**UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL**

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

**COLLEGE (check one):**  
- Arts and Sciences  
- Business  
- Education  

<table>
<thead>
<tr>
<th>Proposal Submitted By:</th>
<th>Norah Hooper</th>
<th>Date Prepared: November 26, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title:</td>
<td>General and Special Education Goals and Practices: Middle and Secondary</td>
<td></td>
</tr>
<tr>
<td>Department/discipline and course number*:</td>
<td>EDSE 511A</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>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites or Corequisite:</td>
<td>EDSE 531</td>
</tr>
</tbody>
</table>

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  
- X  
- YES

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

Proposed frequency of offering of the course:  
- Once each year

List the faculty who will likely teach the course: Dr. Roberta Gentry, Dr. Norah Hooper

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  
- 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:**

**EDSE 511A: General and Special Education Goals and Practices: Middle and Secondary**

Prerequisite or co-requisite: EDSE 531. This course provides an introduction to instructional strategies and organization of activities, including Universal Design for Learning, curriculum, media, materials, and physical environment for students in grades 6-12 accessing the general Standards of Learning curriculum. Candidates will develop skills to plan and deliver instruction in a variety of educational settings such as inclusive classrooms, resource rooms and self-contained classes. A continued focus will be on assessing and monitoring student performance, adapting instructional interventions based upon students’ response to intervention, and selecting evidence-based practices that have the greatest likelihood of success. Field experience required.

**COURSE HISTORY**

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

<table>
<thead>
<tr>
<th>Course Number and Title of Previous Course</th>
<th>Semester Offered</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course was previously taught as EDSE 511 with the same title.</td>
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</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**

**Department Chair Approval:** Jane Huffman  
**Date:** 11/26/2012

**CCC Chair Approval:** Beverly Epps  
**Date:** 11/27/2012

**UCC Chair Approval:**  
**Date:**

New Course Proposal Cover Sheet (July 2012)
1. Rationale Statement

This change involves a revision of the course description for EDSE 511. Since the change is a significant one, the course will have a new number – EDSE 511A. The course is being revised to provide a singular focus on specific instructional strategies for the special educator when working with students in inclusive classrooms, resource rooms and self-contained classes. The students in the course will receive instruction related to content-related strategies within the course rather than working separately with a content specialist.

2. Impact Statement

Revising this program provides no impact to Library, space, budget, and/or technology

3. Sample Syllabus is attached
EDSE 511A: GENERAL AND SPECIAL EDUCATION GOALS AND PRACTICES: MIDDLE OR SECONDARY
Fall, 2013
Tuesday 6:00 p.m. – 8:40 p.m., Stafford Campus, North Building Room 122

Instructor: Roberta Gentry, PhD
E-Mail: rgenry@umw.edu
Office: Stafford, North Building, Room B249; Fredericksburg Room 223
Office Hours: Fredericksburg – Mondays 3:45-5:45; Wednesdays 2:30 – 4:00
Stafford - Tuesdays 4:30 -6:00 and by appointment at either location
Phone: (540) 286-8083 (office)
Home Phone: (804) 363-0868 – please, no phone calls after 9pm

Required Textbook:

Recommended Textbook:

College of Education Mission & Conceptual Framework
Theme: Transformative 21st century educators

I. Mission: 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. The College of Education of the University of Mary Washington prepares educators for the 21st century who are knowledgeable, skilled, collaborative, reflective, and sensitive to diverse learner needs. In upholding the mission of the University, the College of Education is dedicated to providing educational programs to the Commonwealth of Virginia and beyond. To accomplish this, we:
   ▪ Are grounded in a strong liberal arts curriculum.
   ▪ Emphasize school-based experiences through which candidates solidify their understanding of the nature of the learner and effective teaching and motivational practices.
   ▪ Build a diverse community of practice involving strong partnerships among candidates, faculty, local teachers, and administrators.
   ▪ Enhance teacher aptitudes for research and critical decision-making and ensure knowledge of learning theories and research-based pedagogy.
   ▪ Challenge educators to respond to the changing nature of learning in the 21st century through an emphasis on multi-literacies.

