

# Faculty-Directed Program Approval

## Program Information

Department:			
College:			
Program Director:			
Additional Leaders(s):			
First Course & Title:		Credit Hours:	
Second Course & Title:		Credit Hours:	
Third Course & Title:		Credit Hours:	

## Approval

As part of the proposal process for UK Faculty-Directed programs, the Education Abroad Office requires all faculty-directed proposals obtain the support from their department chair and college. This is required for several reasons:

- Faculty-Directed programs are first and foremost ACADEMIC in nature. All UK courses offered through Education Abroad should meet or exceed the academic merit and rigor of courses offered on-campus.
- Courses offered should align with the strategic curricular goals of the department.
- Faculty-Directed programs require the active engagement of academic units in promoting the course.
- Faculty-Directed programs carry a significantly expanded set of responsibilities for the program leader(s).

The undersigned below certify that the following information is accurate, to the best of their knowledge:

- 1) The department approves the associated academic course based on the learning goals, objectives, and academic content that are offered at the appropriate level. Furthermore, the program leader(s) are qualified to teach the course content.
- 2) Program directors may be called upon 24/7 to manage on-site logistical challenges, roommate disputes, medical and emotional health issues and crises, acts of crime against students, excess or improper alcohol consumption, behavioral challenges and more. By signing below, the department acknowledges that, *to the best of their knowledge*, the designated program director is capable and suited to these responsibilities.
- 3) In the event the designated program director is no longer able to lead this program, the department will assist in identifying an alternate program director to ensure the continuity of the program.
- 4) The department acknowledges that, barring unforeseen circumstances, the designated program director is reasonably expected to be employed by the department through the scheduled program end date.

Sponsoring Department or Unit (Department Chair)

Sponsoring College (Dean or Associate Dean)


Please email the completed form to [faculty-directed@uky.edu](mailto:faculty-directed@uky.edu)

# FACULTY-DIRECTED: NEW PROGRAM PROPOSAL

Note: This document is for only offline editing of your Program Proposal. When complete, you will copy/paste this content into the online application software.

## PROGRAM OVERVIEW

### 1. Program Name

Include the program name to be shared on the student application and marketing materials. Make sure that the program name is short, appealing, and clearly conveys the program/course topic(s).

*Be creative!*

### 2. Program Description

Please provide a 1-2 paragraph promotional description of this program (around 200 words), including what topics will be covered and how the program location enhances the course(s).

Note: This is your 'elevator speech', and your time to shine! Don't underestimate the importance of a thorough and catchy program description. This will be included at the top of the public program brochure overview page, the first thing students see.

Tips:

- Keep it professional, but casual. Avoid dry and clinical language.
- Showcase the experience.
- Write in future indefinite tense. 'You will experience x, you will do y'.
- Write in full sentences. You'll have a chance to summarize in short bullet points in the next question.

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### 3. Program Highlights

Please share 3-5 short highlights that will motivate students to apply for the program, including a mix of academic and cultural benefits. (For example, "Compare and contrast experiences in elementary schools and high schools with those in the U.S.").

NOTE: These highlights will be included in a bulleted list on the program's web brochure.

### 4. Proposed Location(s)

Enter each city and country the proposed program will be primarily based (e.g. reside) while abroad. Do not include day trips or weekend excursions.

### 5. Proposed Arrival Date

Enter the currently planned date of arrival in country. Do not include travel days en route to host country! Leave blank if dates are undetermined.

### 6. Proposed Departure Date

Enter the currently planned date of departure from host country. Do not include return travel days! Leave blank if dates are undetermined.

### 7. Host Culture

Please describe opportunities students will have to interact with individuals from the host culture (on-site partner staff, guest lecturers, peers, host families, etc.).

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## COURSE INFO

### 1. Proposed Course Number(s) and Title(s)

Enter each of the the UK Catalog course numbers and titles below, e.g. "ANT 311 Anthropology of Globalization". If course has not been approved by the curriculum committee, please state the anticipated course number.

### 2. Courses Not Yet Approved

(Optional)

If this course has not yet been approved, in what stage of the approval process is it currently.

### 3. UK Core

Does this course fulfill a UK Core requirement? If yes, please state the core requirement below.

