establish goals for your continued professional development. (Formative)</p>

Required Materials:

Brown, D. F., & Knowles, T. (2007). *What every middle school teacher should know (2nd ED)*. Portsmouth, NH: Heinemann.

Frank, C. (1999). *Ethnographic eyes: A teacher's guide to classroom observation*. Portsmouth, NH: Heinemann.

Jackson, A. W. & Davis, G. A. (2000). *Turning Points 2000: Educating adolescents in the 21st Century*. New York, NY: Teacher's College Press.

Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. (2006). *Classroom assessment for student learning: Doing it right-- Using it well*. Portland, OR: Educational Testing Service.

This we believe, National Middle School Association, 978-1-56090-232-4

Unbridled Learning Initiatives:

This course will provide candidates an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including the Kentucky Core Academic Standards (as they become available), assessment literacy – assessment *for* learning, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, and the new accountability system as it becomes available. As candidates carry out an ethnographic study and implement the first of three teacher work samples in a Kentucky middle school, they will address several components of the Senate Bill 1 initiatives.

Successful completion of this course demonstrates all of the **Kentucky's Teacher Standards at a minimal level:**

- 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.

At a deeper level, successful completion of this course documents the following from **Kentucky's Teacher Standards 2, 5, 6, 7, and 9:**

STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

2.1 Develops significant objectives aligned with standards.

States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.

2.2 Uses contextual data to design instruction relevant to students.

Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data

2.3 Plans assessments to guide instruction and measure learning objectives

Prepares assessments that measure student performance on each objective and help guide teaching.

2.4 Plans instructional strategies and activities that address learning objectives for all students.

Aligns instructional strategies and activities with learning objectives for all students.

2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.

Plans instructional strategies that include several levels of learning that require higher order thinking

STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge

5.1 Uses pre-assessments.

Uses a variety of pre-assessments to establish baseline knowledge and skills for all students

5.2 Uses formative assessments

Uses a variety of formative assessments to determine each student's progress and guide instruction.

5.3 Uses summative assessments.

Uses a variety of summative assessments to measure student achievement.

STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

6.1 Uses available technology to design and plan instruction.

Uses technology to design and plan instruction.

6.2 Uses available technology to implement instruction that facilitates student learning.

Uses technology to implement instruction that facilitates student learning.

STANDARD 7: REFLECTS ON AND EVALUATES TEACHING AND LEARNING

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

7.1 Uses data to reflect on and evaluate student learning.

Reflects on and accurately evaluates student learning using appropriate data.

STANDARD 9: EVALUATES TEACHING AND IMPLEMENTS PROFESSIONAL DEVELOPMENT.

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

9.1 Self assesses performance relative to Kentucky's Teacher Standards.

Identifies priority growth areas and strengths by thoroughly and accurately assessing current performance on all the Kentucky Teacher Standards

9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.

Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues

Professional Recommendations:

*Membership in the University of Kentucky Bluegrass Collegiate Middle School Association (Find them on Facebook!)

Membership in the Association for Middle Level Education

Membership in the National Council of Teachers of English

Membership in the National Council of Teachers of Mathematics

Membership in the National Association of Science Teachers

Membership in the National Council for the Social Studies

Membership in the International Reading Association

*You will be required to attend at least one of these meetings.

The following list of 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*

Description of Course Activities and Assignments:

Course Assignments

1. Midterm Exam
2. Ethnographic Summary
3. Initial Teacher Worksample

Summary Description of Course Assignments

1. Midterm Exam

Written assessment to evidence understandings about the nature of adolescence and the history of middle schools.

2. Ethnographic Summary

Written report to include evidence of

- Interpretation of demographic and other reported data;
- Observation of setting;
- Mapping of school neighborhood;
- Interview with key informants;
- Description of strengths and needs of the site;
- Summary of learners needs and available resources;
- Analysis of school program.

3. Initial Teacher Worksample

Compilation of an teaching application to include:

- Rationale for learning outcomes
- Pre and post assessment measures
- Lesson plan
- Description of the teaching context (can be one-on-one or team taught)
- Data analysis and interpretation
- Reflection on modifications
- Bibliography
- Samples of student work

Course Grading

Grading scale for undergraduates:

90 – 100% = A
80-89% = B
70-79% = C
60-69% = D
59-below = F

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:

All assignments are to be submitted at the beginning of class on the assigned due dates. Late assignments will only be accepted with valid excuses according to University of Kentucky policies. Any assignments submitted late decrease in value by 20% per day or part of a day.

Academic honesty is expected at all times in accordance with published UK policies. *All assignments must be typed using a word processing program with 12-pt Times New Roman font.*

Attendance:

Professionalism is the cornerstone of effective middle school teaching. Those who value the complexities of teaching and learning in a collaborative community understand that daily attendance and active participation are essential components. You must arrive on time to class. Two tardies will be counted as one absence.

Attendance, and effective participation/class contributions, is essential. You are expected to be supportive and cooperative as you work collaboratively with other members of your group. *Please inform your cooperating teacher and me by phone or in writing if you will not be in class or in your field placement.* Following professional etiquette, you also should inform at least one member of your group if you are going to be absent or tardy.

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

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

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of

employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

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

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

Legal Action:

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

Commitment to Diversity & Equity:

The 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)

National Science Teachers Association. (2011). Multicultural science education.
 Downloaded from <http://www.nsta.org/about/positions/multicultural.aspx>

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

Week	Topic	Instructor Notes (as needed)
Week #1	Introductions, Course Overview, Professionalism	Purchase Materials
Week #2	Analyzing a School Context	Frank, Chap. 1-3
Week #3	The Nature of Adolescence	Jackson, Chap. 2-3
Week #4	The Critical Transition Years	Brown & Knowles, Chap. 1-3 Frank, Chap. 4-5
Week #5	Historical Perspective on Middle School	Brown & Knowles, 4, 5, & 10
Week #6	Effective Schools	Brown & Knowles, 8 & 9 Turning points and This we believe
Week #7	School Structures and Programs	<i>Ethnographic Study is due.</i>
Week #8	Midterm Exam	
Week #9	Curriculum Theory	Stiggins, Chapter 2
Week #10	Learning Teams	Stiggins, Chapter 3
Week #11	Motivation and Other Standards	Stiggins, Chap. 4-7

Week #12	Planning for Learning	Stiggins, Chap. 11
Week #13	Assessing for Learning	Portfolio artifacts uploaded
Week #14	Resources, Methods, and Materials	Brown and Knowles, Chapter 11
Week #15	Reflecting on Learning	Teacher Work Sample
Week #16	Capstone Exhibition	