II. Conceptual Framework: The College of Education faculty at the University of Mary Washington continually strives to contribute to and disseminate the most up to date knowledge and skills in the field of education. The five components of the framework are emphasized by the faculty in implementing coursework, programs and research. They are strands which are interwoven throughout our programs
Course Description: This course focuses on the principles of learning, the application of skills in discipline-specific methodology, communication processes, selection and use of course materials, and evaluation of pupil performance in for middle and secondary school classrooms. Emphasis is placed on the relationship among assessment, instruction, and monitoring of student progress in order to make decisions about how to improve instruction. This course, co-taught by lead teachers in the specific subject disciplines, allows the prospective teacher to explore and develop ways to teach all students in an inclusion classroom and to create classroom climates and classroom management systems that support learning. 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.

III. Course Goals and Objectives/Relationship to Assignments: Course outcomes address competency areas defined by the mission and goals identified for beginning special education teachers by the UMW College of Education and the Council for Exceptional Children (CEC) initial content standards.

1. Students will demonstrate an understanding of the educational implications of the various disabilities and ability to apply knowledge of service delivery, curriculum, and instruction of students with disabilities. This includes an understanding of classroom organization, curriculum development, the scope and sequence of the general education curriculum and Virginia Standards of Learning. Unit Plan, Weekly Assignments, Classroom Participation
   • Similarities and differences of individuals with exceptional learning needs (ICC2K5) and among individuals with and without exceptional learning needs (ICC2K4)
   • Educational implications of characteristics of various exceptionalities (ICC2K2) and life effects an exceptional condition(s) can have on an individual’s life (Icc3K1)
   • Characteristics and effects of the cultural and environmental milieu of the individual with exceptional learning needs and the family (ICC2K3)
   • Impact of learners’ academic and social abilities, attitudes, interests, and values on instruction and career development (ICC3K2)
   • Differing ways of learning of individuals with exceptional learning needs, including those from culturally diverse backgrounds and strategies for addressing these differences (ICC3K5)
   • Plan and implement age and ability appropriate instruction for individuals with exceptional learning needs (IGC7S3)
   • Practice within the CEC Code of Ethics and other standards of the profession (ICC9S1)
Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional (ICC9S2) and conduct professional activities in compliance with applicable laws and policies (ICC9S4)

Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs (ICC9S5)

Demonstrate sensitivity for the culture, language, religion, gender, disability, socioeconomic status and sexual orientation of individuals (ICC9S6)

Maintain confidential communication about individuals with exceptional learning needs (ICC10S1)

2. Students will demonstrate an understanding of the structure and organization of general education classrooms and their instructional settings representing the continuum of special education services. (A&M b9) **Practicum, Weekly Assignments, Unit Plan, Classroom Participation**

- Relationship of special education to the organization and function of educational agencies (ICC1K3)
- Rights and responsibilities of individuals with exceptional learning needs, parents, teachers, and other professionals, and school related to exceptional learning needs (ICC1K4)
- Organize, develop, and sustain learning environments that support positive intra-cultural and intercultural experiences (ICC5S13)

3. Students will demonstrate an understanding of research-based strategies that provide alternative ways to teach content material, including curriculum adaptation and curriculum modifications that will facilitate instruction within the general education setting. (A&M b5) **Unit Plan, Classroom Participation**

- Evidence-based practices validated for specific characteristics of learners and settings (ICC4K1) including the advantages and limitations of those strategies for individuals with exceptional learning needs (ICC4K3)
- Sources of specialized materials, curricula, and resources for individuals with exceptional learning needs (ICC4K1)
- Methods for guiding individuals in identifying and organizing critical content (ICC4K7)
- Use research-supported methods for academic and nonacademic instruction of individuals with exceptional learning needs (ICC4S6)
- Use appropriate adaptations and technology for all individuals with exceptional learning needs (ICC4S7)
- Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval (ICC4S11)
- Identify and teach essential concepts, vocabulary, and content across the general curriculum (ICC4S13)

4. Students will apply procedures to develop, provide and evaluate remedial and instructional methodologies consistent with student’s individual needs and to select materials that are appropriate to the needs of students who are accessing the general curriculum (A&M b6) **Unit Plan, Practicum, Collaborative Assignment**