### 4. Major Requirements

Does this course count towards major requirements? If yes, please state which requirement.

### 5. Total Credit Hours

State the total combined number of credit hours students will receive on this program (not including any EAP credit awarded by EA).

### 6. Prerequisites

(optional)

Please state any prerequisites for the COURSE. You will have a chance to select student eligibility criteria in a different section.

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# DRAFT SYLLABUS

## 1. Draft Syllabus Upload

**UK Education Abroad requires only a DRAFT syllabus at this time.** Further refinements and changes are expected after the course has been approved to operate.

This can be:

- A new syllabus
- An existing syllabus for the course used on campus. Please use the box below the file upload to state how you will adapt the program for the international learning experience.

This draft syllabus will be included in the request for approval that Education Abroad sends to your college.

[[ You will be provided with a file upload GUI ]]

## 2. Draft Syllabus Upload Explanation

(optional)

Only answer this question if you uploaded an unmodified (e.g. on-campus) UK syllabus in question 1.

Please state how you will adapt the course learning objectives to utilize the program location.

## 3. Draft Itinerary

**UK Education Abroad requires only a ROUGH DRAFT itinerary at this time.** Further refinements and changes are expected after the course has been approved to operate.

A tentative day-by-day listing of the location (city/country) and general planned activities (e.g. "industry visit to marketing agency") is encouraged, **but not required.**

If you are still in the early stages of planning and don't yet have a day-to-day itinerary, please upload a brief statement regarding the overall planned structure of the program.

- Example: "Course is anticipated to take place over 6 nights in London and 5 in Paris, course learning objectives will be met through a combination of industry site visits, observation, and discussion. We anticipate visiting Company X, Company Y, Company Z if available. Group will transition from London to Paris by train."
- You may be able to re-use portions of your program description from the 'Program Overview' questionnaire.

[[ You will be provided with a file upload GUI ]]

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## PROGRAM DIRECTOR INFO

### 1. Primary Director Title

E.g. Associate Professor

### 2. Primary Director Role

Select your leadership role on this program.

- Please choose instructor if you will be listed as instructor of record for a UK course associated with this program
- Please choose Guide if you are assisting with the program in a non-instructional role

### 3. Primary Director Appointment

Select your employment appointment with The University of Kentucky

### 4. Primary Director Department

State the department that is sponsoring you to direct this program.

### 5. Primary Director Campus Address

Enter your campus address.

### 6. Primary Director Campus Phone

Enter your campus phone number.

### 7. Primary Director Cell Phone

Enter your cell phone number. EA will only utilize this number if there is a time-sensitive request and no response has been received from outreach to your email/office line.

### 8. Sabbatical

Will you be on sabbatical for any period to time in the 12 months preceding the start of this program?

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If yes, please provide an explanation.

[[ Yes/No with explanation for yes ]]

### 9. On-site Director

Will you be on-site for the entire duration of the program?

If no, please provide an explanation.

[[ Yes/No with explanation for no ]]

**You will have the option to enter the same information for additional co-directors**

## RECURRING PROGRAM CHANGES

### 1. What went well?

Provide a *brief* description of key highlights from your last program.

### 2. What can be improved?

Provide a brief description of areas for improvement or key lessons learned that you will apply when offering this program again.

*Note: Your answers to this question are internal to UK and **will not be shared** with providers. This is for self-reflection and iterative improvement.*

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### 3. Program Changes

Please provide a brief description of the changes you intend to make to this program.

*Note: Your answer to this question **will be included** in the program renewal or RFP process to providers unless otherwise specified.*

### 4. Re-bid Program Proposal (optional)

If you have previously utilized a program provider to operate this course, do you wish for EA to re-bid this program to other providers? By university policy, EA is required to re-bid all provider-customized programs every three years.

[[ Yes/No with explanation for yes ]]



## EDU 300-701

**Subtitle: Special Course: Globally-Minded Teaching and Learning**  
**Spring 2021 Embedded Education Abroad Program (International Travel to Oaxaca, Mexico)**

### **Course Information:**

**Meeting Time:** Mondays, 4:30-6:30pm

**Meeting Location:** TBD

**Credit Hours:** 3.0

**Prerequisites:** No course or skill prerequisites. Students must have applied and been accepted to the program through UK Education Abroad before enrolling.

