UCONN
NEAG SCHOOL OF EDUCATION

Curricula & Courses Committee

TO: Neag School of Education Faculty

FROM: Alan Marcus, *Chair*

RE: Minutes of the Curricula & Courses Committee Meeting on December 16, 2015

<u>MINUTES</u>

A. <u>NEW COURSES</u>
   1. PROPOSED TITLE: EDCI 5165 – <u>Introduction to Deaf Education</u>; Three credits.
   In this course we will explore current issues and approaches to teaching deaf and hard of hearing students by examining historical trends and current research in deaf education, language policy, deaf culture, speech and hearing development, and deaf studies.

   RATIONALE: This course would be a core introductory course anchoring the proposed cross-endorsement in deaf education. Currently, no university in Connecticut offers a program focused on deaf education. This course would provide a foundation for those working to address consistent, critical teacher shortages for teachers of the deaf and hard of hearing in Connecticut and across the nation at the preschool, elementary, middle, and high school levels. *See attached Curricula Action Form for additional information.*

   APPROVED BY DEPARTMENT: December 2, 2015
   APPROVED BY C&C COMMITTEE: December 16, 2015

   2. PROPOSED TITLE: EDCI 5170 – <u>Literacy and Deafness</u>; Three credits.
   In this course, we will explore current issues and approaches to teaching reading and writing to deaf and hard of hearing students, and examine current research on literacy and deafness drawn from a range of relevant perspectives.

   RATIONALE: This course would be a core course in the proposed cross-endorsement in Deaf Education. Deaf and hard of hearing (D/hh) students as a group have a long history of difficulty acquiring literacy and demonstrating academic success in both specialized and mainstream settings. *See attached Curricula Action Form for additional information.*

   APPROVED BY DEPARTMENT: December 2, 2015
   APPROVED BY C&C COMMITTEE: December 16, 2015

B. <u>SYLLABUS GUIDE</u>
   Based on C&C committee discussion as well as feedback solicited by the chair to department heads, the document was updated for the purpose of guiding Neag faculty when creating a course syllabus. The document is now located on the Neag Intranet. *See attached guide.*

   APPROVED BY C&C COMMITTEE: December 16, 2015

UCONN
NEAG SCHOOL OF EDUCATION

CURRICULA ACTION REQUEST FORM

Neag School of Education Curricula and Courses Committee

Please follow the instructions on the form carefully and completely. Submit completed form and all requested information (that apply to specific action) electronically to the Chair, Curricula and Courses Committee at least two weeks prior to the committee meeting at which you want them reviewed. **All Neag School department heads must approve of action and departmental meeting minutes must be sent electronically with request form.

COURSE NUMBER EDCI 5165　　　　　　　Current ☐ Proposed X

COURSE TITLE Introduction to Deaf Education

INITIATING DEPARTMENT Curriculum & Instruction

CONTACT PERSON Hannah Dostal　　　U-BOX 3033

TELEPHONE 860.486.4397　E-MAIL Hannah.dostal@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Hannah Dostal

ACTION REQUESTED (check all that apply)

Course:　　　X new　　　☐ revision　☐ dropping course

Program/certificate/concentration: ☐ new　　☐ revision

DATE OF DEPARTMENTAL APPROVAL:

　　　Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Summer Year: 2016

CIRCULATION TO DEPARTMENTAL CHAIRPERSON
DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

 X EDCI　　　☐ EDLR　　☐ EPSY

INTERNAL USE ONLY:
DATE ENTERED INTO NSOE DATABASE
DATE FORMS SENT TO REGISTRAR
INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR

Complete the following sections ONLY if you are proposing a:

NEW COURSE:

1. PROPOSED TITLE AND COMPLETE CATALOG COPY:
(Include course credits and restrictions for registration)

Introduction to Deaf Education, 3 credits
In this course we will explore current issues and approaches to teaching deaf and hard of hearing students by examining historical trends and current research in deaf education, language policy, deaf culture, speech and hearing development, and deaf studies.

