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>
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Proposal Submitted By: Kavatus Newell  Date Prepared: 11/11/12

Course Title: Educational Goals and Practices: Middle or Secondary

Department/discipline and course number*: Department of Curriculum and Instruction, EDCI 511A- 501

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

Number of credits proposed: 3  Prerequisites: 

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?)  NO  YES  X

Date of first offering of this new course: FALL SEMESTER, year Fall Semester, 2013

Proposed frequency of offering of the course: Once a year

List the faculty who will likely teach the course: Adjunct

Are ANY new resources required?  NO  X  YES  Document in attached impact statement

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

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

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

Catalog Description: EDCI 511A: Curriculum and Instruction: Secondary

This course focuses on the principles of learning, communication process, selection and use of course materials, and evaluation of pupil performance in middle and secondary school settings. Emphasis is placed on the theory of differentiation, assessment, and the relationship among assessment, instruction, and monitoring of student progress in order to make decisions about how to improve instruction. Field experience required

COURSE HISTORY

Was this course taught previously as a topics or experimental course?  YES  NO  X

<table>
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<tr>
<th>Course Number and Title of Previous Course</th>
<th>Semester Offered</th>
<th>Enrollment</th>
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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

Department Chair_________ Jane Huffman  Date: November 18, 2012

College Curriculum Chair_______ Beverly Epps___________  Date: November 27, 2013

UCC Chair Approval: _______________________________  Date: ______________

New Course Proposal Cover Sheet (July 2012)
Rational Statement: (program change proposal has full rationale)
This program change is needed to provide students in the M. Ed. Post-baccalaureate program more instruction in the theory of differentiation and assessment. Currently students in the post-baccalaureate M.Ed. for Initial Licensure are required to complete EDCI 511, a single course co-taught by university faculty and master teachers in the specific subject disciplines. This course focuses on the principles of learning, the application of skills in discipline-specific methodology, communication process, selection and use of material, and evaluation of pupil performance in the middle and secondary school setting. The proposed change would eliminate the discipline-specific methodology component of the course and replace it with more of an emphasis on the theory of differentiation and assessment.

The purpose of the proposed change is to allow students to receive 3 hours of instruction in discipline-specific methodology by taking the course The Teaching of. The elective will be deleted from the secondary program. Instead students will take The Teaching of course in their discipline, thereby not increasing or decreasing the credits in the secondary program.

Impact Statement:
This program change does not impact the library, space, budget, or technology.

Syllabus
University of Mary Washington
College of Education
EDCI 511A
Curriculum and Instruction: Secondary
(3 semester hours)

College of Education Mission & Conceptual Framework
Theme: Transformative 21st century educators
The University of Mary Washington’s College of Education is committed to guiding all candidates through a transformative experience by which they become skilled, reflective and responsive practitioners well-prepared to meet 21st century challenges.

Course Description:
This course focuses on the principles of learning, communication process, selection and use of course materials, and evaluation of pupil performance in middle and secondary school settings. Emphasis is placed on the theory of differentiation, assessment, and the relationship among assessment, instruction, and monitoring of student progress in order to make decisions about how to improve instruction. Field experience required. Recommended prerequisite or co-requisite: EDCI 500; Field Experience Required

Relationship of Course to Conceptual Framework/Program Design
This course is one of the professional studies core courses for post baccalaureate programs leading to initial licensure and the Master in Education degree (M.Ed.). EDCI 511 is designed to support the preparation of transformative 21st century educators who possesses essential knowledge and understandings about curriculum, instruction, and evaluation to be responsive to diverse student populations.

Course Objectives:
Upon successful completion of this course, the student will be able to:
1. Identify teaching and learning models for the secondary classroom.
2. Understand and demonstrate the principles of learning and application of instructional methodology
3. Demonstrate proficiency in the use of educational technology for instruction.
4. Demonstrate and understanding of the relationship among assessment, instruction, and monitoring student progress to make decisions about how to improve instruction.

Textbook
Course Outline
1. Curriculum
   a. Curricular Movements
      i. Standards Based and Assessment Driven Curriculum
   b. Goals, Standards, and Objectives

2. Planning Instruction
   a. Models of Organization
   b. Backward Design
   c. Lesson and Unit Planning

3. Instructional Strategies to Promote Learning and Achievement
   a. Whole Group, Small Group and Individual Methodology
   b. Differentiating Instruction to Meet Diverse Learning Needs
   c. Managing the Learning Environment

4. Assessment
   a. Characteristics of Authentic Assessment
   b. Assessment Strategies
      i. Understanding Assessment
      ii. Constructing Classroom Assessment
      iii. Evaluation of Delivery of Instruction

5. Reflecting on Teaching Practices and Engaging in Professional Development

Course Evaluation:
1. CLASS PARTICIPATION/In-Class ACTIVITIES/Homework (10%)
   During the term you will be assigned a series of readings/tasks supporting the topics addressed in the classroom. The assignments will combine reading from a variety of sources including newspaper articles and web resources. It is essential that you come to class prepared (assignments and readings complete!) to contribute to class activities.

2. LESSON PLAN (10%)
   Design a lesson plan for a unit of study. Detailed information regarding the project will be posted on Canvas.

3. BACKWARD DESIGN MINI UNIT (25%)
   Develop a mini unit plan using the backward design model (three lessons) targeting an instructional topic/theme relevant to your licensure area. You will also include relevant Virginia Standards of Learning. Details for the assignment are posted on Canvas.

4. ASSESSMENT (10%)
   Using the backward curriculum design process as the framework, design a performance task for a unit of study. Detailed information regarding the project will be posted on Canvas.

5. CASE STUDY (5%)
   There will be a group activity during our final class meeting (Tuesday, December 4). Groups will examine a case study. The case will outline a lesson plan as well as a list of students that will include children with special needs and English Language Learners.
6. PRACTICUM (30%)

Placement in a middle or secondary classroom to complete field-based tasks will provide an opportunity to apply the knowledge and skills presented in the course. The details for each component (listed below) are outlined on Canvas.

- Co-teaching Reflection
- Teach a Lesson
- Case Study

7. FINAL REFLECTION (10%)

Failure to complete the Practicum or an unsatisfactory evaluation will result in a failing grade for EDCI 511A. Assessment Measures

- Unit Plan
- Assessment Project
- Case Study
- Final Reflection

- Lesson Plan
- Unit Plan
- Practicum
- Final Reflection

- Unit Plan
- Assessment Project
- Case Study
- Final Reflection

Relation to Course Objectives

Identify teaching and learning models for the secondary classrooms.

Understand and demonstrate the principles of learning and application of instructional methodology.

Demonstrate proficiency in the use of educational technology for instruction.

Demonstrate the ability to include student performance measures in grading practices, the ability to construct and interpret valid assessment, and analyze data to make decisions about how to improve instruction and student performance.