Course information including assignments, syllabus, and more is on Canvas ([uky.edu/Canvas](http://uky.edu/Canvas)).

### **Instructor Information:**

**Name:** Pamela Seales and Ellie Holliday

**Office location:** Pam: 321 Dickey Hall, Ellie: 124 Taylor Education Building

**Phone number:** Pam's Office: 859-257-1824 Ellie's Office: 859-257-7909

**Email address:** [pamseales@uky.edu](mailto:pamseales@uky.edu), [eholliday@uky.edu](mailto:eholliday@uky.edu)

**Office Hours:** By appointment

**Preferred method for reaching instructors:** Email

### **Course Description for bulletin:**

CONTROLLED ENROLLMENT: Contact the department for enrollment information. Requires international travel to Oaxaca, Mexico in May, 2021.

### **Course Overview**

This course assists future educators or those hoping to work with children in gaining the skills they need to support and serve diverse groups of kids. The course will encourage future educators to examine their own cultural perspectives as well as the perspectives of others and study the differences between US and Central American schools through discussions, research, and communicating regularly with Central American teachers. Students will explore the complexities of the educational system through activities such as talking and meeting with Central American teachers and students, observing in classrooms, and learning about the challenges and situations the students and families face in Central America. As a culminating project, students will identify a culturally-appropriate text/book, create and present an interactive read aloud using this text, along with an appropriate comprehension activity while in Central America.

### **Student Learning Outcomes**

Students will:

1. Develop skills to better serve underrepresented and minority populations in US schools and abroad.
2. Recognize and appreciate their own cultural perspectives and the perspectives of individuals from different cultures, ethnicities, and backgrounds.
3. Recognize similarities and differences between the US and Central America.
4. Identify a comprehension need in a local Central American school and develop an interactive read aloud project to address the need and implement the project.

## **Required Materials**

There is no required textbook for this course. All reading materials will be provided to you via links or as uploads in Canvas. Multimedia materials will be utilized frequently for this course.

## **Technology Information and Requirements**

### **Technology Requirements**

Minimum technical requirements for UK courses and suggested hardware, software, and internet connections are available at [ITS Student Hardware & Software Guidelines](#).

This course will involve the regular use of technology and devices. Students are expected to bring a device (laptop, tablet, or smart phone) to class every day and be prepared to use it for research, filling out surveys, listening to recordings, etc. However, students should refrain from using mobile devices for personal use during class time. If there is an emergency phone call or communication that must be immediate, students are asked to please step out of class to do so.

### **Technical Support**

For account help, contact UK's [Information Technology Customer Services online](#), by [email](#), or by phone at 859-218-HELP (4357).

## **Classroom and Overseas Behavior Policies:**

1. Participation, respect, and engagement is expected in class and during the spring embedded experience.
2. All work is due as per the syllabus schedule unless changed by the professors.
3. Students will act in accordance with the UK Code of Student Conduct even while in Central America. Students will also act in accordance with the dispositions identified in this class.
4. While in Central America, students will act with integrity, respect, and discretion as representatives of the University.
5. While in Central America students will adhere to the dress code as per class discussion.
6. **Students are not allowed at any time during the Central American trip to travel outside of the group.** Instructors reserve the right to allow for any pre-approved special/necessary travel outside of the group activities.
7. Any disrespectful or dangerous behavior in Central America may result in the student being sent home early at the student's expense.

**Note:** Alcohol is legal to consume for people 18 years and older in Central America. We will allow students to drink with dinners. However, this drinking should be done in moderation, in a group setting with instructors present, and is considered an extra expense with the cost being covered by the student. Also, drinking should and will be limited and will not hinder participation, engagement, and punctuality for all group activities. Instructors reserve the right to prohibit any behavior we determine to be out of accordance with stated dispositions. Students may be prevented at any time from participating in scheduled activities and/or student grades may be affected as a result of any misuse of alcohol during the time in Central America.

## **Assignments**

**Personal Narrative:** Using the Values Card Exercise presented in class, students will write a brief personal narrative describing their culture.