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

This course would be a core introductory course anchoring the proposed cross-endorsement in deaf education. Currently, no university in Connecticut offers a program focused on deaf education. This course would provide a foundation for those working to address consistent, critical teacher shortages for teachers of the deaf and hard of hearing in Connecticut and across the nation at the preschool, elementary, middle, and high school levels

UCONN is uniquely positioned to offer a first-class program in deaf education, and support a parallel research agenda in this critical area, because of its highly-regarded, well-established programs in Education, Literacy, Bilingual Education, American Sign Language (ASL), Linguistics, and Speech and Hearing Sciences. The combination of strengths across these areas is rare at any single university, but desperately needed in order to change academic outcomes for students who are d/hh (Jorgenson & Phillips, 2009; Dostal, Bowers, Wolbers & Gabriel, 2014).

A program of any length in the area of deaf education would be the first of its kind available in Connecticut and one of only two in New England. Moreover, this program would attract teachers from within and outside of Connecticut because of the availability of online and/or summer participation.

3. COURSE SYLLABUS (including course description and course outline)
Attached file name IntroToDeafness_Dostal

4. Supporting documentation that MUST be provided at the time of submission:
   a. Departmental minutes [File attached name   ]
   b. Department chairperson's (all departments) approval (email)
   c. Graduate School Transmittal form (if graduate course) [attached no]

EDCI 5165: Introduction to Deaf Education
University of Connecticut, Neag School of Education

Facilitator: Hannah Dostal, Ph.D.   **Meeting Time**: XX
Email: hannah.dostal@uconn.edu   **Course Room**: XX
Office: Gentry 401a   **Office Hours**: XX

Course Overview and Purpose
In this course, we will explore current issues and approaches to teaching deaf and hard of hearing students (d/hh) by examining historical trends and current research in deaf education, language policy, deaf culture, speech and hearing development, and deaf studies.

Learner Outcomes/Course Objectives
All class activities and discussions grow out of standards established by the Council on the Education of the Deaf. A detailed standards guideline is included at the end of this syllabus.

Students will demonstrate knowledge of:
1. the historical processes by which deaf education and communication methodologies evolved in the United States.
2. the etiologies of deafness and multiple disabilities, their prevalence, and their implications for educational/vocational programming and placement.
3. issues and challenges facing diagnosis and assessment, instrumentation, and their implications for service delivery.
4. historical, medical, and cultural perspectives on interactions between Deaf and hearing cultural groups.
5. societal perspectives on social, academic/educational, and vocational experiences of deaf children, adults, and their families.

Course Materials
Required Text
*   Marschark, M., & Hauser, P (2012). *How Deaf Children Learn: What parents and teachers need to know.* New York: Oxford University Press. ISBN: 0195389751.
*   Lane, H., Hoffmeister, R., & Bahan, B. (1996) *A Journey into the Deaf-World*. San Diego, CA: DawnSignPress.

Technology: Throughout the semester, we will use HuskyCT and Google Drive. Please ensure that you can access and up/download files using both programs. If you need additional support, please contact Husky Tech Support (http://huskytech.uconn.edu/huskytech_services.html) and/or review the following tutorials.

*   http://g.uconn.edu/services/google-drive/
*   https://support.google.com/drive/?hl=en#topic=14940
*   https://www.youtube.com/watch?v=-HU9Z5gtQVk

Course Expectations

All assignments are due by 4pm on the date listed and should be submitted where indicated. Turning in an assignment late will result in a 5% point deduction per day that it is late. If you anticipate that you will be submitting an assignment late, please email me. If for any reason you need additional support or would like to discuss an assignment, please contact me immediately so that we may develop a plan to move you toward project completion and understanding.