- Select and use specialized instructional strategies, content, resources, and strategies appropriate to the abilities and needs of the individual including cultural, linguistic, and gender differences (ICGC7S2 & ICC7S8)
- Use responses and errors to guide instructional decisions and provide feedback to learners (ICGC4S12)
• Prepare lesson plans (ICC7S10) including organizing materials to implement daily lesson plans (ICC7S11) and make responsive adjustments to instruction based on continual observations (ICC7S13)

5. Students will investigate and evaluate research-based strategies and instructional techniques used to promote successful integration of students with disabilities with their non-disabled peers. (A&M b7) **Unit Plan, Weekly Assignments, Participation**
   • Methods to remain current regarding research-validated practice (ICC9K4)
   • Models, theories, philosophies, and research methods that form the basis for special education practice (ICC1K1)

6. Students will make decisions about student progress, instruction, program, accommodations, placement, and teaching methodology for students with disabilities who are accessing the general education curriculum and the standards of learning. (IEP a2) **Practicum, Unit Plan, Weekly Assignments, Classroom Participation**
   • Principles of normalization and concept of least restrictive environment (IGC1K8)
   • Use performance data and information from all stakeholders to make or suggest modifications in learning environments (ICC5S6)

7. Students will demonstrate the use of assessment, evaluation, and other information to develop and implement individual educational planning and group instruction with students with disabilities who are accessing the general education curriculum across the K-12 grade levels. (IEP a3) **Unit Plan, Weekly Assignments, Practicum, Participation**
   • Evaluate and modify instructional practices and assessment strategies in response to ongoing assessment data (ICC8S4, ICC8S8, &ICC7S15)
   • Administer nonbiased formal and informal assessments (ICC8S2)
   • Select, adapt, and modify assessments to accommodate the unique abilities and needs of individuals with exceptional learning needs (IGC8S3)

8. Students will identify and apply differentiated instructional methodologies including systematic instruction, multisensory approaches, learning cognitive strategies, study skills, diverse learning styles, and technology use and to teach skills and remediate deficits in academic areas at the elementary, middle, and secondary levels (IEP a3a,b) **Unit Plan, Weekly Assignments, Practicum, Participation in Class**
   • Integrate academic instruction and behavior management for individuals and groups with exceptional learning needs (IGC7K1)
   • Identify and prioritize areas of the general curriculum and accommodations for individuals with exceptional learning needs (ICC7S1)
   • Sequence, implement, and evaluate individualized learning objectives (ICC7S5)
   • Integrate affective, social and life skills with academic curricula (ICC7S7)

9. Students will provide explicit instruction of reading and math at appropriate developmental/grade level in a systematic and cumulative manner to students with disabilities who are accessing the general education curriculum (IEP a3c). **Unit Plan, Practicum**
   • Use strategies to support and enhance communication skills of individuals with exceptional learning needs (ICC6S1)
   • Enhance vocabulary development (IGC6S1)

10. Students will make use of assistive and instructional technology to promote student learning, aid in communication, promote independent living, and facilitate integration into the general education program (A&M b8; IEP a3g) **Weekly Assignments, Unit Plan, Practicum**
    • Use and maintain assistive technologies (IGC5S2)
    • Technology for planning and managing the teaching and learning environment (ICC7K4)
11. Students will design alternative ways to teach content material including modifying curriculum in both directive and nondirective methodologies (IEP a3f). **Unit Plan, Weekly Assignments, Attendance and Participation**
   - Reflect on one’s practice to improve instruction and guide professional growth (ICC9S11)
   - Select, adapt, and use instructional strategies and materials according to characteristics of the individual with exceptional learning needs (ICC4S3)

12. Students will implement and monitor IEP specified accommodations within the general education classroom (IEP a3i). **Unit Plan, Practicum**
   - Issues, assurances, and due process rights related to assessment, eligibility, and placement within a continuum of services (ICC1K6)
   - National, state, and local accommodations and modifications (ICC8K5)

**IV. Course Structure:** The structure for this course on curriculum and instruction for middle or secondary pre-service teachers is one where the student will:
   - planning for instruction and assessment for the first six weeks
   - pair with a lead teacher in his/her subject area for seven weeks to examine instruction methodologies specific to the content area
   - participate in problem-solving activities in the last general class meeting