Dispositions: Using the ten identified dispositions provided, students will reflect upon and evaluate their performance at mid-term, and then at the close of the Central American trip. Professors will also evaluate each individual student and provide a mid-term and a final score.

Reflections: Regular reflections, written both outside and inside of class, will constitute the majority of assignments for this course. The intention of these reflections is to provide students with material to add to or create a digital portfolio to be used in future interviews, teaching assignments, or other career-based presentations.

Central American Project Interview: Students will develop and complete an interview with Central American Teachers.

Group Culture Project: Students will work in groups to develop and design a group culture project comparing and contrasting Central America and the US.

Final Action Project: In lieu of a final exam, the culminating project will be to create a video presentation, before the trip, which includes the student reading the selected culturally appropriate text/book as an interactive read aloud, and then provide a written explanation of the comprehension activity that will be presented to the Central American Students.

Extra Credit: There is no extra credit offered in this course. If students are unhappy with any grade, they are able to set up an appointment with either instructor, as soon as possible, to discuss ways to improve.

Course Assignments

Grades will be based on the following assignments:

<b><u>Course Assignments:</u></b>	<b><u>Points:</u></b>
<b>Attendance and Participation</b>	<b>10</b>
<b>Dispositions (final)</b>	<b>10</b>
<b>Reflections (4 X 5 pts each)</b>	<b>20</b>
<b>Group Culture Project</b>	<b>15</b>
<b>Personal Narrative</b>	<b>5</b>
<b>Central American Project Interview</b>	<b>10</b>
<b>Central American Interactive Read aloud Video Project</b>	<b>30</b>
<i>Total points possible:</i>	<b>100</b>

## **Course Grade**

Course grades are assigned according to the following criteria:

Course Grade	Percentage	Points
A	90% or above	90-100
B	80 – 89%	80-89
C	70 – 79%	70-79
D	60 – 69%	60-69
E	Below 60%	Below 60

Midterm grades will be posted in myUK by the deadline established by the University Senate and published in the [Academic Calendar](#).

## **Policies**

### **Attendance**

Attendance in this course is crucial to your success. Attendance will be taken each day. **5 points will be deducted for each unexcused absence.** Please speak with an instructor as soon as possible before or after missing a class to discuss whether it can be excused.

### **Excused Absences (Senate Rules 5.2.5.2.1)**

Senate Rules 5.2.5.2.1 defines the following as acceptable reasons for excused absences: 1. significant illness; 2. death of a family member; 3. trips for members of student organizations sponsored by an educational unit, trips for University classes, and trips for participation in intercollegiate athletic events; 4. major religious holidays; 5. interviews for graduate/professional school or full-time employment post-graduation; and 6. other circumstances found to fit “reasonable cause for nonattendance” by the instructor of record. Students should notify the professor of absences prior to class when possible.

If a course syllabus requires specific interactions (e.g., with the instructor or other students), in situations where a student’s total EXCUSED absences exceed 1/5 (or 20%) of the required interactions for the course, the student shall have the right to request and receive a “W,” or the Instructor of Record may award an “I” for the course if the student declines a “W.” (Senate Rules 5.2.5.2.3.1)

If an attendance/interaction policy is not stated in the course syllabus or the policy does not include a penalty to the student, the Instructor cannot penalize the student for any unexcused absences. (Senate Rules 5.2.5.2.3.3)

### **Verification of Absences (Senate Rules 5.2.5.2.1)**

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.5.2.1* states that faculty have the right to request appropriate verification when students claim an excused absence due to: significant illness; death in the household, trips for classes, trips sponsored by an educational unit and trips for participation related to intercollegiate athletic events; and interviews for full-time job opportunities after graduation and interviews for graduate and professional school. (Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.)

Programs with learning activities mandated by accreditation or licensure agencies may establish, as a matter of policy, educational consequences for students who have so many excused absences that they cannot complete the mandated learning activities. Pursuant to Senate Rules 6.1.1, the published program policies and individual course syllabi must describe these consequences, which may include the student being moved to a different graduation cohort.

#### **Religious Observances (Senate Rules 5.2.5.2.1(4))**

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. Please check the course syllabus for the notification requirement. If no requirement is specified, two weeks prior to the absence is reasonable and should not be given any later. Information regarding major religious holidays may be obtained through [the Ombud's website](#) or calling 859-257-3737.