You may choose to redo one assignment. You must return the revised assignment to me within two weeks after earning your initial grade. Include your original assignment with my comments when submitting your revised assignment. An assignment submitted for reconsideration will not receive a lower grade. It will either receive the same grade or a higher grade.

Please be sure to make and keep backup copies of your work. In the event that I cannot find your assignment, and you believe you have handed it in, I will expect you to be able to produce a backup copy upon request.

Assignments

Assignments	Pts. Possible	% of Grade	Pts. Earned
Class Discussion, Learning Module 1	5	5%	
Class Discussion with 2 responses, Modules 2-6	25	25%	
Instructional Practices	20	20%	
Evaluation of 2 Colleagues' Descriptions	10	10%	
Self-Evaluation of Description	10	10%	
School Visit Description	30	30%	
Total	*100*	*100%*	*/100*

Grading Scale: 93-100% A; 90-92% A-; 87-89 B+; 83-86 B; 80-82 B-; 78-79% C+; 72-77% C; 70-71 C-; 60-69%D; Below 60% F

Class Discussions
Learning Module 1
- Discussion- After watching *Sound and Fury* and *Waiting on the World to Change,* engage in the class discussion via the online discussion board.

Learning Module 2, 3, 4, 5, 6
- Discussion- After 1) reading the required chapters and 2) watching the module videos, engage in the class discussion via the online discussion board (specific questions will be posted). You should consider how the information presented in the assigned videos is supporting your learning of the material presented in your text. You should also briefly comment/reflect on two of your colleagues' posts.

Instructional Practices
Learning Module 2, 3, 4
- Instructional Practices:
    a) Instructional Practices- Describe instructional practices used with deaf and hard or hearing students while comparing and contrasting these practices with those used in general and special education. This assignment is open from XX-XX.
    b) Evaluating Colleagues' Descriptions- The following week (XX-XX), you will evaluate two colleagues' descriptions (see above) by providing additional thoughts and constructive feedback. Since will be evaluating your colleagues' work the following week, you should note that you will have acquired additional information about deafness. Use the new content/information when reviewing and responding to your colleagues' work.
    c) Self-Evaluation- During the week of XX-XX, you will evaluate your own completed assignment. Consider what you might add or change based on the new content presented as well as consider how you might incorporate your colleagues' feedback.

School Visit
Visit a local school serving deaf children in order to observe educational practices, communication approaches, and cultural differences and similarities. You will provide a written description of the visit (more information will be provided). Due during Module 5.

Course Overview

Module (2 weeks)	Topic	Readings	Graded Activities
Learning Module 1 *Open: XXdate*	Introduction to Deafness & Deaf Ed.	Chapters 1-3, MH Chapter 1, LHB	Discussion Board, open *XXdate*
Learning Module 2 *Open: XXdate*	Causes of Deafness; Family Interactions	Chapters 2, 12-13 LHB	Discussion Board, open *XXdate*
Learning Module 3 *Open: XXdate*	Language & Communication	Chapters 4-5, MH Chapter 3LHB	Discussion Board, open *XXdate*
Learning Module 4 *Open: XXdate*	Deaf Cognition	Chapters 6-8, MH	Discussion Board, open *XXdate*
Learning Module 5 *Open: XXdate*	School Programs & Placements	Chapters 9-10, MH Chapters 7-8 LHB	Discussion Board, open *XXdate*
Learning Module 6 *Open: XXdate*	The Deaf Education Classroom	Chapters 11-12, MH	Discussion Board, open *XXdate*

MH= Marschark & Hauser text; LHB= Lane, Hoffmeister, & Bahan text

University and Course Policies

Academic Integrity: *This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of this course, we will discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn's [guidelines for academic integrity](#).*

Plagiarism Policy: *We will follow the guidelines of the First-Year Writing Program's [Statement on Plagiarism](#). Please read this statement and notify your instructor if you have any concerns about your ability to conform to these guidelines. Also see the UConn Library's [Research 101](#) tutorial for details.* It is helpful to spend some time, either online or in the classroom, reviewing examples of what constitutes plagiarism; many students enter higher education not fully understanding that one phrase or idea, not credited to its originator, constitutes plagiarism.

