Undergraduate Curriculum Committee
Minutes

March 13, 2020

PLEASE NOTE: All proposals approved by the Undergraduate Curriculum Committee are sent to the Provost for final approval.

ALL PROPOSALS WERE CONSIDERED THROUGH THE ONLINE VOTING PROCESS. NO FACE-TO-FACE MEETING.

Members Voting Online: Pamela Colyer, Morgan Getchell, Mark Graves, Dirk Grupe, Flint Harrelson, Nilesh Joshi, Daryl Privott, Janet Ratliff, Conner Tilford

Dirk Grupe (first responder) made the motion to accept all online proposals.

Members Absent: Sara Lindsey and Lori Ann Dobson

1. Minutes
   December 11, 2019 - Approved

2. Minor Revision to Existing Course
   • UTCH 200 Knowing & Learning in Science and Mathematics - Approved
   • UTCH 250 Perspectives on Mathematics and Science - Approved
   • UTCH 350 (to 410) Project-Based Instruction - Approved
   • UTCH 400 (to 360) Research Methods - Approved

3. New Course or Major Revision to Existing Course
   • UTCH 399 STEM Education Topics and Practices - Approved

Next Scheduled Meeting

April 3, 2020 (for proposals received by the University UGCC by March 20, 2020)
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Signatures (Signatures must be handwritten; electronic signatures are not accepted.)

The Departmental Curriculum Committee Chair will review and complete the checklist on the next page to indicate their approval.

Departmental Curriculum Committee

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>April D. Miller</td>
<td>✅</td>
<td></td>
<td>12/10/19</td>
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</table>

Department Chair or Associate Dean (Sign and Print)

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<tr>
<td>Amber Hughes</td>
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College Curriculum Committee (Sign and Print)

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<tr>
<td>Dawn Mill</td>
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Dean (Sign and Print)

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Teacher Ed. Council (if the course is required in any secondary education program) (Sign and Print)

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<td>Laurie Conk</td>
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Undergraduate Curriculum Committee (Sign and Print)

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Vice President for Academic Affairs (Sign and Print)
COVER SHEET

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<thead>
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<th>UTCH 200 Knowing and Learning in Mathematics and Science</th>
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The curriculum proposal form has not been altered (formatting, font, etc.).

Grammar, spelling, punctuation, sentence structure, etc. is accurate.

The course title, department, and college names correspond to the current catalog.

Course teaching workload, formula, and semesters taught are specified.

The impacted departments, programs, the individuals notified, and the method of notification are listed.

Impact is defined as any program or department that requires the course, offers the course as an elective, offers a similar course, has an equated course, has the course listed as a co-requisite or pre-requisite, shares staff and/or resources.

Responses are complete and applicable for each question.

The entire proposal is saved as one Word document.

My signature verifies that I have reviewed the proposal and it is ready to go to the next level.

Edna O. Schack  Edna O. Schack  11/21/19
Originator (Sign and Print)  Approval Date

Department Curriculum Committee Chair (Sign and Print)  11/21/19
Approval Date
COURSE
Minor Revision to an Existing Course

Use this outline to report a minor modification of a previously approved course and to equate a current course with a new course. Minor revisions include title, prefix, course number, catalog course description, and admission requirements (test scores, pre-requisites, or co-requisites). Minor changes do not modify course content or the course formula. If the course content or formula is to be modified, use the New Course or Major Revision to Existing Course Form. Terms offered should be consistent with the curriculum map.

I. COURSE

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II. EXPLANATION

A. Describe the change and justify what this proposal is requesting; what are you doing and why are you doing it? Content will be listed at the end of the document.

UTCH 200 currently has the following prerequisite statement: UTCH 100 and UTCH 150 (UTCH 150 may be taken concurrently). Our experiences over the past five semesters have indicated that these prerequisites are not necessary for UTCH 200 and have led to the slowing of student progression through the program. Therefore, we are requesting the elimination of all prerequisites for UTCH 200. Catalog should read: Prerequisites: None.

B. List all other departments and programs that could be impacted by this proposal. For example, any department or program that:
   a. requires the course
   b. offers the course as an elective
   c. offers a similar course
   d. has an equated course
   e. has the course listed as a co-requisite or pre-requisite
   f. shares staff and/or resources

The following departments share or can potentially share staff: Early Childhood, Elementary, and Special Education, Middle Grades and Secondary Education, Foundations and Graduate Studies in Education, Mathematics, Biology and Chemistry, and Physics, Earth Science, and Space Science Engineering.

C. Explain the potential impact on the other departments and programs.

Removing the prerequisites will streamline processes for students. All students in any of the programs offering an MSUTeach track will now be able to progress more readily through the MSUTeach track courses.

D. List each of the individuals in the other departments and programs notified by the proposing department and define the method of contact (e-mail, phone conversation, etc.)

The following department chairs were contacted via email:
Dr. Chris Schroeder, Chair, Mathematics
Dr. Tim Simpson, Foundations and Graduate Studies in Education
Dr. Eric Jerde, Chair, Physics, Earth Science, and Space Science Engineering
Dr. Chuck Lydeard, Chair, Biology and Chemistry
Dr. April Miller, Chair, Middle Grades and Secondary Education and Early Childhood, Elementary, and Special Education

III. ADDITIONAL INFORMATION

A. If this is a change that effects the current MSU Undergraduate Catalog content, please provide the copy that is to appear in the next catalog revision.

UTCH 200 Knowing and Learning in Mathematics and Science (3-0-3) This course focuses on knowing and learning in secondary mathematics and science as understood from a multidisciplinary perspective. This course is not simply a general survey of theories. Instead, the primary goal is to provide students with the opportunity to identify theories and employ these theories to guide their own practice. Knowing and Learning is committed to the idea that practice and theory build on each other. Any teaching practice is guided by some theory of how people learn. If students are not aware of this, they are likely to adopt teaching practices without considering the full implication of theory behind them. Reading and writing intensive.

CREDITS: 3
PREREQUISITE: None
COURSE
Minor Revision to an Existing Course
Undergraduate Curriculum Routing Form
Revised January 2018

<table>
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<th>Course (as listed in current catalog)</th>
<th>UTCH 250 Perspectives on Science and Mathematics</th>
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Departmental Curriculum Committee

April D. Missen
Department Chair or Associate Dean (Sign and Print)
( ) Approved ( ) Disapproved 12/10/19 Date

College Curriculum Committee (Sign and Print)

( ) Approved ( ) Disapproved 12/11/19 Date

Dean (Sign and Print)

( ) Approved ( ) Disapproved 12/11/19 Date

Teacher Ed. Council (if the course is required in any secondary education program) (Sign and Print)

2/11/2020 Date

Once the proposal has been approved through the above levels, the initiator will route the FINAL paper document to Howell McDowell 204 and submit the FINAL electronic WORD document to undergraduate@moreheadstate.edu (the two documents must be exactly the same).