#### **Make-Up Work (Senate Rule 5.2.5.2.2)**

Students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The instructor must give the student an opportunity to make up the work and/or the exams missed due to the excused absence, and shall do so, if feasible, during the semester in which the absence occurred. The instructor shall provide the student with an opportunity to make up the graded work and may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

For students who add a class after the first day of classes and miss graded work, the instructor shall provide the student with an opportunity to make up the graded work (quiz, exam, homework, etc.). The instructor may not simply calculate the student's grade on the basis of the other course requirements, unless the student agrees in writing.

#### **Excused Absences and W/I, All Students (Senate Rule 5.2.5.2.3.1)**

If a student has excused absences for more than one-fifth of the required interactions for a course, the student can request a "W." If the student declines a "W," the Instructor of Record may award an "I" for the course.

#### **Excused Absences Due to Military Duties (Senate Rule 5.2.5.2.3.2)**

If a student must be absent for one-fifth or less of the required course interactions (e.g., class meetings) due to military duties, the following procedure apply:

1. Once a student is aware of a call to duty, the student shall provide a copy of the military orders to the Director of the Veterans Resource Center. The student shall also provide the Director with a list of her/his courses and instructors.
2. The Director will verify the orders with the appropriate military authority and on behalf of the military student, notify each Instructor of Record via Department Letterhead as to the known extent of the absence.

3. The Instructor of Record shall not penalize the student's absence in any way and shall provide accommodations and timeframes so that the student can make up missed assignments, quizzes, and tests in a mutually agreed upon manner.

### **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 (DRC). The DRC coordinates campus disability services available to students with disabilities. Visit the [DRC website](#), [email the DRC](#), contact them by phone at (859) 257-2754, or visit their office on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407.

### **Non-Discrimination Statement and Title IX Information**

UK is committed to providing a safe learning, living, and working environment for all members of the University community. The University maintains a comprehensive program which protects all members from discrimination, harassment, and sexual misconduct. For complete information about UK's prohibition on discrimination and harassment on aspects such as race, color, ethnic origin, national origin, creed, religion, political belief, sex, and sexual orientation, please see [the electronic version of UK's Administrative Regulation 6:1 \("Policy on Discrimination and Harassment"\)](#). In accordance with Title IX of the Education Amendments of 1972, the University prohibits discrimination and harassment on the basis of sex in academics, employment, and all of its programs and activities. Sexual misconduct is a form of sexual harassment in which one act is severe enough to create a hostile environment based on sex and is prohibited between members of the University community and shall not be tolerated. For more details, please see [the electronic version of Administrative Regulations 6:2 \("Policy and Procedures for Addressing and Resolving Allegations of Sexual Assault, Stalking, Dating Violence, Domestic Violence, and Sexual Exploitation"\)](#). Complaints regarding violations of University policies on discrimination, harassment, and sexual misconduct are handled by the Office of Institutional Equity and Equal Opportunity (IEEO), which is located in 13 Main Building and can be reached by phone at (859) 257-8927. You can also visit [the IEEO's website](#).

Faculty members are obligated to forward any report made by a student related to IEEO matters to the Office of Institutional Equity and Equal Opportunity. Students can *confidentially* report alleged incidences through the Violence Intervention and Prevention Center, Counseling Center, or University Health Services.

### **Academic Integrity– Prohibition on Plagiarism (Senate Rules 6.3.1)**

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 on the [Academic Ombud](#) page. 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.



*Senate Rule 6.3.1* (see current [Senate Rules](#)) 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 a question of plagiarism involving their 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 content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. 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, except under specific circumstances (e.g. Writing Center review or peer review) allowed by the Instructor of Record or that person's designee. Plagiarism may also include double submission, self-plagiarism, or unauthorized resubmission of one's own work, as defined by the instructor.

Students may discuss assignments among themselves or with an instructor or tutor, except where prohibited by the Instructor of Record (e.g. individual take-home exams). However, the actual work must be done by the student, and the student alone, unless collaboration is allowed by the Instructor of Record (e.g. group projects).

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has 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.