Accommodations for Persons with Disabilities: The University of Connecticut provides accommodations in accordance with the Americans' with Disabilities Act and Section 504 of the Rehabilitation Act for students with documented disability labels on an individual basis. The University's Office of Disability Services will work with you to determine accommodations. For more information, please visit: http://www.csd.uconn.edu/. To discuss your approved accommodations or other concerns, such as medical emergencies or arrangements in case the building must be evacuated, please make an appointment to meet with me as soon as possible.

University Writing Center*:* All UConn students are invited to visit the University Writing Center for individualized tutorials. You should come with a copy of the assignment you are working on, a current draft (or notes if you are not yet at the draft stage), and ideas about what you want out of a session. Tutorials run 45 minutes and are free. You can drop in or make an appointment. For hours, locations, and more information, please go to writingcenter.uconn.edu.

Confidentiality Clause*:* To protect the confidentiality of those we work with, please do not use real names of any teacher, administrator, parent, interpreter or student in any written or oral presentation of material. You may use a pseudonym or simply refer to the persons as "teacher", "student", etc. In addition, the information you collect as a part of any class project may not be made public in written, oral or video form to audiences outside the classroom.

Inclement Weather: This class will follow the Central Administration's decisions about closure of the campus due to weather. Students are advised to prioritize their own safety in making weather-related travel decisions. In the event of a canceled class, watch for an e-mail from me about how we will adapt course readings and assignments.

CED, Council on the Education of the Deaf
http://councilondeafed.org/standards.html

Standard 1: Foundations
DH1K1 Incidence and prevalence figures for individuals who are deaf and hard of hearing.
DH1K2 Sociocultural, historical, and political forces unique to deaf education.
DH1K3 Etiologies of hearing loss that can result in additional learning challenges.
DH1S1 Explain historical foundations and research evidence upon which educational practice is based.
DH1S2 Develop and enrich cultural competence relative to the Deaf community.

Standard 2: Development and characteristics of Learners
DH2K1 Cognitive and language development of individuals who are deaf and hard of hearing.
DH2K2 Effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of the individuals who are deaf or hard of hearing.

Standard 3: Individual learning differences
DH3K1 Influence of experience and educational placement on all developmental domains
DH3K2 Influence of cultural identity and language on all developmental domains.

Standard 4: Instructional strategies
DH4K1 Visual tools and organizers that support content mastery and retention by individuals who are deaf or hard of hearing.
DH4S1 Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing.
DH4S2 Provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or the signed language indigenous to the Deaf community.
DH4S3 Apply first and second language teaching strategies to the instruction of the individual.
DH4S4 Provide balance among explicit instruction, guided instruction, peer learning, and reflection.

Standard 5: Learning environments/social interactions
DH5K1 Influence of family communication and culture on all developmental domains.
DH5S1 Provide ongoing opportunities for interactions between individuals who are deaf or hard of hearing with peers and role models who are deaf or hard of hearing.
DH5S2 Provide access to incidental language experiences.
DH5S3 Prepare individuals who are deaf or hard of hearing to use interpreters.
DH5S4 Manage assistive technology for individuals who are deaf or hard of hearing.
DH5S5 Design a classroom environment that maximizes opportunities for visual and/or auditory learning and meets developmental and learning needs.

Standard 6: Language
DH6K1 Components of linguistic and non-linguistic communication.
DH6K2 Importance of early intervention to language development.

DH6K3 Effects of sensory input on the development of language and learning.
DH6K4 Spoken and visual communication modes.
DH6K5 Current theories of the development of spoken language and signed languages.
DH6S1 Apply strategies to facilitate cognitive and communicative development.
DH6S2 Implement strategies for stimulating and using residual hearing.
DH6S3 Facilitate independent communication in all contexts.
DH6S4 Communicate proficiently in spoken language or the Sign Language indigenous to the Deaf community.
DH6S5 Implement strategies for developing spoken language in orally communicating students and sign language proficiency in signing students.