Laurie Couch
Undergraduate Curriculum Committee (Sign and Print)
( ) Approved ( ) Disapproved 3/11/2020 Date

Laurie Couch
Vice President for Academic Affairs (Sign and Print)
( ) Approved ( ) Disapproved 3-18-20 Date
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Edna C. Schack

Edna Schack

11/21/17

 Originator (Sign and Print)

Department Curriculum Committee Chair (Sign and Print)

11/21/17

Approval Date
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Minor Revision to an Existing Course

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UTCH 250 currently has the following prerequisite statement: UTCH 100, UTCH 150, and UTCH 200 or permission of instructor. Our experiences over the past five semesters have indicated that these prerequisites are not necessary for UTCH 250 and have led to the slowing of student progression through the program. Therefore, we are requesting the elimination of all prerequisites for UTCH 250. Catalog should read: Prerequisites: None.

B. List all other departments and programs that could be impacted by this proposal. For example, any department or program that:
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   c. offers a similar course
   d. has an equated course
   e. has the course listed as a co-requisite or pre-requisite
   f. shares staff and/or resources

Department of Mathematics: UTCH 250 is an exchange course for Humanities II. The following departments share or can potentially share staff: Early Childhood, Elementary, and Special Education, Middle Grades and Secondary Education, Foundations and Graduate Studies in Education, Mathematics, Biology and Chemistry, and Physics, Earth Science, and Space Science Engineering.

C. Explain the potential impact on the other departments and programs.

Removing the prerequisites will streamline processes for students and staff of the Department of Mathematics, no longer requiring an override. All students in any of the programs offering an MSUTeach track will now be able to progress more readily through the MSUTeach track courses.

D. List each of the individuals in the other departments and programs notified by the proposing department and define the method of contact (e-mail, phone conversation, etc.)

The following department chairs were contacted via email:
III. ADDITIONAL INFORMATION

A. If this is a change that affects the current MSU Undergraduate Catalog content, please provide the copy that is to appear in the next catalog revision.

UTCH 250 Perspective on Science and Mathematics (3-0-3) This course is a survey of the perspectives of science and mathematics from antiquity to the modern day. This survey will examine the cultural, social, and intellectual influences on the development of the sciences and mathematics. Reading and writing intensive.

CREDITS: 3

PREREQUISITE: None
### COURSE

**Minor Revision to an Existing Course**

**Undergraduate Curriculum Routing Form**

Revised January 2018

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Approval Date
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<th>Current Course Name:</th>
<th>Course prefix (Example: ENG)</th>
<th>Number (Example: 100)</th>
<th>Title (Example: Writing I)</th>
<th>Faculty Load</th>
<th>Formula (Example: 3-0-3)</th>
<th>Intended Terms Offered (Example: Fall/Spring)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UTCH</td>
<td>350</td>
<td>Project-Based Instruction</td>
<td>3.74</td>
<td>2-2-3</td>
<td>Fall/Spring</td>
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<table>
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<th>Title (Example: Writing I)</th>
<th>Faculty Load</th>
<th>Formula (Example: 3-0-3)</th>
<th>Intended Terms Offered (Example: Fall/Spring)</th>
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<tbody>
<tr>
<td>UTCH</td>
<td>410</td>
<td>Project-Based Instruction</td>
<td>3.74</td>
<td>2-2-3</td>
<td>Fall</td>
<td></td>
</tr>
</tbody>
</table>

### II. EXPLANATION

A. *Describe the change and justify what this proposal is requesting; what are you doing and why are you doing it? Content will be listed at the end of the document.*

The change in numbering is to swap this course (PBI) numbering with our current UTCH 400 Research Methods which will now be UTCH 350 as it is advantageous for students to take PBI just prior to their student teaching semester. In the event a student may PBI to be concurrent with UTCH 300, the added information "permission of faculty" is included in the prerequisite.

B. *List all other departments and programs that could be impacted by this proposal. For example, any department or program that:*

   a. requires the course
   b. offers the course as an elective
   c. offers a similar course
   d. has an equated course
   e. has the course listed as a co-requisite or pre-requisite
   f. shares staff and/or resources

Research Methods is required in all programs that have an MSUTeach track: Biology, Chemistry, Earth Science, Mathematics, and Physics.

The following departments share or can potentially share staff: Middle Grades and Secondary Education, Mathematics, Biology and Chemistry, and Physics, Earth Science, and Space Science Engineering.

C. *Explain the potential impact on the other departments and programs.*

None

D. *List each of the individuals in the other departments and programs notified by the proposing department and define the method of contact (e-mail, phone conversation, etc.)*

The following department chairs/directors were contacted via email:

Dr. Chris Schroeder, Chair, Mathematics
Dr. Eric Jerde, Chair, Physics, Earth Science, and Space Science Engineering
Dr. Chuck Lydeard, Chair, Biology and Chemistry
III. ADDITIONAL INFORMATION

A. If this is a change that affects the current MSU Undergraduate Catalog content, please provide the copy that is to appear in the next catalog revision.

UTCH 410 Project-Based Instruction (2-2-3) PBI is based on the premise that project-based instruction engages learners in exploring authentic, important, and meaningful question of real concern to secondary students. Project-based instruction promotes equitable and diverse participation and engages high school students in learning. Students design full units of connected lessons - a skill that is required in UTCH 450 Apprentice Teaching. Students synthesize a number of the major principles and themes of the MSU Teach program as they develop intellectually challenging project-based instructional unit. This course provides for student experience of PBI through a unit project to explore and develop materials to accommodate special populations in the classroom. PBI incorporates a variety of instructional approaches, focusing on differentiating between project-based instruction and other instructional methods.

CREDITS: 3

PREREQUISITE: UTCH 200 AND UTCH 300 (300 may be taken concurrently with permission of instructor)

Please insert (paste) any supporting documentation here. If you have no supporting information, please remove this section from your proposal.
COURSE
Minor Revision to an Existing Course
Undergraduate Curriculum Routing Form
Revised January 2018

<table>
<thead>
<tr>
<th>Course (as listed in current catalog)</th>
<th>UTHC 400 Research Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department (as listed in current catalog)</td>
<td>Middle Grades and Secondary Education</td>
</tr>
<tr>
<td>College (as listed in current catalog)</td>
<td>Education</td>
</tr>
</tbody>
</table>

The proposal form language and formatting cannot be altered in any way. If the form has been altered, it will be returned to the initiator for revision.

Please note: it is the initiator's responsibility to track a proposal through the approval process.

Signatures (Signatures must be handwritten; electronic signatures are not accepted.)