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

### **Academic Integrity – Prohibition on Cheating (Senate Rules 6.3.2)**

Cheating is defined by its general usage. It includes, but is not limited to, the wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding himself/herself or another on any academic work which is considered in any way in the determination of the final grade. The fact that a student could not have benefited from an action is not by itself proof that the action does not constitute cheating. Any question of definition shall be referred to the University Appeals Board.

### **Academic Integrity – Prohibition on Falsification/Misuse of Academic Records (SR 6.3.3)**

Maintaining the integrity, accuracy, and appropriate privacy of student academic records is an essential administrative function of the University and a basic protection of all students. Accordingly, the actual or attempted falsification, theft, misrepresentation or other alteration or misuse of any official academic record of the University, specifically including knowingly having unauthorized access to such records or the unauthorized disclosure of information contained in such records, is a serious academic offense. As used in this context, "academic record" includes all paper and electronic versions of the partial or complete permanent academic record, all official and unofficial academic transcripts, application documents and admission credentials, and all academic record transaction documents. The minimum sanction for falsification, including the omission of information, or

attempted falsification or other misuse of academic records as described in this section is suspension for one semester.

**Tentative Course Schedule-DATES TBD pending finalized UK Spring Semester Calendar**

Date	Topic	Assignment Due
	Overview/intro & Dispositions, Cultural Pre-Assessment	
	What is culture? What is my culture? & Values Cards Exercise	Read: <i>Culture: Kohls Ch.s 5 &amp; 6</i>
	Overview of Central American Culture, read aloud, Personal Narrative Paragraph Presentations, choose Central American Culture topics & Group project expectations	Personal Narrative 5 points
	Education Library Visit & Culture Shock	
	Project-Based Learning, Legos Activity	Read: <i>7 Essentials for Project-Based Learning &amp; Bring your multicultural book to class</i>
	Overview of ELLs in the Classroom & Cultural Literacy, group project work	Read: <i>"The Potential and Promise of Latino Students" by Gándara</i>
	ESL Student Visit	Group Culture Project 15 points
	Central American Teacher Partners Intro/Developing Interview Questions	Reflection One—What are your expectations for the upcoming trip? What do you expect to learn? 5 points
	<b>NO CLASS</b> -Work on Interview Questions	List of Interview Questions (due by 11:59pm)
	Overview of Trip- Expectations & Logistics, Packing & Communication with home, etc.	
	<b>NO CLASS</b> - Work on Central American Project Interview	
	Feedback- Working Session on Project Topics	Project Interview- Answers and Ideas for Action Project due by



		10 points Mid-term Self-evaluation dispositions (due in class)
	<b>NO CLASS</b> - Work on Final Action Project	
	TBD- Action Projects	
	Feedback- Working Session on Final Action Project	Final Action Projects due 30 points
	Travel Logistics/Materials Discussion, Discuss podcast	Listen to podcast: "Truth for Teachers" Episode 112: How to earn trust with families in poverty & empower parents as education partners (option to listen to previous part-one Episode 111)
	<b>NO CLASS</b> - Working on travel logistics/packing/materials	
	<b>LEAVE FOR Central America</b>	
	Tour	
	Elementary School	
	Elementary School	Reflection Two- How is it going? Have your expectations changed? What have you learned so far? 5 points
	Elementary School	Reflection Three: Peer review ONE colleague's Final Action Project 5 points
	½ Day Elementary School Tour	
	Tour	
	<b>RETURN TO KENTUCKY</b>	
	Debrief/Discussion/Dispositions	Reflection FOUR- How did it go?- Culture shock, what

		<p>did you notice, challenges, etc. What did you learn? 5 points</p> <p>Final Self-Evaluation for Dispositions (Due in class)</p>
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## Personal Narrative: Assignment Description and Rubric

Due \_\_\_\_\_ by class time with brief presentation to be given in class.

5 total points possible.

Using the Values Card Exercise presented in class on \_\_\_\_\_, students will write a brief personal narrative describing their culture. **Five (5) specific values** should be included with at least one paragraph (approx. 5 sentences or more) written describing each one: **(1) where the value comes from, (2) why it is important to you, and (3) how it informs your daily life.** Then, in class, you will present/read to the class one of your values/paragraphs (your choice).

