College of Education – Desired Outcomes – Graduate

*Morally Responsible Professionals in a Social/Political Democracy*

Outcomes for other Advanced (Teaching) and Other Educational Professionals (January 2008):

The University of Nebraska at Kearney recognizes the importance of education in and for a democratic society and has identified the following desired outcomes.

Therefore, by the time UNK students complete their education program, they will:

**Demonstrate Knowledge of:**

(Ka) subject area content (advanced teaching); central concepts and structure of the specific field (professional knowledge).
(Kb) purposes of schooling and professional practice in a diverse and democratic society.
(Kc) concepts of data collection, assessment, and evaluation of data to enhance learning for all learners within specific area of specialization.
(Kd) tools of inquiry and research for expanding knowledge and/or solving problems in the workplace.

**Demonstrate Skills to:**

(Sa) collect and analyze data within specific area of specialization to guide the planning and implementation of specialization specific methodology to enhance learning of all learners.
(Sb) utilize technology appropriate to area of specialization to deliver instruction and manage information.

**Demonstrate Dispositions of:**

(Da) collaboration: Demonstrates ability to work productively with others to facilitate positive influences on decision-making affecting learning of all learners in professional settings.
(Db) reflection: Demonstrates ability to independently evaluate impact of instruction/treatment (intervention) or management decisions on the welfare of those served.
(Dc) responsibility: Demonstrates responsibility to the profession as defined by the specific program, a readiness to lead, and advocacy at individual and systemic levels to foster learning for all in a democratic and diverse society.
Democracy

Public education is the single unifying institution charged with the preparation of the young for life in our social and political democracy. Through their continuing commitment to providing quality education for all, regardless of background or heritage, schools have the responsibility to ensure that young people acquire the knowledge, skills, dispositions, and ethical guidance needed for lifelong learning and for productive living in a democratic society. Accordingly, educator preparation programs at the University of Nebraska at Kearney demonstrate an enduring commitment to high quality education. The foundation for this commitment is insuring that graduates acquire the content knowledge and demonstrate the pedagogical skills associated with a high quality education.

Maintaining and advancing our democracy requires firm commitment to a system of education rooted in the core ideals of liberty, equality, and justice. Realization of these ideals, as set forth in the United States Constitution and in the constitutions of the fifty states, requires citizens who are both caring and compassionate, as well as skillful critical thinkers. The goal for teacher educators based in the Arts and Sciences, College of Education, and P-12 partner schools, then, is to prepare graduates who will uphold and promote these ideals in the public schools and in the broader community. Accordingly, our programs strive to prepare educators who value self-reflection as a powerful tool for purposeful change, model responsible and ethical behavior, and effectively collaborate with others.

Diversity

Demographic indicators tell us that student populations are becoming increasingly diverse in the 21st century. To prepare the young for full participation in a global society, educators need to acquire and demonstrate the ability to apply diversity-related proficiencies in the domains of knowledge, skill, and professional dispositions. Central to our educator preparation programs is the belief that all students can become successful learners. Student success will be impacted by the educator’s skill in recognizing and understanding diversity in learners and their families, and in understanding how diverse perspectives and life experiences affect learning. Therefore, educators must work toward both quality and equity in public education. To accomplish this, educators must be skilled in the creation of learning environments that show understanding for students with exceptionalities as well as students from diverse populations, provide students with differentiated learning tasks, and encourage both individual and collective responsibility. Consistent with this, educator programs strive to effectively prepare graduates for meaningful community and global engagement. In turn, these graduates will facilitate the active participation of their students as citizens of the pluralistic global community. To this end, teacher educators based in the Arts and Sciences, College of Education, and P-12 schools, endeavor to prepare, inspire, and support the development of its graduates by promoting dispositions that respect and value differences so that all students learn.

Technology

As our society changes and embraces a global orientation, it becomes essential for people to be informed about knowledge acquisition, data analysis and management, and how to connect to others both within and outside their communities. Technology and its many applications have provided the means to accomplish these global connections. As a result, it has become imperative that educators embrace technological advances and use them effectively.

Educators must recognize the importance of technological and information literacy and the capabilities of technology to facilitate learning while connecting students to the larger world. They should understand that
instructional technologies and applications impact the dissemination of information, inform professional practice, and enhance services for students. Educators should be skilled in a variety of instructional technologies and their applications and able to reflect and discriminate in embracing and mastering appropriate information technologies. Finally, educators must be able to integrate technology with teaching strategies and curriculum design, utilize technology as a tool to diagnose and plan instruction, and be knowledgeable about legal and ethical uses of information and instructional technologies.

To this end, teacher educators based in the Arts and Sciences, College of Education, and P-12 partner schools aim to prepare graduates who can reflect and make responsible decisions concerning the use of technology as a tool to enhance the learning process.
Course Prerequisites
Admission to the graduate program

Required Materials
No required text – All materials will be posted on Blackboard under Course Documents

Relationship to Knowledge Base
The major areas of emphasis in the course relate to:
1. Teaching Process. Planning, curriculum selection, teaching methods and decision-making skills are all addressed in this course.
2. The Learners. Topics include developmental levels, special needs and equity issues.

Course Description
This course addresses the curriculum implementation process, theoretical concepts associated with the implementation process, and related implementation issues, including the contested nature of the curriculum and the relationship between curriculum and equity issues. This information is used to critique current curriculum implementation efforts in the public school setting and to develop curriculum for use in the classroom. The course includes a writing component.

Course Objectives
Upon completion of the course, the student will be able to:
1. differentiate levels of curriculum implementation
2. understand and evaluate the efforts and the conditions under which curriculum is implemented
3. identify how curriculum implementation relates to teacher change
4. describe contextual factors which influence the degree of success a given curriculum implementation effort achieves
5. reflect and dialogue about current curriculum implementation needs
6. recognize the contested nature of a curriculum
7. analyze a current curriculum in use and identify/develop appropriate materials
8. evaluate an intended curriculum change as it relates to existing curricula and the student’s professional experience
9. select and/or develop curriculum materials to be implemented in the classroom or their school, which may include materials that incorporate technology as an integral part of the curriculum

Attendance
You will be expected to post assignment within the given time frame. Responding to classmates via Discussion Board should be completed by Sunday evening of the week it was posted.

Course Requirements
1. Assigned reading
2. Reflective writings
3. Participate in Blackboard discussion forums
4. Two projects
Assignments
Separate assignment information will be provided outlining all assignments in detail.

Grading Criteria
Criteria for grading of all the written class assignments will include:
1. Clarity of presentation of ideas
2. Comprehensiveness (all major issues addressed)
3. Organization of ideas presented
4. Logic analysis and persuasiveness
5. Identification of and expression of opinions as well as factual information (if applicable)
6. All papers must be in APA format

Assigned Point Values
- Assignment 1: 100 pts.
- Assignment 2: 100 pts.
- Written Reflections: 100 pts.
- Blackboard discussion forums: 50 pt.

Final grades will be calculated based on percent of points earned (points earned/points possible).

Grading Criteria
> 90% = A
80 - 89% = B
70 - 79% = C
60 - 69% = D