

**University of Wisconsin-Stevens Point**  
**School of Education**  
**EDUC 308/508 – Turtle Project**  
**Spring 2018**

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 29 <sup>th</sup>	Instruction - Requirements of Course – Submit Course Contract – on-line meeting	Zoom link at 4:00 p.m. (EDUC - 307) or in person appointment in CPS 460 (Please schedule in person times)
Week of February 5 <sup>th</sup>	Individual Meetings with students – Sign up electronically for a time.	On-line or in person during office hours on Wednesdays from 1:00 – 4:00 p.m.
Week of February 12 <sup>th</sup>	Fill out initial draft of Coursework Grid with course requirements and evidence of assessment of learning outcomes	Submit to D2L by February 16 <sup>th</sup>
Week of February 19 <sup>th</sup>	Submission of Final Course Grid with instructor feedback	Submit to D2L by February 23 <sup>rd</sup>
Week of March 12 <sup>th</sup>	Progress Report due	Submit to D2L by March 16 <sup>th</sup>
Week of April 9 <sup>th</sup>	Progress report due	Submit to D2L by April 13 <sup>th</sup>
Week of April 16 <sup>th</sup>	Optional student check in	E-mail or face to face
Week of April 23 <sup>rd</sup>	Submit evidence of course completion (if you want feedback on your work prior to your grade)	Submit to D2L by May 5 <sup>th</sup>
Week of April 30 <sup>th</sup>	Resubmit evidence of course completion after instructor feedback	Submit to D2L by May 5 <sup>th</sup>

\*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 31 <sup>st</sup>	
Meeting with Instructor (zoom or in-person) - Mandatory	Week of February 5 <sup>th</sup> – Make appointment electronically or sign up for in-person meeting	5 points
Contract	February 2 <sup>nd</sup>	5 points
Course Grid Draft	February 16 <sup>th</sup>	5 points
Course Grid Final	February 23 <sup>rd</sup>	10 points
Progress Report	March 16 <sup>th</sup>	5 points
Progress Report	April 13 <sup>th</sup>	5 points
Final Course work	May 5 <sup>th</sup>	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 6<sup>th</sup> 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.