### Grading Rubric:

Grade/Range	Content	Presentation
5	<b>Mastery:</b> clear and logical, comprehensive and thoughtful, thoroughly explains all 5 values with compelling answers to 3 required questions.	Almost no errors in format, grammar, and syntax and meets minimum 5 paragraph requirement.
4	<b>Above Average:</b> coherent, well-stated, adequately answers 3 required questions for each of 5 values.	A few errors in format, grammar, and/or syntax, and/or almost meets minimum 5 paragraph requirement.
3	<b>Adequate:</b> marginally coherent, answered 3 required questions for each value at minimal level.	Significant errors in format, grammar, and/or syntax, and/or does not meet minimum 5 paragraph requirement.
2	<b>Low Level:</b> incoherent, illogical, did not answer all 3 required questions for each value.	Abundant errors in format, grammar, and/or syntax, and does not meet minimum 5 paragraph requirement.
1	<b>Little to no grasp:</b> incomprehensible, extremely illogical, did not answer all 3 required questions for each value.	Egregious errors in format and syntax and does not meet minimum 5 paragraph requirement.

**Group Culture Project Rubric:**

	<b>Exemplary</b>	<b>Acceptable</b>	<b>Poor</b>
<b>Comparing/Contrasting Cultures</b>	<p>-Effectively describes chosen aspect of culture for both Central American and US/Kentuckian cultures.</p> <p>-Displays insightful comparisons between the two cultures.</p> <p><i>7 Points</i></p>	<p>-Introduces chosen aspect of culture for both Central American and US/Kentuckian cultures.</p> <p>-Effectively displays comparisons between the two cultures.</p> <p><i>5-6 Points</i></p>	<p>-Ineffectively describes, or does not describe, chosen aspect of culture for both Central American and UK/Kentuckian cultures.</p> <p>-Ineffectively displays, or does not display, comparisons between the two cultures.</p> <p><i>0-4 Points</i></p>
<b>Research</b>	<p>-Utilizes multiple sources for each culture, including sources written by those from the home culture, from which to draw cultural knowledge.</p> <p><i>5 Points</i></p>	<p>-Utilizes more than one source for each culture, including at least one written by someone from the home culture, from which to draw cultural knowledge.</p> <p><i>3-4 Points</i></p>	<p>-Does not utilize a source from the home culture and/or only utilizes one source total.</p> <p><i>0-2 Points</i></p>
<b>Format</b>	<p>-Document is in a clear and readable format, in 12 pt font (Calibri body or Times New Roman), double-spaced, and 2-4 pages long.</p> <p><i>3 Points</i></p>	<p>-Document is in 12 pt font (Calibri body or Times New Roman), double-spaced, and 2-4 pages long.</p> <p><i>2 Points</i></p>	<p>-Document is missing one or more or the requirements of 12 pt font (Calibri body or Times New Roman), double-spaced, and 2-4 pages long.</p> <p><i>0-1 Points</i></p>

**Reflection Rubric**

Name: \_\_\_\_\_

Grade/Range	Content	Presentation
5	Mastery: clear, logical, comprehensive, thoughtful, thoroughly answers questions provided	Almost no errors in format, grammar, and syntax, and meets page requirement
4	Above Average: coherent, well stated, adequately answered questions provided	A few errors in format, grammar, and/or syntax, and/or almost meets page requirement
3	Adequate: marginally coherent, answered questions at the minimal level	Significant errors in format, grammar, and/or syntax, and/or does not meet page requirement
2	Low Level: incoherent, illogical, did not answer all of the questions provided	Abundant errors in format, grammar, and/or syntax, and does not meet page requirement
1	Little to no Grasp: incomprehensible, extremely illogical, did not answer all of the questions provided	Egregious errors in format and syntax and does not meet page requirement

Total: \_\_\_\_\_ / 5 points

Used examples from the following rubric:

[https://i0.wp.com/andynaselli.com/wp-content/uploads/grade\\_rubric.png](https://i0.wp.com/andynaselli.com/wp-content/uploads/grade_rubric.png)