The Departmental Curriculum Committee Chair will review and complete the checklist on the next page to indicate their approval.

Departmental Curriculum Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Approval</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>April D. Miller</td>
<td>✔ Approved</td>
<td>3-2-20</td>
</tr>
</tbody>
</table>

College Curriculum Committee (Sign and Print)

<table>
<thead>
<tr>
<th>Name</th>
<th>Approval</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Signature]</td>
<td>✔ Approved</td>
<td>3-2-20</td>
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</table>

Dean (Sign and Print)

<table>
<thead>
<tr>
<th>Name</th>
<th>Approval</th>
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<tbody>
<tr>
<td>Chris T. Miller</td>
<td>✔ Approved</td>
<td>3/3/2020</td>
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</tbody>
</table>

Teacher Ed. Council (if the course is required in any secondary education program) (Sign and Print)

<table>
<thead>
<tr>
<th>Name</th>
<th>Approval</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Signature]</td>
<td>✔ Approved</td>
<td>3/4/2020</td>
</tr>
</tbody>
</table>

Once the proposal has been approved through the above levels, the initiator will route the FINAL paper document to Howell McDowell 204 and submit the FINAL electronic WORD document to undergraduateta.moreheadstate.edu (the two documents must be exactly the same).

Undergraduate Curriculum Committee (Sign and Print)

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
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<td>3/11/2020</td>
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Vice President for Academic Affairs (Sign and Print)

<table>
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<tr>
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COVER SHEET

This sheet (including the Checklist) MUST accompany the paper hard copy of the proposal that is routed through the signature process.

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<thead>
<tr>
<th>Course:</th>
<th>UTCH 400 Research Methods</th>
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<tbody>
<tr>
<td>(as listed in current catalog)</td>
<td></td>
</tr>
<tr>
<td>Department:</td>
<td>Middle Grades and Secondary Education</td>
</tr>
<tr>
<td>(as listed in current catalog)</td>
<td></td>
</tr>
<tr>
<td>College:</td>
<td>Education</td>
</tr>
<tr>
<td>(as listed in current catalog)</td>
<td></td>
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</table>

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Please note: it is the initiator's responsibility to track a proposal through the approval process.

The initiator will review the final document and complete the checkboxes on the left side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the Department Curriculum Committee Chair for their review.

The Department Curriculum Committee Chair will review the document and complete the checkboxes on the right side of the page, sign and date the Cover Sheet, and submit the paper hard copy of the complete proposal to the next level.

<table>
<thead>
<tr>
<th>Initiator</th>
<th>Department Curriculum Committee Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>□</td>
<td>The curriculum proposal form has not been altered (formatting, font, etc.).</td>
</tr>
<tr>
<td></td>
<td>Grammar, spelling, punctuation, sentence structure, etc. is accurate</td>
</tr>
<tr>
<td>□</td>
<td>The course title, department, and college names correspond to the current catalog.</td>
</tr>
<tr>
<td>□</td>
<td>Course teaching workload, formula, and semesters taught are specified</td>
</tr>
<tr>
<td>□</td>
<td>The impacted departments, programs, the individuals notified, and the method of notification are listed</td>
</tr>
<tr>
<td></td>
<td>Impact is defined as any program or department that requires the course, offers the course as an elective, offers a similar course, has an equated course, has the course listed as a co-requisite or pre-requisite, shares staff and/or resources.</td>
</tr>
<tr>
<td>□</td>
<td>Responses are complete and applicable for each question.</td>
</tr>
<tr>
<td>□</td>
<td>The entire proposal is saved as one Word document.</td>
</tr>
</tbody>
</table>

My signature verifies that I have reviewed the proposal and it is ready to go to the next level.

[Signature]
[Date: 3.30.20]

Originator (Sign and Print)

[Signature]
[Date: 3/3/20]

Department Curriculum Committee Chair (Sign and Print)
COURSE

Minor Revision to an Existing Course

Use this outline to report a minor modification of a previously approved course and to equate a current course with a new course. Minor revisions include title, prefix, course number, catalog course description, and admission requirements (test scores, pre-requisites, or co-requisites). Minor changes do not modify course content or the course formula. If the course content or formula is to be modified, use the New Course or Major Revision to Existing Course Form. Terms offered should be consistent with the curriculum map.

I. COURSE

<table>
<thead>
<tr>
<th>Current Course Name: (as listed in the current catalog)</th>
<th>Course prefix (Example: ENG)</th>
<th>Number (Example: 100)</th>
<th>Title (Example: Writing I)</th>
<th>Faculty Load</th>
<th>Formula (Example: 3-0-3)</th>
<th>Intended Terms Offered (Example: Fall/Spring)</th>
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<tr>
<td>UTCH</td>
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<td>3.74</td>
<td>2-2-3</td>
<td>Fall/Spring</td>
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<thead>
<tr>
<th>Proposed Course Name:</th>
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<th>Number (Example: 100)</th>
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<td>Research Methods</td>
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<td>3.74</td>
<td>2-2-3</td>
<td>Fall/Spring</td>
</tr>
</tbody>
</table>

II. EXPLANATION

A. Describe the change and justify what this proposal is requesting; what are you doing and why are you doing it? Content will be listed at the end of the document.

The change in numbering is to swap this course numbering with our current UTCH 350 Project-based Instruction (PBI) will now be UTCH 400 as it is advantageous for students to take PBI just prior to their student teaching semester.

Additionally, prerequisites for Research Methods will be eliminated to broaden access to this course for MSUTeach and non-MSUTeach students. Research Methods supports the learning of research methods for any student, in particular any student involved in undergraduate research.

B. List all other departments and programs that could be impacted by this proposal. For example, any department or program that:
   a. requires the course
   b. offers the course as an elective
   c. offers a similar course
   d. has an equated course
   e. has the course listed as a co-requisite or pre-requisite
   f. shares staff and/or resources

Research Methods is required in all programs that have an MSUTeach track: Biology, Chemistry, Earth Science, Mathematics, and Physics.

The following departments share or can potentially share staff: Middle Grades and Secondary Education, Mathematics, Biology and Chemistry, and Physics, Earth Science, and Space Science Engineering.

While Research Methods is not currently an elective or requirement in any program other than those with MSUTeach tracks, several programs have expressed interest, such as the Craft Academy and Political Science and Public Administration.

C. Explain the potential impact on the other departments and programs.
None except the changes make the course more accessible to students and could be added as an upper division elective by programs wishing to do so.

D. List each of the individuals in the other departments and programs notified by the proposing department and define the method of contact (e-mail, phone conversation, etc.)