**V. Technology Requirements:** A Canvas site has been created to support the course. It is imperative that each student has complete access to Canvas. It is the place where class documents will be posted, announcements made, and assignments submitted. You should check Canvas announcements regularly for anything you may need to download and bring to class. Each topic, or class session, is one Module, so look there for documents and websites related to the topic. Major assignments are described in the Assignments section and they can be submitted there. Additionally, it is essential that you check your UMW email address daily, as all notifications will be sent via email. If you have difficulties with Canvas or email, contact the UMW Help Desk 654-225 or call or email our technology specialist, Lisa Ames, at 286-8076 or lames@umw.edu. They are not open on nights or weekends.

**VI. Course Assignments and Due Dates**

**Description of Assignments:**

1. **Attendance and Class Participation:** Students will be expected to complete reading assignments before class, to come to class prepared, and to participate in class discussions and activities; therefore, attendance is required. The course format will include a variety of instructional in-class activities as well as cooperative group work with peers. In order to accomplish course objectives, it is essential that students attend class. 100% attendance is expected. It is the student’s responsibility to make up any work that he or she missed and to obtain the notes from the missed class session. Unexcused absences will be a matter of concern and will warrant a meeting with the professor and the department chair. Prior to any excused absence, e-mail the professor indicating the class you will miss and, if appropriate, the reason. Explanations provided after class will count as an unexcused absence. If you need to miss a class, please make arrangements with a classmate to obtain notes, assignments and any handouts from that day. All assignments are to be turned in on the specified due date. If a student has extenuating circumstances that will require an exception to any of the attendance policy, please speak with the professor as soon as possible. Participation points will be earned in-class only, and cannot be made up. Participation is expected throughout the course and
includes partaking in class discussions, contributing analysis and ideas of topics, in-class activities, and demonstration of completed reading assignments. A lack of participation will be reflected in your final grade.

2. **Weekly Assignments:** Due to the structure of this course, you will have weekly assignments (Modules posted on Canvas). They will be based on the instruction and discussion each week. I will post each one on Canvas by the Monday before each class and describe it in class for the following week. Each is worth 7.5 points.

**Submission of assignments:** All assignments should be submitted through Canvas. Assignments are due by the start of the class on the due date listed.

**Late Assignments:** Since the projects, papers, and/or assignments in this course are used to assess your understanding of the teaching/learning process, ALL assignments must be completed and turned in when DUE. It is entirely the student’s responsibility to ensure timely completion and submission of course requirements and assignments. Exceptions due to illness or other extenuating circumstances will be made on an individual basis and will require you to notify me in writing prior to the assignment deadline. Technological difficulties on the due date will not be considered an extenuating circumstance, so please plan the completion of your assignments accordingly. Ten (10) percent of the total points available for the assignment will be deducted for each day assignments are late. No assignment will be accepted one week past the due date. Assignments are expected to be loaded on Canvas prior to class on the day they are due, for assignments submitted after the start of class on the due date, 10% will be deducted. Additionally, all assignments listed for this course must be submitted to earn a grade of a C or higher. All work submitted must be of college level quality in terms of grammar, spelling, content, etc. or points will be deducted.

3. **Unit Plan:** Using the Understanding by Design framework, you will design a unit of study for students with disabilities accessing the general education curriculum in a collaborative secondary classroom.

- Classroom Profile – you will develop a classroom profile which includes the first name of each student in the class, current educational levels, interests, features of the students (personality, homework completion, English as a Second Language, etc.). An example is available on Canvas.

- Using the classroom profile, a one week unit (5 days or 3 blocks) will be developed. The rubric used for evaluation of your unit plan is available on Canvas.

**PRACTICUM ASSIGNMENTS**

During your placement, assist the classroom teacher as directed by him/her. The host teacher will complete an evaluation of your lesson taught as well as the evaluation of the time spent in his/her classroom. Additionally, you will complete the following assignments and turn them in prior to the end of the course.

**Co-teaching Reflection**

- Co-teaching is when two or more educators share instructional responsibility for the students in the classroom. In addition to the regular education teacher, a special educator and/or ESL teacher will be in the classroom to support student learning.

