University of Wisconsin-Stevens Point
School of Education
EDUC 308 – Turtle Project
Spring 2019

Instructor: Pamela J. Bork Ph.D.
Course Instruction: Online
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Office Hours: Wednesdays 1:00-4:00 p.m. or by appointment. Individual and group appointments can be arranged by phone or e-mail.

Course Overview

Education 308/508 is a course designed for self-directed study in a field of interest, similar to an independent study. Together the student and professor will create the learning outcomes by designing activities and assessments that evidence the learning in the course. The outcomes can be evidenced and measured in a variety of ways (i.e. reading a book and writing a paper or doing research and creating a graphic representation of the results). This is a fun and exciting course designed to meet your personal or professional interests.

Course Objective:

Education 308 is a course designed to allow students the opportunity to build their own learning experience and outcomes. The course design is completed collaboratively with the instructor, and the final course grid with the description of the course must meet designated guidelines for assessment and rigor.

Learner Outcomes:

Students will be able to:

- Identify and demonstrate the attainment of knowledge, skills or dispositions that would enhance a personal or professional interest.
- Complete a course grid with learning outcomes and assessments.
- Follow through on an independent project and/or learning goal (s).
- Provide evidence of learning through a completed assessment.
- Complete professional development on a topic or interest in a field of study.

Session times and Course requirements

Dates	Activities	Format
Week of January 28st	Instruction - Requirements of Course – Submit Course Contract – on-line meeting	Watch instructional video on the course requirements.
Week of February 4th	Individual Meetings with students – Sign up electronically for a time.	On-line or in person during office hours on Wednesdays from 2:00 – 4:00 p.m. or at another time using calendy.com Watch for a link to sign up.
Week of February 11th	Fill out initial draft of Coursework Grid with course requirements and evidence of assessment of learning outcomes	Submit to D2L by February 17th
Week of February 18th	Submission of Final Course Grid with instructor feedback	Submit to D2L by February 24th
Week of March 3rd	Progress Report due	Submit to D2L by March 10th
Week of April 8th	Progress report due	Submit to D2L by April 14th
Week of April 15th	Optional student check in	E-mail or face to face
Week of April 22rd	Submit evidence of course completion (if you want feedback on your work prior to your grade)	Submit to D2L by May 5th
Week of April 29th	Resubmit evidence of course completion after instructor feedback	Submit to D2L by May 5th

*In this course, you are expected to collect artifacts, reflections and/or other learning evidence that demonstrates your learning in the course. The assessment of your learning is collaboratively decided in the first session with the professor. You **cannot** change the assessment of your learning outcomes without the consent of the instructor. The final course grid will determine the learning activities and assessments. These various pieces of evidence will be the final work that you produce for your course grade.

Credit Hour Requirement:

1 credit – approximately 22 hours of work for the semester

2 credit – approximately 37 hours of work for the semester

3 credit – approximately 52 hours of work for the semester

* This is the length of time to complete the final course grid and all the evidence for the course.

Grading

Assignment	Due Date	Points
First Session with course requirements	Wednesday, January 30th – Watch video of course expectations	
Meeting with Instructor (zoom or in-person) - Mandatory	Week of February 5th – Make appointment electronically or sign up for in-person meeting	5 points Watch for link for sign-up or e-mail me for office hours
Contract	February 10nd	5 points
Course Grid Draft	February 17th	5 points
Course Grid Final	February 24rd	10 points
Progress Report	March 10th	5 points
Progress Report	April 14th	5 points
Final Course work	May 5th	65 points
		Total: 100 points

Grading Scale: 94-100 (A), 93-90 (A-), 89-87 (B+), 86-84 (B), 83-80 (B-), 79-77 (C+), 76-74 (C), 73-70 (C-), 69-67 (D+), 66-64 (D), 63-61 (D-) Below 60 will be an (F) or incomplete depending on the situation.

Late assignments are defined as those assignments that are not submitted to the drop box by the closing date on D2L. Any late assignments should be placed in the late drop box and will have one point deducted for every day that an assignment is late – up to the maximum number of points given for that assignment.   The drop box deadline for all assignments for this course are clearly labeled in D2L.

Undergraduate Level Coursework

In this course, the student is responsible for the learning outcomes, activities, and assessments for the course. A course grid is collaboratively developed with the professor. The undergraduate level of coursework should have the level of rigor equal to an undergraduate level course taken anywhere on campus.   Undergraduate students should consider what type of work is comparable to other undergraduate courses and design the course grid accordingly. In this course, the instructor has the prerogative to increase the level of rigor expected of the student while developing the course grid or before final approval the course grid. Students should have a developed concept of their undergraduate project prior to scheduling their independent meeting with the course professor. The course professor is a great resource if you need ideas for a project or for developing your course content. Please feel free to ask for suggestions if you need help on your course grid, or if you do not understand how to evidence your work in this course. Undergraduate students could select studies and/or topics from the following list. This list is not an exhaustive list but it helps give ideas of what you might select for this course.   Most of these items are completed in some combination to meet the rigor of the course.

1) Professional interest
2) Professional development
3) Professional conference or presentation
4) Research
5) Professional readings/writing
6) Comprehensive project
7) Program development
8) Curriculum development
9) Conducting or participation in professional training
10) Practicum
11) Site Visits
12) Other

Graduate Level Coursework

In this course, the student is responsible for the learning outcomes, activities, and assessments for the course. A course grid is collaboratively developed with the professor. The graduate level coursework has an increased level of rigor. Graduate students should consider what type of work is comparable to other graduate courses they have taken in our master's program and design their course grid accordingly. In this course, the instructor has the prerogative to increase the level of rigor expected of the student while developing the course grid or before approving the final course grid. Students should have a developed concept of their graduate project prior to scheduling their independent meeting with the course professor. The course

professor is a great resource if you need ideas for a project or for developing your course content. Please feel free to ask for suggestions if you need help on your course grid, or if you do not understand how to evidence your work in this course. Graduate students could select studies and/or topics from the following list. This list is not an exhaustive list, but it helps give ideas of what you might select for this course.   Most of these items are completed in some combination to meet the rigor of the course.

13) Professional interest
14) Professional development
15) Professional conference or presentation
16) Research
17) Professional readings/writing
18) Comprehensive project
19) Program development
20) Curriculum development
21) Conducting or participation in professional training
22) Practicum/Internship
23) Site Visits
24) Other

Community of Learners

My goal, as the professor of this course, is to establish a culture that is inclusive, respectful, honest and caring. In order to create this community of learners, we should remain open to new ideas, actively listen and be mindful of the diversity in our modern world. As a community, we aim to be respectful to all citizens in this class, regardless of race, ethnicity, religion, gender or sexual orientation. Please remember that professional behavior is expected at all times in the classroom. .

UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For information go to:

http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx

The rights and responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SSR-2010/rightsChapter14.pdf

American with Disabilities Act

The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADAPolicyinfo.pdf

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability and Assistive Technology Center located on the 6th floor of the Learning Resource Center (Library). You can also find more information here:

http://www.4.uwsp.edu/special/disability/

Again, any special circumstances that are unique to you as a student learner can be discussed at any time. Please make special arrangements to meet privately during my office hours.