The following department chairs/directors were contacted via email:
Dr. Chris Schroeder, Chair, Mathematics
Dr. Tim Simpson, Foundations and Graduate Studies in Education
Dr. Eric Jerde, Chair, Physics, Earth Science, and Space Science Engineering
Dr. Chuck Lydeard, Chair, Biology and Chemistry
Dr. April Miller, Chair, Middle Grades and Secondary Education and Early Childhood, Elementary, and Special Education
Dr. Jim Masterson, Assistant Dean, Caudill College of Arts, Humanities, and Social Sciences
Dr. Carol Christian, Director, Craft Academy
Rachel Rogers-Blackwell, Research/Project Manager, Craft Academy

III. ADDITIONAL INFORMATION

A. If this is a change that effects the current MSU Undergraduate Catalog content, please provide the copy that is to appear in the next catalog revision.

UTCH 360 Research Methods (2-2-3) This course provides students the opportunity to solve scientific problems and make scientific presentations. A key component of the course is intensive coaching of students in the methods of science by Natural Sciences faculty. Topics in the course include experimental design, instrument calibration, data analysis, laboratory safety, and the use of human subjects. Data analysis techniques discussed in the course include mathematical modeling of data (such as function fitting), basic statistical analysis including standard error, the meaning of p-values, and hypothesis-testing. Students will design and conduct four different scientific inquiries and present the results of these in both written and oral formats consistent with the standards of the scientific community.

CREDITS: 3

PREREQUISITES: None
COURSE
New Course or Major Revision to Existing Course
Undergraduate Curriculum Routing Form
Revised April 2019

This is a ☑ New Course ☐ Revised Course

<table>
<thead>
<tr>
<th>Course: (if revision, as listed in current catalog)</th>
<th>UTCH 399 STEM Topics and Practice</th>
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</thead>
<tbody>
<tr>
<td>Department: (as listed in current catalog)</td>
<td>Middle Grades and Secondary Education, MSUTeach</td>
</tr>
<tr>
<td>College: (as listed in current catalog)</td>
<td>College of Education</td>
</tr>
</tbody>
</table>

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Please note: it is the initiator’s responsibility to track a proposal through the approval process.

Signatures (Signatures must be handwritten; electronic signatures are not accepted.)

If question F1 or F2 in section V is answered yes, then you (the initiator) must have a representative from Information Technology (GH 201) sign the signature sheet before it is submitted to the department curriculum committee.

( ) Approved ( ) Disapproved

Information Technology Resources Are Available (Sign and Print) Date

The Departmental Curriculum Committee Chair will review and complete the checklist on the next page to indicate their approval.

Departmental Curriculum Committee

April D. Miller
Department Chair or Associate Dean (Sign and Print) 

(✓) Approved ( ) Disapproved Date

College Curriculum Committee (Sign and Print)

( ) Approved ( ) Disapproved Date

Dean (Sign and Print)

( ) Approved ( ) Disapproved Date

Teacher Ed. Council (if the course is required in any secondary education program) (Sign and Print)

( ) Approved ( ) Disapproved Date

Once the proposal has been approved through the above levels, the initiator will route the FINAL paper document to Howell McDowell 204 and submit the FINAL electronic WORD document to undergraduate@moreheadstate.edu (the two documents must be exactly the same).

( ) Approved ( ) Disapproved Date

Undergraduate Curriculum Committee (Sign and Print)

(✓) Approved ( ) Disapproved Date

Vice President for Academic Affairs (Sign and Print)

( ) Approved ( ) Disapproved Date
**COVER SHEET**

This sheet (including the Checklist) MUST accompany the paper hard copy of the proposal that is routed through the signature process.

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Department: (as listed in current catalog)</td>
<td>Middle Grades and Secondary Education, MSU/Teach</td>
</tr>
<tr>
<td>College: (as listed in current catalog)</td>
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<td>☐</td>
</tr>
<tr>
<td>☐ If an Information Technology signature is required, it has been obtained.</td>
<td>☐</td>
</tr>
<tr>
<td>☑ If a Teacher Education Council signature is required, the next approval level will be notified so that it can be obtained.</td>
<td>☐</td>
</tr>
<tr>
<td>☐ Grammar, spelling, punctuation, sentence structure, etc. is accurate.</td>
<td>☐</td>
</tr>
<tr>
<td>☐ The course title, department, and college names correspond to the current catalog.</td>
<td>☐</td>
</tr>
<tr>
<td>☐ Course teaching workload, formula, and semesters taught are specified.</td>
<td>☐</td>
</tr>
<tr>
<td>☐ The course description EXACTLY matches the course description stated in the syllabus.</td>
<td>☐</td>
</tr>
<tr>
<td>☐ The impacted departments, programs, the individuals notified, and the method of notification are listed.</td>
<td>☐</td>
</tr>
</tbody>
</table>

Impact is defined as any program or department that requires the course, offers the course as an elective, offers a similar course, has an equated course, has the course listed as a co-requisite or prerequisite, shares staff and/or resources.

☐ Responses are complete and applicable for each question.

☐ If the course requires the use of live animals, the IACUC form is attached.

☐ The syllabus starts on a separate page.

☐ The syllabus contains a heading to reflect “Morehead State University” as well as college, school, and/or department.

☐ The syllabus contains the course title and course number (exactly as listed in the proposal).

☐ The syllabus contains the academic term with date.

☐ The syllabus contains the instructor’s name.

☐ The syllabus contains the office location.
The syllabus contains the instructor's office phone number and office hours schedule.

The syllabus contains the email address and URL for the instructor's personal web site, if applicable.

The syllabus contains the revised course description and it exactly matches the course description on the proposal. If there is no revision to the course description, it exactly matches the course description in the current catalog.

The syllabus contains the intended student learning outcomes related to program objectives as specified in the catalog.

The syllabus contains the methods by which the achievement of each student learning outcome listed on the syllabus will be measured. List each activity and the assessment method for that activity.

For example: 1. Students will write a term paper; scored by a rubric; or
2. Students will complete an exam; objective test.

The syllabus contains a week by week or day by day course calendar with specific content, assignments and/or exams highlighted.

The syllabus contains a grading description and distribution (please be very specific).

The syllabus contains a course attendance policy (please be very specific and ensure compliance with UAR 131.04).

The syllabus contains the following Campus Safety Statement:

Campus Safety Statement
Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at: http://www.moreheadstate.edu/emergency/

The syllabus contains the following academic honesty policy:

Academic honesty: All students at Morehead State University are required to abide by accepted standards of academic honesty. Academic honesty includes doing one's own work, giving credit for the work of others, and using resources appropriately. Guidelines for dealing with acts of academic dishonesty can be found in the academic catalog.

The syllabus contains the following policy for accommodating students with disabilities:

Americans with Disabilities Act (ADA)
Students with disabilities are entitled to academic accommodations and services to support their access and safety needs. The Office for Disability Services in 202 Adron Doran University Center coordinates reasonable accommodations for students with documented disabilities. Although a request may be made at any time, services are best applied when they are requested at or before the start of the semester. Please contact Disability Services at 606-783-5188 or e.day@moreheadstate.edu or visit their website at www.moreheadstate.edu/disability.