Standard 7: Instructional planning
DH7K1 Model programs for individuals who are deaf or hard of hearing.
DH7S1 Use specialized technologies, resources, and instructional strategies unique to students who are deaf or hard of hearing.
DH7S2 Plan and implement transitions across service continuums.
DH7S3 Integrate language instruction into academic areas.
DH7S4 Plan instruction to address academic content standards.
DH7S5 Develop successful inclusion experiences.

Standard 8: Assessment
DH8K1 Specialized terminology used in assessing individuals who are deaf or hard of hearing.
DH8S1 Administer assessment tools using the students preferred mode and language of communication.
DH8S2 Develop specialized assessment procedures that allow for alternative forms of expression.
DH8S3 Collect and analyze spoken, signed, or written communication samples.

Standard 9: Professional and ethical practice
DH9K1 Roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing.
DH9K2 Professional resources relevant to the field of education of individuals who are deaf or hard of hearing.
DH9S1 Participate in activities of professional organizations in the field of deaf education.
DH9S2 Increase proficiency and sustain a life-long commitment to maintaining instructional language competence.

Standard 10: Collaboration
DH10K1 Services, organizations, and networks that support individuals who are deaf or hard of hearing.
DH10S1 Provide families with support to make informed choices regarding communication modes, philosophies, and educational options.

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COURSE NUMBER EDCI 5170   Current ☐ Proposed X

COURSE TITLE Literacy and Deafness

INITIATING DEPARTMENT Curriculum & Instruction

CONTACT PERSON Hannah Dostal   U-BOX 3033

TELEPHONE 860.486.4397   E-MAIL Hannah.dostal@uconn.edu

PROPOSED COURSE INSTRUCTOR(S) Hannah Dostal

ACTION REQUESTED (check all that apply)

Course: X new   ☐ revision   ☐ dropping course

Program/certificate/concentration: ☐ new   ☐ revision

DATE OF DEPARTMENTAL APPROVAL:

        Departmental Minutes (must be included electronically)

PROPOSED IMPLEMENTATION DATE: Semester: Fall Year: 2016

CIRCULATION TO DEPARTMENTAL CHAIRPERSON
DEPARTMENT CHAIRPERSON APPROVAL (attach ALL replies electronically):

 X EDCI   ☐ EDLR   ☐ EPSY

INTERNAL USE ONLY:
DATE ENTERED INTO NSOE DATABASE
DATE FORMS SENT TO REGISTRAR
INDIVIDUAL COMPLETING SUBMISSION TO REGISTRAR

Complete the following sections ONLY if you are proposing a:

<u>**NEW COURSE:**</u>

1. PROPOSED TITLE AND COMPLETE CATALOG COPY:
(Include course credits and restrictions for registration)

Literacy and Deafness, 3 credits
In this course, we will explore current issues and approaches to teaching reading and writing to deaf and hard of hearing students, and examine current research on literacy and deafness drawn from a range of relevant perspectives.

2. RATIONALE FOR ACTION REQUESTED (Use additional sheets as necessary):

This course would be a core course in the proposed cross-endorsement in Deaf Education. Deaf and hard of hearing (D/hh) students as a group have a long history of difficulty acquiring literacy and demonstrating academic success in both specialized and mainstream settings. Despite largely isolated efforts in the areas of speech-language pathology, linguistics, cognitive psychology and education, trends in achievement, especially on assessments of language and literacy, have been low and stagnant (Gallaudet Research Center, 2004), and research to support stronger educational outcomes has failed to accumulate in supportive ways (Luckner et al., 2005). UCONN is uniquely positioned to offer a first-class program in deaf education because of the highly-regarded, well-established programs in Literacy, Bilingual Education, ASL, Linguistics and Speech and Hearing Sciences. The combination of strengths across these areas is rare at any single university, but desperately needed in order to change outcomes for students who are d/hh.