**TASK**

1. Observe a lesson presented during a co-teaching block. During the lesson consider the following:

   - Instructional role of each teacher in the classroom
   - Teacher responsibility for managing the classroom
   - Adaptations made to support student learning

New Course Proposal Cover Sheet (July 2012)
2. Interview the mentor teacher about the co-teaching model in place. Consider the following:
   - How were decisions made regarding the role of each teacher in the classroom?
   - How do the teachers plan collaboratively for each class?
3. Write a review of the lesson (what was observed) and the conversation with the mentor teacher. The reflection should also include your thoughts on the challenges and rewards of co-teaching.

**Lesson Presentation**

- Plan and deliver a lesson. The length of the lesson will be determined in consultation with the mentor teacher.

**TASK**

1. Meet with the mentor teacher to select a lesson topic.
2. Prepare a lesson plan (objectives, detailed outline of lesson, assessment plan)
3. Submit the lesson plan to the mentor teacher for review prior to the classroom presentation.
4. Following the delivery of the lesson meet with the mentor teacher to reflect on the presentation.
5. After conferencing with the mentor teacher write a reflection defining the successful components of the lesson, areas for improvement and what changes you would make in the lesson if you were deliver it again.

**Case Study**

Select a single student in one class to observe over several days.

**TASK**

1. Record notes each day to track the student’s activity in the class. Consider the following as you observe:
   - Describe the student’s reactions to lessons presented. For example, is the student able to stay on task for the complete lesson or does the student tend to lose interest?
   - How does the student interact with the teacher? Other students?
   - Does the student volunteer?
   - Did you notice anything different during the second observation? If so, what might have contributed to the change? For example, did the method of lesson presentation change?
2. At the completion of your observations, meet with the mentor teacher to discuss your impressions of the student engagement in the classroom and impact on the student’s learning.
3. Report
   - Turn in notes from the daily observation of the student.
   - Based on the observation, write a report reflecting on your impressions of the student and how best to encourage/support the student to be successful in the classroom.

**Summary of Assignments**

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>10</td>
</tr>
<tr>
<td>Weekly Assignments</td>
<td>15</td>
</tr>
<tr>
<td>Unit Plan</td>
<td>30</td>
</tr>
<tr>
<td>Practicum Assignments</td>
<td>40</td>
</tr>
<tr>
<td>Final Class Collaborative Assignment</td>
<td>5</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong> (note this is 35% of final grade for overall course)</td>
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</table>