The entire proposal is saved as one Word document.

My signature verifies that I have reviewed the proposal and it is ready to go to the next level.

Edna O. Schack  Edna Schack  11/21/19
Originator (Sign and Print)  Approval Date

Department Curriculum Committee Chair (Sign and Print)  Approval Date
COURSE

New Course or Major Revision to Existing Course

This outline is to be used when a new course is proposed or when a major change is proposed to an existing course. If you are preparing a new experimental course/workshop proposal, please use the New Experimental Course/Workshop form. This outline is not to be used for General Education Courses. Refer to the General Education website.

I. COURSE INFORMATION

- The course title should only be 30 characters.
- The following are definitions of terms related to courses:
  - **Petition required** – requires permission from the Department Chair to enroll in a section of the course.
  - **Equated** – two different courses with the same content at the same level with different prefixes.
  - **Restricted** – program admission is required and/or must have Department Chair approval.
  - **Formula** – (3-0-3) = instruction hours – lab hours – credit hours

This is a ☑ New Course  ☐ Revised Course

<table>
<thead>
<tr>
<th>Course Name (as listed in the current catalog)</th>
<th>Course prefix (Example: ENG)</th>
<th>Number (Example: 100)</th>
<th>Title (Example: Writing I)</th>
<th>Formula (Example: 3-0-3)</th>
<th>Faculty Load (Contact your Department Chair or Dean’s Office for assistance)</th>
<th>Intended Terms Offered (Example: Fall/Spring)</th>
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<tr>
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<td>Intended Terms Offered (Example: Fall/Spring)</td>
</tr>
<tr>
<td>UTCH</td>
<td>399</td>
<td>STEM Educ Topics and Practices (3-0-3)</td>
<td>varies with credit hours</td>
<td>Fall/Spring</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approved major or program(s) in which the course will be offered. (as listed in the current catalog)

Biology area with MSUTeach Track, Chemistry Area with MSUTeach Track, Earth & Space Science Area with MSUTeach Track, Mathematics Area with MSUTeach Track, Mathematics Major with MSUTeach Track, Physics Area with MSUTeach Track.

This is a ☐ required course. This is an ☑ elective course.

Course Description

Course description *exactly as it will appear in the catalog and as it appears on the sample syllabus.* Include pre-requisites/co-requisites, petition requirements, course equations, restrictions and term(s) offered. Example: XYZ 288. Guidelines for a New Course. (3-0-3) Fall and Spring; petition required. A study of the impact of technology on individuals, society, and the environment. Equated with ABC 288.

UTCH 399. (variable credit 1-3 hours, 1-0-1; 2-0-2; or 3-0-3) Fall and Spring as needed; petition required. Selected topics in STEM Education. Up to 30 clinical hours may be required for successful completion. May be repeated.

II. PURPOSE, GOALS AND OBJECTIVES

A. What are the goals and objectives of the proposal? Explain why you are proposing a new course or why and how you are revising a current course.

- The goal of this course is to provide an opportunity for students in MSUTeach (STEM Education) programs to engage in topics and/or experiences either outside the MSUTeach curriculum or in more depth than addressed in the MSUTeach curriculum. The course frequently will include clinical hours (up to 30 hours) as determined by the instructor and relevant to the topic.

- The objectives of the course will vary with the selected topic.

B. Justify the proposed instructional level (100-600) or instructional level change.

- The topics offered through this course will assume some knowledge of teaching and learning as well as content knowledge. Students at the 300 level will have completed numerous content courses in their area and at least four MSUTeach courses about teaching and learning.

C. List the student learning outcomes for the course.

The learning outcomes will vary with the topic, however, in general terms, the successful student will

1. Coordinate multiple groups of people doing exercises on a regimented timeline in order to accomplish a predetermined set of objectives.

2. Identify issues relating to equity and diversity in a student population and develop curriculum materials pertaining to a topic that are relevant and appropriate to the student population.

3. Create and evaluate tasks to build students’ content knowledge and assess students’ content knowledge based on evidence, including written materials and the spoken word.
4. Create culturally appropriate materials and methods to evaluate student success as it pertains to how well students were able to meet the goals of the activity.

D. **Describe how student learning outcomes will be assessed. List each activity and the assessment method for that activity.** For example: 1. Students will write a term paper; scored by a rubric; or 2. Students will complete an exam; objective test.

Students will be assessed through a competency-based approach:
1. Written response to readings.
2. Ability to lead peers in discussion about readings.
3. Attendance and participation.
4. Written analysis of learned content and practices in relation to authentic experiences.

E. **Define how the course helps students to achieve learning objectives required for the program.**
- The topics of this course will supplement the MSU Teach curriculum, engaging students in literature and/or experiences that will enrich their learning in the program.

F. **Explain how the specific goals and objectives of the course relate to the mission statement of the University.**

Morehead State University mission statement:
As a community of lifelong learners, we will:
- Educate students for success in a global environment;
- Engage in scholarship;
- Promote diversity of people and ideas;
- Foster innovation, collaboration and creative thinking; and
- Serve our communities to improve the quality of life.

The topics of this course will require reading, critiquing, and integrating relevant literature, thus engaging students in scholarship. The topics will vary and will, at times, address one or more of the remaining four bullets of the mission statement. For example, the course will be offered for Noyce Scholars as a seminar on cultural diversity with readings, speakers, and discussions. The course will culminate in a clinical experience in an award-winning 100% English Language Learning school, the New World High School in Bronx, NY.

---

**III. IMPACT**

A. **List any existing course(s) that will be replaced by the proposed/revised course.**

None

B. **List other courses now offered at MSU that will have duplication or overlap. Explain the degree to which the course duplicates or overlaps and provide justification for the duplication or overlap.**

The course is focused on special topics in STEM Education. There is no comparable course on campus.

