

**ED 676 Supporting Learning in Diverse Systems**

3 Credits

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Office Hours: By appointment

**Alignment with School of Education Mission**

The School of Education prepares educators to work in urban and rural Alaska and to work with K-12 students from many backgrounds, with a particular focus on Alaska Native languages and cultures. We are particularly committed to enhancing the educational opportunities for Alaska's rural and Native populations. Through the UAF rural campuses, we are responsive to local and regional needs within the state.

Through our programs and professional development courses, we promote the following goals:

Increase the number of qualified educators for Alaska's schools

Enhance the professional skills of Alaska's K-12 educators

Develop and support ongoing systemic educational collaborations with Alaska schools and communities

Conduct collaborative research on cross-cultural and multicultural education



7-8	<p>Security environments: Researching, designing, and deploying the proper security solution for environment.</p>	<p>- Design an ideal security environment for your managed computers/devices, focusing on client policies (not server/firewall security). Demonstrate knowledge of security best practices for a managed computer system. This will take the form of a 8-10 page presentation that will have documented sources, diagrams, and graduate level writings to explain the scenario and proposed solutions.</p> <p>Blog Topic: Discuss balancing security and usability in your environment (i.e. Allowing an exemption in the password length/complexity policies for K-5 students).</p>	<p>Macintosh track: Chapter 2 and Chapter 3 <a href="#">Foundations of Mac OS X Leopard Security</a>  Windows track: Chapter 8 <i>Creating the Secure Managed Desktop</i></p>
9-10	<p>Customizing scripts and how these scripts can automate a variety of administrative tasks.</p>	<p>-Create a script that automates an administrative task (for example, a script that empties the trash upon user logout, or performs software updates across the network on a given time).</p> <p>Blog Topic: Discuss the methods in which scripting could be used to assist the administrator and the users.</p>	<p>Macintosh track:  Required: Chapter 6 <b>and</b> Chapter 7.6 (Automating System Maintenance Scripts) <i>Mac OS X Deployment 10.6 or</i> Chapter 6 <b>and</b> Chapter 7.2.4 <i>Mac OS X Deployment 10.5</i>  Supplemental: Chapter 18.1, 18.2, and 22 <a href="#">Learn Mac OS X Snow Leopard</a>  Windows track: Chapter 12 and Bonus Chapter 1 <i>Group Policy Fundamentals</i></p>

11-12 Systems monitoring:  
Issues regard 24 0 0 0.2



assignments which will be incorporated in to a large final project that will demonstrate their ability to implement a realistic scenario.

**Evaluation:**

Student grades will

The content of the unit is described in general terms .All study objectives may not be measurable. Literature connections are stated but are not linked. The assessment approach is described but is not justified. The context gives limited or cursory connections.

**In-adequate: (D)** Statement of issue is not clearly present and does not engage the reader nor is it particularly descriptive of unit content. The overview

- Introduction
- Literature reviewed
- Statement of the problem or “intellectual puzzle”
- Research question (s)
- Theoretical framework (what theoretical assumptions is your work grounded in?)
- Methods selected and why
- Findings Analysis/Interpretation
- Conclusion/Implications/Suggestions for further research
- Reflection: What would you do differently next time?
- Appendices (if applicable)

A reflective commentary follows each scenario

**Inadequate: (D)**

Contains 60% of the following elements:

- Introduction
- Literature reviewed



**Adequate: (C)** The self-evaluation reflects on the experience. It implies that lessons were learned but does not necessarily explain how the experience will affect future research/decision-making.

**In-adequate: (D)** The self-evaluation vaguely reflects on the experience. It implies that lessons were learned but does not explain how the experience will affect future research/decision-making.

**Failing: (F)** The self-evaluation does not reflect on the experience. It does state that lessons were learned or does not explain how the experience will affect future research/decision-making.

***Student Services:***