A course on literacy and deafness is unique at any university and would be the only one of its kind taught by full-time faculty at a university in New England. A 3-credit graduate course offering allows a rigorous, sustained focus on this important topic.

3. **COURSE SYLLABUS** (including course description and course outline)
Attached file name Literacy&Deafness_Dostal

4. Supporting documentation that MUST be provided at the time of submission:
a. Departmental minutes [File attached name   ]
b. Department chairperson's (all departments) approval (email)
c. Graduate School Transmittal form (if graduate course) [attached no]

EDCI 5170: Literacy and Deafness
University of Connecticut, Neag School of Education

Facilitator: Hannah Dostal, Ph.D.   **Meeting Time**: XX
Email: hannah.dostal@uconn.edu   **Course Room**: XX
Office: Gentry 401a   **Office Hours**: XX

Course Overview
In this course, we will explore approaches to assessing and teaching reading and writing to K-12 deaf and hard of hearing (d/hh) students by examining current research on literacy and deafness drawn from a range of relevant perspectives. We will analyze and synthesize research related to literacy development generated within the larger field of education, and we will also study classroom/school contexts serving d/hh students.

Learner Outcomes/Course Objectives
All class activities and discussions grow out of standards established by the Council on the Education of the Deaf in conjunction with Connecticut's Common Core of Teaching (CCCT). A detailed standards guideline is included at the end of this syllabus.

Participants will demonstrate knowledge of (or an ability to):
1. the influence of individual experiences, differing learning styles, talents and prior learning, as well as language, culture, family and community values on d/hh students' learning and how to adapt instruction to fit student characteristics and styles within various learning environments;
    - CCCT: 1.2, 1.6, 2.1; CED: DH3K1, DH3K2, DH5K1
2. techniques for creating effective bridges between curriculum goals and d/hh students' experiences (e.g., modeling, guided practice, independent practice, anticipating preconceptions, encouraging exploration and problem solving, building new skills on those previously acquired);
    - CCCT: 1.5, 1.6, 2.1, 2.3, 2.4, 2.6, 3.2, 3.3, 4.1, 4.3, 4.4, 4.5; CED: DH3K1, DH3K2, DH4K1, DH4S2, DH4S4
3. using first & second language teaching strategies to encourage literacy in English and/or ASL;
    - CCCT: 1.1., 1.2, 1.4, 1.6, 2.1, 2.2, 2.4, 2.6, 4.1, 4.34.6, 4.7; CED: DH4S3,DH5S3, DH6K1, DH6S5
4. interactive and language-based instructional strategies to enhance d/hh students' cognitive processes during literacy instruction (i.e., critical thinking, creative thinking, higher-order thinking, inquiry, inductive and deductive thinking, problem solving);
    - CCCT: 1.4, 1.5, 2.2, 2.5, 2.6, 4.3, 4.5; CED: DH4S2, DH5S5, DH6S1, DH6S3, DH7S3
5. read, understand, and apply articles and books about current research, views, ideas, and debates regarding best practices for teaching reading & writing to d/hh students.
    - CCCT: 1.4, 3.2, 3.4, 3.6; CED: DH1S1, DH2K1, DH7K1, DH7S2, DH9K2
6. traditional & current strategies for fostering written language development in d/hh students;
    - CCCT: 1.2, 1.4, 1.5, 1.6, 2.1, 2.2, 2.6, 4.1, 4.3, 4.4, 4.5, 4.7; CED: DH4K1, KH4S2, KH4S3, DH7S1, DH73S
7. how to select, adapt & design instruments for assessing the literacy learning of d/hh students;
    - CCCT: 2.7, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8; CED: DH8S1, DH8S2, DH8S3

Course Readings
Required Text
- Schirmer, B. (2000). *Language & Literacy Development in Children who are Deaf* (2nd Ed.). New York: Pearson.