C. **List departments and programs that could be impacted by this proposal. For example, any department that:**

a. requires the course
b. offers the course as an elective
c. offers a similar course
d. has an equated course
e. has the course listed as a co-requisite or pre-requisite
f. shares staff and/or resources

a. no program will require the course. NSF-funded Noyce Scholars are required to take as a condition of their scholarship
b. the course is offered as an elective in the MSU Teach Track
c. there are no comparable courses. There are other Selected topic courses but not in STEM Education.
d. there are no equated courses.
e. the course is not listed as a co-requisite or pre-requisite
f. the course potentially could be taught by qualified faculty in biology, chemistry, earth & space sciences, mathematics, physics, or MSU Teach

D. **List each of the individuals notified by the proposing department chair and define the method of contact (e-mail, phone conversation, etc.)**

All of the following were emailed. Each responded positively to the proposal.
Dr. April Miller, Chair, Early Childhood, Elementary, and Special Education and Middle Grades and Secondary Education
Dr. Chuck Lydeard, Chair, Biology and Chemistry
Dr. Eric Jerde, Chair, Earth and Space Sciences and Physics
Dr. Chris Schroeder, Chair, Mathematics
IV. PERSONNEL

A. List names, qualifications including the highest earned degree, and academic rank(s), of faculty available to MSU who will teach the course.
   Dr. David Long, Ph.D., Assistant Professor, STEM Education, Middle Grades and Secondary Education Department
   Dr. Edna O. Schack, Ed.D., Professor, ECESE and Co-Director, MSUTeach
   Dr. Mike Dobranski, Ph.D., Associate Professor, Mathematics and Co-Director, MSUTeach
   Dr. David Eisenhour, Ph.D., Professor, Biology
   Mrs. Kendra Schroeder, M.S., Counseling, Master Teacher, MSUTeach
   Mrs. Diane Johnson, M.S., Biology, Master Teacher, MSUTeach
   Mrs. Carol Neeper, M.S. Education, Master Teacher, MSUTeach
   Others as determined by the content of the topic offered. For example, Physics faculty may offer a Physics Education topic

B. Identify external adjunct faculty, if appropriate.
   n/a

V. ADDITIONAL INFORMATION

A. Desired section size and anticipated enrollment.
   Maximum section size is 25. For the immediate future, enrollment is determined by the number of Noyce Scholars which will be up to 22 when the Noyce Program is at its peak.

B. Desired implementation date for the course.
   Spring 2020

C. Method of instruction (online, lecture, laboratory, individualized, etc.).
   Seminar and clinical experiences.

D. Additional facilities and special equipment needs for this course, if any.
   None

E. Use of library resources
   It is recommended that you contact a library liaison prior to completing this section to determine what resources and services are available to support the course.
   - Does the course require library resources to support specific class assignments or supplemental reading?  
     [ ] Yes  [x] No
   - Do the library services and resources presently available meet student needs for the course?
     [x] Yes  [ ] No
   If not, what library acquisitions are being proposed to meet essential needs?

F. Does this course require new technology?
   Please note that Information Technology (GH 110) should be notified when the course proposal is being developed. Early notification will allow IT an opportunity to provide quality information that can be included in the proposal request form.
   [ ] Yes (If yes, you must have a representative from Information Technology review the proposal and sign the signature sheet.)
   [x] No

   If yes, please list:
   1. the software to be used and its estimated cost. If there is intent to utilize the software in a lab, include the estimated cost of the server-based license for the software. (IT does not install individual packages in labs, only server-based versions).

   2. the type of hardware to be utilized.

G. Does this course involve the use of live animals?  [ ] Yes  [x] No
   If so, include the approval form from the associated Institutional Animal Care and Use Committee (IACUC).

H. Please include a sample syllabus (must start on new page). All elements on the syllabus checklist must be included on the sample syllabus (syllabus checklist attached).
   - Proposals for all Teacher Education courses (including content courses that typically have 50% more teacher preparation majors
enrolled) are required to go to the Teacher Education Committee as part of the curriculum approval process

- The teacher education syllabi must contain these elements: the theme for MSU’s Teacher Education Program; CAEP* themes; any additional EPSB themes; and program appropriate Kentucky Teacher Standards (www.kyepsb.net/teacherprep/standards.asp). Further information and models are provided at http://www.moreheadstate.edu/education/.

- *The College of Education (CoE) is NCATE accredited. NCATE and TEAC have combined to form CAEP, a new national accrediting organization. Educator Preparation Programs, including the CoE at MSU are in the process of transitioning from NCATE to CAEP and as such, we are working to transition to align our programs with CAEP standards and requirements in anticipation of our next accreditation visit in 2018, at which time we will fall fully under CAEP standards and guidelines. For more information on CAEP and the new accreditation process, please see www.caepnet.org.
Morehead State University
College of Education
Middle and Secondary Education

UTCH 399 STEM Education Topics and Practices
Noyce Scholars Seminar
Sec 001
Fall 2020

Wednesdays, 5:00 pm to 5:50 pm
109 Lloyd Cassity Building

Dr. David E. Long
E-mail Address: dlong@moreheadstate.edu
Office: 606G Ginger Hall
Office Phone: 606 783-2397

Office Hours: T/TH 10:45—12:30 Lloyd Cassity Hall 109 or 102
W 2:30—5:00 Lloyd Cassity Hall 109 or 102
Other hours by appointment.

Course Description:
UTCH 399. (variable credit 1-3 hours, 1-0-1; 2-0-2; or 3-0-3) Fall and Spring as needed; petition required. Selected topics in STEM Education. Up to 30 clinical hours may be a requirement of the course. May be repeated.

Fall 2020
UTCH 399. (1-0-1) petition required. Selected topics in STEM Education. May be repeated.
Fall 2020 Selected Topic: Noyce Scholar’s Seminar (1-0-1). Prerequisites: UTCH 100, 150, 200, 250. The Noyce Scholars’ Seminar will give MSU Noyce Scholars both abstract and authentic experience with diverse student populations and activities that are appropriate for diverse student populations. The scholars will be responsible for selecting an appropriate topic and a representative to deliver a speech on the topic. The scholars will also review key texts in the sociology of education centered on both class and urban/rural differences in education. The scholars will also develop methods for evaluating the effectiveness of the speaker in communicating the essence of the topic.

Conceptual Framework Outcomes (CFOs):
The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty-first century skills need to make an optimal contribution to “whole” student learning in education settings.

2) Are competent in the collection and use of data to inform decision-making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
5) Engage in authentic field experiences in collaboration with committed school-based partners and are empowered to improve the quality of education throughout this region and beyond.