VII. **Course Outline**
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,8</td>
<td>1</td>
<td><strong>Introductions, Syllabus Review</strong></td>
<td>Price &amp; Nelson (P &amp; N) preface &amp; Chapter 1</td>
<td>Post an intro on Canvas</td>
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<tr>
<td></td>
<td></td>
<td><strong>Knowing your students/Planning What to Teach</strong></td>
<td>W &amp; M – Intro</td>
<td></td>
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<tr>
<td>4,6,8,11</td>
<td>2</td>
<td><strong>Introduction to Understanding by Design/Objectives</strong></td>
<td>W &amp; M – Chp 1</td>
<td>Module 1</td>
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<tr>
<td>6,7,9,12</td>
<td>3</td>
<td><strong>21st century learners, Unpacking SOLs, Universal Design for Learning</strong></td>
<td>Visit cast.org website Additional Reading on Canvas</td>
<td>Module 2</td>
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<tr>
<td></td>
<td></td>
<td><strong>Planning What to Teach</strong></td>
<td>W &amp; M – Chp 1</td>
<td>Class Profile Due</td>
</tr>
<tr>
<td>2,3,4,5,8</td>
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<td><strong>The UbD template, Starting Points and Gathering Resources</strong></td>
<td>W&amp;M – Module B &amp; C P &amp; N Chapter 5</td>
<td>Module 3</td>
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<tr>
<td>11,10</td>
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<tr>
<td>3,4,8,9,</td>
<td>5</td>
<td><strong>Teaching Skills for focusing attention and presenting information</strong></td>
<td>P &amp; N Chapter 6</td>
<td>Module 4</td>
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<tr>
<td>11,10</td>
<td></td>
<td><strong>Group Work – bring SOLs</strong></td>
<td>Additional Readings On Canvas</td>
<td></td>
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<tr>
<td>8,9,11</td>
<td>6</td>
<td><strong>The UbD Template, Big Ideas, Monitoring Student Progress, and Groups</strong></td>
<td>P &amp; N Chapters 7 -8</td>
<td>Module</td>
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<tr>
<td>1-8, 11,</td>
<td>7</td>
<td><strong>Initial Unit Sketch/Selecting a process</strong></td>
<td>W &amp; M – Modules D P &amp; N Chapter 9</td>
<td>Module</td>
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<tr>
<td>12</td>
<td></td>
<td><strong>Selected Instructional Interventions</strong></td>
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<tr>
<td>1-8</td>
<td>8</td>
<td><strong>FALL BREAK</strong></td>
<td></td>
<td>Module</td>
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<tr>
<td>1-9</td>
<td>9</td>
<td><strong>Teaching Reading – Guest Lecturer</strong></td>
<td>P &amp; N Chapter 10</td>
<td>Module</td>
</tr>
<tr>
<td>1-12</td>
<td>10</td>
<td><strong>Implementation</strong></td>
<td>W &amp; M Modules E &amp; F P &amp; N Chapter 11</td>
<td>Module</td>
</tr>
<tr>
<td>1-9</td>
<td>11</td>
<td><strong>Teaching Math – Guest Lecturer Assessment/Evidence</strong></td>
<td>W &amp; M – Module G P &amp; N Chapter 12</td>
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<tr>
<td>1-8, 11</td>
<td>12</td>
<td><strong>Teaching Science and Social Studies - Guest</strong></td>
<td>P &amp; N Chapters 13 - 14</td>
<td>Draft Unit Plan due</td>
</tr>
<tr>
<td>1-8, 11</td>
<td>13</td>
<td><strong>Gathering Evidence and Learning for Understanding</strong></td>
<td>P &amp; N Chapters 15 -16</td>
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<tr>
<td>1-12</td>
<td>14</td>
<td><strong>Wrap Up</strong></td>
<td>P&amp; N Chapters 17-18</td>
<td>Final Unit Plan due</td>
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<tr>
<td>1-12</td>
<td>15</td>
<td><strong>Collaboration Project</strong></td>
<td>P&amp; N Chapters 19 - 21</td>
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**VIII. Evaluation System and Grading Scale:** This course is divided into work with the content area teacher, the lead teacher, and a practicum. Your grade is determined by averaging the grade you receive from your content area teacher and the grade from this section along with your grade from the practicum. Grades will be determined on a points-earned basis. A total of 100 points is possible in this course. Grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>80-86</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
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<tr>
<td>D</td>
<td>65-69</td>
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</tbody>
</table>

**IX. Course Policies and Procedures**

New Course Proposal Cover Sheet (July 2012)
**Honor Code:** In order to reaffirm commitment to the Honor System, the student shall write out in full and sign the following pledge on all quizzes, examinations, papers, and other assignments, as appropriate: “I hereby declare upon my word of honor that I have neither given nor received unauthorized help on this work.” *(Signature)* This pledge verifies that the work submitted is the student’s own and has been done in accordance with the requirements set forth by the instructor.

**Office of Disability Services:** The Office of Disability Services has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you receive services through the Office of Disability Services and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Bring your accommodation letter with you to the appointment. I will hold any information you share with me in strictest confidence unless you give me permission to do otherwise. If you have not made contact with the Office of Disability Services and need accommodations, (note taking assistance, extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability. Their phone number is 540-654-1266. The Office of Disability Services coordinates accommodations for students with disabilities, advises and assists in arranging accommodations and acts as a liaison between students and faculty / administration / staff on issues relating to accommodations. Each student may require a different approach in order to achieve equal access to programs and services. Their website is [http://academics.umw.edu/disability/](http://academics.umw.edu/disability/)

**Practicum:** SUCCESSFUL COMPLETION OF THE PRACTICUM IS AN ABSOLUTE PREREQUISITE FOR PASSING THIS COURSE. Should you fail to meet the obligations of your practicum, the instructor may withdraw you from your school assignment and assign you a failing grade.