## Interview Rubric

Name: \_\_\_\_\_

Description of task:	Exemplary	Acceptable	Poor
<b>Objective</b>	The objective for the interview was provided and very clear.  <b>1 point</b>	The objective for the interview was not clear.  <b>.5 points</b>	The objective for the interview was not provided.  <b>0 points</b>
<b>Quantity</b>	At least ten thoughtful questions were provided with the corresponding answers presented from the Central American teacher.  <b>3 points</b>	Not all ten questions were provided and/or not all corresponding answers were presented.  <b>1-2 points</b>	Ten questions were not provided. Ten corresponding answers were not given.  <b>0 points</b>
<b>Quality</b>	The interview questions were mindful in regards to the school, the children, and the teachers in Central American. It is clear that research was done and thoughtful questions were created in regards to the school, the teacher, and the age of the students involved.  <b>4-5 points</b>	The interview questions were somewhat mindful and/or it is somewhat clear that research was done in a thoughtful regard to the school, the teacher, and the age of the students involved.  <b>2-3 points</b>	The questions were not mindful. It is clear that research was not completed and that there was little to no regard for the school, the teacher, or the age of students in Central America.  <b>0-1 point</b>
<b>Mechanics</b>	No grammatical, spelling, or punctuation errors.  <b>1 point</b>	Almost no grammatical, spelling, or punctuation errors <b>.5 points</b>	A few to several grammatical, spelling, or punctuation errors.  <b>0 points</b>

Grade: \_\_\_\_\_/10

**Dispositions Rubric**

**Name:** \_\_\_\_\_

**Professionalism and Professional Relationships highlight behaviors that are expected of all Points:**

1=Excellent/professionalism .5=Expected/some examples 0=Developing/inappropriate behavior

<b>Self-Eval Mid</b>	<b>Instr. Mid-term</b>	<b>Self-Eval Final</b>	<b>Instr. Final</b>	<b>Professionalism</b>  <b>1 point</b>	<b>Some Examples of Expected Behavior</b>  <b>.5 points</b>	<b>Some Examples of Inappropriate Behavior</b>  <b>0 points</b>
				Is prepared for classes, field work and all professional obligations	All work is completed at an acceptable level as communicated by course syllabi and assessment instruments	Is unprepared for college classes and/or field responsibilities Blames professor and/or circumstances for not completing work in a timely manner
				Takes initiative by being an active, engaged participant	Is a consistent self-starter Accepts suggestions	Shows a dependence on others for direction
				Written correspondence (email, texts, letters, assignments) is professional	Uses appropriate grammar, punctuation, spelling and language, and expresses ideas appropriate both orally and in writing	Uses slang, derogatory words and informal language in inappropriate contexts Often writes texts or email messages using colloquialisms and non-standard or informal grammar
				Takes initiative to promote ethical and responsible practice	Proactively solves problems Uses sound judgment in making decisions	Is not proactive in resolving conflicts
				Is punctual and dependable in attending all professional obligations	Is on time for classes, field work and all obligations Meets deadlines and all attendance expectations	Is late or inexcusably absent Blames others or circumstances for tardiness Does not meet deadlines
				Addresses issues of concern in a professional manner	Presents issue in an objective and respectful manner after considering the consequences	Behavior is irrational, subjective and influenced by personal feelings
				Respects administrative authority	Accepts feedback openly and graciously Tries to verify own understanding of feedback	Blames others for problems or conflict Ignores, refuses or deflects feedback about work or behavior Argues inappropriately about feedback

						Makes no effort to verify understanding of suggestions Responds inappropriately to feedback and constructive criticism
				Demonstrates respect for self and others	Is respectful and courteous Demonstrates empathy and concern for others Consistently practices empathic listening Demonstrates compassion for those experiencing difficulties	Is disrespectful, discourteous and undiplomatic with others
				Establishes and maintains positive professional relationships with peers, classified staff, teachers and administrators	Identifies and accepts personal responsibility in problem situations Initiates communication to resolve conflicts Behaviors indicate honesty	Shows inappropriate or aggressive manner with others Displays inappropriate communicative behavior in situations of disagreement
				Collaborates effectively with colleagues	Contributes substantially to shared group goals in classes and in field experience Actively listens to and respects the ideas of others	Avoids collaborating and engaging with diverse individuals Shows a dependence on others for direction and initiative

**Total: \_\_\_\_\_/10 points**