**Student Learning Outcomes (SLOs):**
After completing the required responsibilities and tasks of designing and implementing the Speakers Series, the prospective mathematics or science educator will be able to do the following:

1. Coordinate multiple groups of people doing exercises on a regimented timeline in order to accomplish a predetermined set of objectives.
2. Identify issues relating to equity and diversity in a student population and develop curriculum materials pertaining to a topic that are relevant and appropriate to the student population.
3. Create and evaluate tasks to build students’ content knowledge and assess students’ content knowledge based on evidence, including written materials and the spoken word.
4. Create culturally appropriate materials and methods to evaluate student success as it pertains to how well students were able to meet the goals of the activity.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>Association of Mathematics Teacher Educator Standards</th>
<th>NCTM Professional Standards for Teaching Mathematics</th>
<th>InTASC Model Core Teaching Standards and Learning Progressions</th>
<th>National Science Teachers Association Pre-service Science Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A 14 16 24 27 28 29 30 32 33 34 35 36 37 38 40 41 42</td>
<td>12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24</td>
</tr>
<tr>
<td>2</td>
<td>A 14 16 24 27 28 29 30 32 33 34 35 36 37 38 40 41 42</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24</td>
</tr>
<tr>
<td>3</td>
<td>A 14 16 24 27 28 29 30 32 33 34 35 36 37 38 40 41 42</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24</td>
</tr>
<tr>
<td>4</td>
<td>A 14 16 24 27 28 29 30 32 33 34 35 36 37 38 40 41 42</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24</td>
</tr>
</tbody>
</table>

**Grading Scale (competency-based grades):**

- All competencies completed* = A
- 1 competency uncompleted = B
- 2 competencies uncompleted = C
- 3 competencies uncompleted = D
- 4+ competencies uncompleted = E

**Course Evaluation:**
This is a competency-based course. As such, you will earn credit by competently completing successive assigned tasks. Completion of all tasks will receive the course’s highest marks. As a Noyce Scholar recipient developing an understanding of the work and lives of teachers, excellence is expected.

**Course Competency Assignments specific to Noyce Scholars Seminar:**
*Course competencies to accomplish:
- STEM Speaker Series (SS) planning logistics outlined and accounted for.
- Lesson planning for SS completed (in collaboration with teachers at RCHS and BNWHS). You are the leads in planning the pre- and post-talk lessons.
- Technology logistics understood and mastered so STEM SS goes smoothly.
• STEM SS visitor logistics accomplished.
• Research for the next STEM SS completed.
• Preliminary list of STEM speakers compiled for next term.
• General background research for NY field trip completed.
• Designated driving completed for two PLC reading segments.
• Informed, competent discussion of purposeful notes for the PLC reader each week (two discussion questions generated before each meeting).
• All the Noyce Scholars play nicely with the other children.

Required Textbooks:


Additional short readings posted within Blackboard.

Required Education Student Assessment Account
Morehead State University’s Educator Preparation Programs will be using TaskStream this semester. Candidates who had already purchased a Folio 180 account AND filled out the survey for Kristie Williams in Fall 2018, should be migrated to TaskStream with no additional cost. Candidates who have not returned the survey to Kristie in Fall 2018 or who have not previously purchased a Folio 180 account, will be required to purchase a TaskStream account. Candidates may purchase a one-year account or a 7-year account with TaskStream. Candidates will be required to have an active TaskStream Account for any education-related courses with field experiences and/or Key Assessments. Accounts may be purchased at the University Store or online.

Attendance Policy:
Because a majority of the learning in this course hinges on group work done during the class time, attendance is of utmost importance. Attendance and participation are crucial to this class. Attendance will be taken every class period. If an absence occurs, the missed work can be made up with no penalty if the absence is excused. Excused absences include documented illness, deaths in the immediate family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. In accordance with University policy, accommodations for these excused absences will be made in a way that does not penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Regular attendance and active participation at all class sessions and in online assignments is required and will greatly enhance your ability to be successful. Regular attendance is expected with no more than one unexcused absence from class for the semester. You must provide, when possible, advance notice of absences as well as relevant documentation regarding absences to the instructor(s) as soon as possible following the illness or event that led to an absence. Regardless of whether an absence is excused or unexcused, you are responsible for making up all work that is missed. Participation in class includes, but is not limited to, coming to class prepared with the required assignments completed and engaging in thoughtful and reflective class discussion and activities. Violation of the attendance and participation policy will result in a grade reduction of 3 points from the final course grade per unexcused absence beyond the one “free” unexcused absence. Participation is assessed daily (see the Participation Rubric in the Grading/Evaluation section below).

Technology
You must be able to use technology for timely and appropriate communication with your instructor, TA, mentor teacher, partner, and classmates:
• Check email daily.
• Access the course website to post assignments and discussion board topics.
• Use online collaborative tools and/or use technology in educational settings.
• If you need assistance to meet these requirements, please see the instructor. Help is available!

Professionalism
Professionalism includes being on time, appropriately dressed, and well prepared for all field experiences. As representatives of MSUTeach and visiting teachers in local school districts you are expected to:
• Be professional when participating in your field experiences for this class.
• You are expected to observe all school district rules, policies, and procedures.
• Sign in at the front office of the school each day that you visit. Wear your ID.
• Dress professionally. The school district has a dress code for teachers, student teachers, and others in field placements. As guest teachers, you are expected to follow all parts of the school district dress code. Of particular note is the restriction against wearing jeans, flip flops, jewelry in visible pierced areas other than the ear, t-shirts, shorts, warm-ups, or exercise clothing.
• Practice every aspect of your lesson before you teach it.
• Decide exactly how you and your partner will share the teaching responsibilities.
• Make a plan for how you will transition from each part of the lesson to the next.
• Arrive to your classroom, not the school, at least 15 minutes before your scheduled teaching time. Setup time is a function of the lesson. You are responsible for starting on time. Signing in at the front office requires additional time.
• Be prepared for the lesson and bring all required materials. Use nametags or name tents so you can call students by their names throughout your lesson. This is an easy and effective classroom management technique!

Academic Honesty
All students at Morehead State University are required to abide by accepted standards of academic honesty. Academic honesty includes doing one’s own work, giving credit for the work of others, and using resources appropriately. Guidelines for dealing with acts of academic dishonesty can be found in the academic catalog.

Americans with Disabilities Act (ADA)
Students with disabilities are entitled to academic accommodations and service to support their access and safety needs. The Office for Disability Services in 202 Adron Doran University Center coordinates reasonable accommodations for students with documented disabilities. Although request may be made at any time, services are best applied when they are requested at or before the start of the semester. Please contact Disability Services at 606-783-5188 or c.day@moreheadstate.edu or visit their website at www.moreheadstate.edu/disability.

Campus Safety Statement
Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

Course Schedule:
Noyce Scholars UTCH 399 Course Timeline (repeat UTCH 399 as indicated below):

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Fall 2018</th>
<th>Spring 2019</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Fall 2020</th>
<th>Spring 2021</th>
<th>Fall 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1: Observe SS</td>
<td>2: Lead SS</td>
<td>3: Teach SS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>1: Observe SS</td>
<td>2: Lead SS</td>
<td>3: Teach SS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>1: Observe SS</td>
<td>2: Lead SS</td>
<td></td>
<td></td>
<td></td>
<td>Present/publish</td>
<td></td>
</tr>
</tbody>
</table>
General course structure, 3 semesters:

Semester 1:
- Observe and assist the course instructor or Senior Cohort in researching, planning, and executing a STEM speaker event for the students of BNWHS and RCHS.