**Writing Center:** The Writing Center offers assistance on all types of writing projects: reports, papers, cover letters and resumes, white papers, and research projects. The Writing Center can also help you prepare for in-class essay exams and for standardized tests that include essays such as the Praxis I writing exam. [http://academics.umw.edu/writing-fredericksburg/](http://academics.umw.edu/writing-fredericksburg/)

**University Emergency Information:** The purpose of the Emergency Information Hotline is to provide information to students, faculty, staff, and others about closings of the university (unplanned) due to weather or other safety hazard. The phone number is 540/654-2424 (hotline). Additional information [http://www.umw.edu/advisories/default.php](http://www.umw.edu/advisories/default.php) You can also call the Stafford campus main phone number – 540-286-8000. I will note a cancellation on Canvas and send you an email through Canvas as soon as I know, but I get my information the same way you do.

**Professional Code of Ethics Statement:** The Virginia Department of Education’s *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* require, under the performance standard “Professionalism,” that individuals “model professional, moral, and ethical standards as well as personal integrity in all interactions.” A Virginia license can be revoked for “conduct with direct and detrimental effect on the health, welfare, discipline, or morale of students (*Licensure Regulations for School Personnel, 2007.*)” The University Of Mary Washington College of Education rigorously upholds an ethical standard that insures the safety and learning of K-12 students. All students in this program must establish appropriate professional relationships with students, colleagues, families, and community groups. They must demonstrate self-control at all times. They must show respect for self and others and always project an image of professionalism and maintain professional boundaries.
During a field placement or a course, if a student’s conduct fails to uphold this standard, the program faculty reserves the right of immediate removal of that student from the field placement or course and dismissal from the program. Due process will be afforded the student, including the opportunity to appeal for reinstatement.

**Writing Expectations:** Organization, clarity, punctuation, spelling, grammar, and neatness are very important in any type of professional writing. Adequate performance in all of these areas is expected in the written products for this course. The Writing Center is available to students who need help in this area. All written assignments should be word processed, double spaced, and stapled. Follow APA format unless otherwise noted.

**Confidentiality:** All identifying names should be omitted from written work and class discussions.

**Classroom Demeanor:** Students will be expected to complete reading assignments before class, to come to class prepared, and to participate in class discussions and activities. Students and the instructor have a shared responsibility to establish and maintain a positive environment for inquiry, discussion, and the sharing of diverse opinions in the classroom. As every student in the class has equal rights to participate in class, no one student should engage in disruptive behavior that monopolizes the instructor’s time to the detriment of the class. Thus, the instructor will take appropriate action to maintain a positive learning environment.

It is the student’s responsibility to:
- Be respectful of the instructor and other students in your actions within and outside of the classroom.
- Prepare for class in advance and thoroughly.
- Use person-first language (e.g., boy with autism, child with schizophrenia, woman with intellectual disability) when speaking about persons with disabilities.
- Be prompt (arrive to class on time, meet assignment deadlines).
- Refrain from engaging in off-topic, side conversations.
- Use technology to facilitate and not hinder classroom instruction (turn off cell phones, no texting, do not use laptop computers during class time for social networking sites, email, surfing the Internet, or completing other coursework).
- Assist the instructor by indicating understanding or lack thereof of a concept, assignment, etc.

**Plagiarism:** Offering the work of another as one’s own, without proper acknowledgment, is plagiarism; therefore any student who fails to give credit for quotations or an essentially identical expression of material taken from publications, websites, and other reference works, or from the themes, reports, or other writings of another, is considered plagiarism.

**Changes to Syllabus:** The instructor reserves the right to change the class structure, activities, assignments, or readings to render the course more responsive to the needs of the class. Changes will be announced in class and posted on Canvas. It is your responsibility to be aware of any policy changes and adjust plans accordingly.

**Last Class Sessions:** Our last class session will involve consolidating what you have learned throughout the entire course.

**References:** All references should be cited in APA format. Refer to the APA summary document located in Assignments on Canvas for specific details.
**Highly Qualified Certification:** Classroom participation and successful completion of all course activities related to both the content area and special education section of this course will enable us to issue students a certificate from UMW indicating that you have met our standards for Highly Qualified Certificate in your chosen content area. This course meets state guidelines **only** as it was planned and therefore if you **cannot meet all requirements of the course in the semester, including completion of all class activities, you will not receive the Highly Qualified Certificate.**