New Course Proposal Cover Sheet

UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with PDF attachments to the Chair of the College Curriculum Committee.

<table>
<thead>
<tr>
<th>COLLEGE (check one):</th>
<th>Arts and Sciences</th>
<th>Business</th>
<th>Education</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Submitted By:</td>
<td>Janine S. Davis</td>
<td>Date Prepared:</td>
<td>9/20/12</td>
<td></td>
</tr>
<tr>
<td>Course Title:</td>
<td>Special Topics in Education</td>
<td>Department/discipline and course number*:</td>
<td>EDUC 272</td>
<td></td>
</tr>
</tbody>
</table>

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

<table>
<thead>
<tr>
<th>Number of credits proposed:</th>
<th>1-3</th>
<th>Prerequisites:</th>
<th>none</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Will this be a new, repeatable “special topics” course? (Do you want students to be able to take this new course more than once if the topic changes?)</td>
<td>NO</td>
<td>YES</td>
<td>X</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Date of first offering of this new course:</th>
<th>FALL SEMESTER, year</th>
<th>Fall 2013</th>
</tr>
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<tbody>
<tr>
<td>Proposed frequency of offering of the course:</td>
<td>Any semester as needed</td>
<td></td>
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<tr>
<td>List the faculty who will likely teach the course:</td>
<td>Any full-time faculty member</td>
<td></td>
</tr>
<tr>
<td>Are ANY new resources required?</td>
<td>NO</td>
<td>YES</td>
</tr>
</tbody>
</table>

This new course will be (check all that apply):

- Required in the major
- Elective in the major
- General Elective
- General Education**

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

<table>
<thead>
<tr>
<th>Catalog Description:</th>
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</thead>
<tbody>
<tr>
<td>Topics in education chosen according to timely interest and designed for students not necessarily in the education program. Topics will vary. May be repeated with different topics.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>COURSE HISTORY</th>
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</thead>
<tbody>
<tr>
<td>Was this course taught previously as a topics or experimental course?</td>
</tr>
<tr>
<td>Course Number and Title of Previous Course</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier “topics” course will only be able to take the new course if they made a C- grade or lower in the earlier course.

NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

REQUIRED ATTACHMENTS:
1. Rationale Statement (Why is this course needed? What purposes will it serve?)
2. Impact Statement (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. Sample Syllabus

<table>
<thead>
<tr>
<th>Department Chair Approval:</th>
<th>Date: 11/15/12</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCC Chair Approval:</td>
<td>Beverly Epps</td>
</tr>
<tr>
<td>UCC Chair Approval:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
Rationale and Impact Statement

New Course Proposal

EDUC 272

1. Rationale Statement (Why is this course needed? What purposes will it serve?)

The College of Education currently has a 400-level Special Topics course option, but there is no 200-level Special Topics course. Students in the earlier years of their college education, who might be undecided about a major, would benefit from a course that could enable them to finalize their decision. Additionally, there is a need in other departments for education-related courses for non-majors. An example of this is the Museum Studies minor: consultation with professors in this area suggests that a course that draws on the strengths of the education department (curriculum design, instructional models and assessment strategies, working with and engaging children, and teaching in children’s museums) would enhance this minor’s current offerings. Students in other departments who aim to teach at the college level or work in corporate training may also benefit from courses in general curriculum development. Finally, the option of a 200-level Special Topics course would allow faculty to propose courses based on current issues and needs of newer students in the department, which would add a course elective possibility that currently does not exist. Possibilities include School/Museum Curriculum Development, Curriculum Planning, Current Issues in Education, Intro to Gifted Education.

2. Impact Statement (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)

The college does not foresee any notable change to current library or technology use. The budget would be affected: if full-time faculty propose to teach a Special Topics course, it would necessitate hiring an adjunct to teach one of the courses on their current course load. Space needs would be affected in a similar way. The newly-proposed course(s) would need classroom space in which to meet, although given the possibility of serving more non-majors, the space possibilities may be more varied than as they are for in-major courses.
Special Studies in Education:  
School/Museum Curriculum Development (K – 8) - EDUC 2XX 3 credits

Course Description:  
In this course, students learn how to develop and teach programs that are integrated with elementary or middle school classroom curricula in the areas of science, language arts, social studies, and art. Students develop inquiry-based teaching techniques through which children can explore and interpret the information, concepts, and cultural values that an object or a collection communicates. With a strong emphasis on conceptually oriented, developmentally appropriate program and curriculum design, this course allows students to explore active learning techniques including activities in the natural environment, the analysis of objects, creative writing, movement, drama, and perception games. Students are exposed to teaching approaches in museums throughout the area and put theory into practice by designing their own curricula. Another emphasis is the nature of children with disabilities and special healthcare needs and the effect of those disabilities and needs on learning behavior in museums (adapted from www.bnkst.edu).

Texts:  
- Additional readings on Canvas

Assignments (more detailed assignment sheets and rubrics will be posted to Canvas):

100 points Lesson presentation  
Students will construct a lesson plan and present a 30-minute lesson to the class.

200 points Learning Needs Assessment  
Students will create a learning needs assessment/review of literature to address the questions “who is to be taught?” and “what is to be learned?”

400 points Curriculum Plan  
Students will work in small groups to expand on one member’s Learning Needs Assessment to construct a curriculum plan and curriculum map for a local/regional museum.

200 points Interactive Journal  
Students will keep an interactive journal that reflects their understanding of museum programming and their visits to local/regional museums with programming for children during the semester (to total at least 10 hours). Content might include images, concept maps, article links or printouts with summaries and reflections, and descriptions of interactions with students during sessions of museum volunteering/visits. The final product should be at least 20 pages.

100 points Class Participation  
Students will contribute to class discussions each week and work cooperatively in groups to complete in- and out-of-class assignments.

Schedule of Courses:

Week 1: Introduction to course and syllabus.

New Course Proposal Cover Sheet (July 2012)
Whom do museums serve? How and why is curriculum constructed?

Week 2: Workshop: Developing Lessons and Writing Objectives; review/analysis of museum-appropriate SOLs and sample lesson plans from http://www.smithsonianeducation.org/educators/lesson_plans/lesson_plans.html


Week 4: Cultural values; teaching from objects
Lesson due

Week 5: Lesson presentations; interdisciplinary learning
Presentation due

Week 6: Guest speakers from local/regional museums: Current issues

Week 7: Workshop: Developing a Learning Needs Assessment

Week 8: Games as instruction; Interactive Journal check
Learning Needs Assessment due

Week 9: Workshop: Developing a Curriculum Plan

Week 10: Working with students with disabilities

Week 11: Revisiting curriculum planning: What are the elements of effective planning?

Week 12: Serving communities: Lessons from our community
Curriculum Plan draft due

Week 13: Socratic Seminar: Local/regional practices and curricula
Learning from best practices; what does the research say?

Week 14: Curriculum Plan presentations
Curriculum Plan and presentation due

Week 15: Review for final and debrief
Interactive Journal due

**Local/Regional Children’s Museum Partnership Opportunities:**
- D.C. National Children’s Museum (National Harbor)
- Children’s Museum of Richmond (two locations—Richmond central and Short Pump)
- Virginia Discovery Museum (Charlottesville)
- Coming Soon: Explore It! Fredericksburg Children’s Museum
- Ferry Farm (Fredericksburg)
- Mount Vernon (Alexandria)
- Monticello (Charlottesville)