Semester 2:
- Lead the researching, planning, and execution a STEM speaker event for the students of BNWHS and RCHS. Course instructor advises as needed.

Semester 3:
- Travel to BNWHS for weeklong immersive professional development (this will take place just after each cohort’s year one spring semester, with work completed counted for the fall).
- Teach the incoming Junior Cohort how to research, plan, and execute a STEM speaker event for the students of BNWHS and RCHS.
- Produce a collaborative written work reflecting on your experience and learning as a Noyce Scholar suitable for a conference presentation or publication.

### Semester 1 Biweekly Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Reading Assignment</th>
<th>Seminar Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation, welcome new Noyce Scholars</td>
<td>Professor</td>
</tr>
<tr>
<td>2</td>
<td>Lareau Chapters 1-2</td>
<td>Professor</td>
</tr>
<tr>
<td>3</td>
<td>Lareau Chapters 3-4</td>
<td>Scholar 1</td>
</tr>
<tr>
<td>4</td>
<td>Lareau Chapters 5-6</td>
<td>Scholar 2</td>
</tr>
<tr>
<td>5</td>
<td>Lareau Chapters 7-8</td>
<td>Scholar 3</td>
</tr>
<tr>
<td>6</td>
<td>Lareau Chapters 9-10</td>
<td>Scholar 4</td>
</tr>
<tr>
<td>7</td>
<td>Lareau Chapters 11-12</td>
<td>Scholar 5</td>
</tr>
<tr>
<td>8</td>
<td>Lareau Chapters 13-14</td>
<td>Scholar 6</td>
</tr>
<tr>
<td>9</td>
<td>Lareau Chapter 15 and Afterword</td>
<td>Scholar 7</td>
</tr>
<tr>
<td>10</td>
<td>Final session</td>
<td>Professor</td>
</tr>
</tbody>
</table>

### Semester 2 Biweekly Schedule

<table>
<thead>
<tr>
<th>Session</th>
<th>Reading Assignment</th>
<th>Seminar Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation, welcome new Noyce Scholars</td>
<td>Professor</td>
</tr>
<tr>
<td>2</td>
<td>Carr &amp; Kefalas Preface/Introduction</td>
<td>Professor</td>
</tr>
<tr>
<td>3</td>
<td>Carr &amp; Kefalas Chapter 1</td>
<td>Scholar 1</td>
</tr>
<tr>
<td>4</td>
<td>Carr &amp; Kefalas Chapter 2</td>
<td>Scholar 2</td>
</tr>
<tr>
<td>5</td>
<td>Carr &amp; Kefalas Chapter 3</td>
<td>Scholar 3</td>
</tr>
<tr>
<td>6</td>
<td>Carr &amp; Kefalas Chapter 4</td>
<td>Scholar 4</td>
</tr>
<tr>
<td>7</td>
<td>Carr &amp; Kefalas Conclusion</td>
<td>Scholar 5</td>
</tr>
<tr>
<td>8</td>
<td>Final session</td>
<td>Professor</td>
</tr>
</tbody>
</table>

### Semester 3 Field Experience Bronx New World High School

<table>
<thead>
<tr>
<th>Session</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>Travel day</td>
</tr>
<tr>
<td>Monday</td>
<td>BNWHS Orientation, meet teachers, participate</td>
</tr>
<tr>
<td>Tuesday</td>
<td>BNWHS participate in assigned classrooms, debrief session</td>
</tr>
<tr>
<td>Wednesday</td>
<td>BNWHS Facilitate STEM Speaker</td>
</tr>
<tr>
<td>Thursday</td>
<td>BNWHS Lead one class in content area</td>
</tr>
<tr>
<td>Friday</td>
<td>Cultural experiences in NYC</td>
</tr>
<tr>
<td>Saturday</td>
<td>Cultural experiences in NYC</td>
</tr>
<tr>
<td>Sunday</td>
<td>Travel day</td>
</tr>
</tbody>
</table>
From: Edna O. Schack <e.schack@moreheadstate.edu>
Sent: Tuesday, October 22, 2019 3:33 PM
To: April D. Miller <ad.miller@moreheadstate.edu>; Eric Jerde <e.jerde@moreheadstate.edu>; Christopher Schroeder <c.schroeder@moreheadstate.edu>; Charles Lydeard <c.lydeard@moreheadstate.edu>
Subject: UTCH 399 variable credit new course proposed

Chairs Miller, Jerde, Schroeder, and Lydeard,

MSUTeach is proposing a variable credit course, UTCH 399. This course will be used for Noyce Scholars Seminar and will have field experience hours associated with it. I’m attaching the draft proposal and sample syllabus. I have not checked off the syllabus checklist because I can’t seem to do so on the electronic document. I’ll have to do so on the paper document.

I do not think this will have an impact for any students except for those who receive a Noyce Scholarship. The Seminar is an integral part of their scholarship.

Please respond with questions or comments or if none, please respond that you received this email so I can note this in the cover document that I will attach to the proposal when I submit it.

Thank you.

Edna

==================================================================================================

I discussed the course in person with Dr. April Miller. She agreed it is a needed course for UTCH.

==================================================================================================

From: 'Chris Schroeder' <c.schroeder@moreheadstate.edu>
Date: Monday, November 4, 2019 at 2:39 PM
To: Edna Schack <e.schack@moreheadstate.edu>
Subject: RE: UTCH 399 variable credit new course proposed

Hi Edna,

Thanks for the notification. I have no questions or comments at this time. Best of luck with the new course. Please let me know if the Math Department can be of any further assistance.

Best,
Chris

Christopher Schroeder, Ph.D.
Professor of Mathematics and Chair
Department of Mathematics
Morehead State University
150 University Boulevard
Morehead, KY 40351
Phone: 606.783.2938
Email: c.schroeder@moreheadstate.edu
www.moreheadstate.edu/mathematics

cont’d
From: Eric Jerde <e.jerde@moreheadstate.edu>
Date: Tuesday, October 22, 2019 at 4:11 PM
To: Edna Schack <e.schack@moreheadstate.edu>
Subject: Re: UTC 399 variable credit new course proposed

I received the message. I have no issues with the proposed course.

Eric Jerde
Chair
Department of Physics, Earth Science & Space Systems Engineering
123 Lappin Hall
Morehead State University
Morehead, KY 40351
Phone: 606.783.5406
Email: e.jerde@moreheadstate.edu
www.moreheadstate.edu/College-of-Science/Earth-and-Space-Sciences

From: Charles Lydeard <c.lydeard@moreheadstate.edu>
Date: Tuesday, October 22, 2019 at 4:09 PM
To: Edna Schack <e.schack@moreheadstate.edu>
Subject: RE: UTC 399 variable credit new course proposed

Hi Edna,

Seems reasonable to me. Good luck!

Chuck