Additional Professional Readings
- In order to be responsive to your interests, additional readings may be announced weekly. These will be posted online; it is your responsibility to download the articles.

Course Expectations
Materials
We will use Google Drive, accessed through UConn, throughout this course. Please ensure that you can access Google Drive as well as upload and download files. If you are unfamiliar with Google Drive, please visit UConn's support page and review the tutorials below.
- http://g.uconn.edu/services/google-drive/ (UConn Support)
- https://support.google.com/drive/?hl=en#topic=14940
- https://www.youtube.com/watch?v=-HU9Z5gtQVk

Attendance
When absent, you are expected to make arrangements for getting information about the missed class (e.g., content, assignment information, etc.) from a classmate and for handing in assignments that are due on the date that you miss class.

Participation
Class participation is vital to the success of this cooperative learning experience. You will routinely be asked to present, discuss, model, reflect and listen carefully to your peers. Thus, your thoughtful participation adds value to the course for everyone involved. Participation is worth up to 2 points per class session (20 points possible). Points are divided equally between *preparation* and *meaningful participation*. In this class, meaningful participation is defined as making frequent contributions to discussion and activities while being respectfully responsive to others in the class.

Assignments
- *Literacy Instruction Project:* See directions for this assignment at the end of the syllabus.
- *Snapshot Assignments:* The snapshot assignment requires you to focus on a *specific* strategy/approach (e.g., focusing on principles of dialogic inquiry, mediating language learning, leading a shared writing experiencing, creating and using a visual scaffold, etc.). You will complete a snapshot form (provided) and share your work with your classmates.

Assignments	Points Possible	Points Earned
"Snapshots", 2 due throughout the semester, 25 pts ea.	50	
Literacy Instruction, Part A- Alignment	80	
Literacy Instruction, Part B- Instruction	150	
Literacy Instruction, Part C- Overall Reflection & Critique	40	
Literacy Instruction, Presentation	30	
Total	*350*	*/350*

Grading Scale: 93-100% A; 90-92% A-; 87-89 B+; 83-86 B; 80-82 B-; 78-79% C+; 72-77% C; 70-71 C-; 60-69%D; Below 60% F

Please be sure to make and keep backup copies of your work. In the event that I cannot find your assignment, and you believe you have handed it in, I will expect you to be able to produce a backup copy upon request.

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Accommodations for Persons with Disabilities: The University of Connecticut provides accommodations in accordance with the Americans' with Disabilities Act and Section 504 of the Rehabilitation Act for students with documented disability labels on an individual basis. The University's Office of Disability Services will work with you to determine accommodations. For more information, please visit: http://www.csd.uconn.edu/. To discuss your approved accommodations or other concerns, such as medical emergencies or arrangements in case the building must be evacuated, please make an appointment to meet with me as soon as possible.

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Confidentiality Clause: To protect the confidentiality of those we work with, please do not use real names of any teacher, administrator, parent, interpreter or student in any written or oral presentation of material. You may use a pseudonym or simply refer to the persons as "teacher", "student", etc. In addition, the information you collect as a part of any class project may not be made public in written, oral or video form to audiences outside the classroom.

Inclement Weather: This class will follow the Central Administration's decisions about closure of the campus due to weather. Students are advised to prioritize their own safety in making weather-related travel decisions. In the event of a canceled class, watch for an e-mail from me about how we will adapt course readings and assignments.

Standards Guidelines
CED, Council on the Education of the Deaf *http://councilondeafed.org/standards.html*

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DH2K2 Effects of the interrelationship among onset of hearing loss, age of identification, and provision of services on the development of the individuals who are deaf or hard of hearing.

Standard 3: Individual learning differences
DH3K1 Influence of experience and educational placement on all developmental domains
DH3K2 Influence of cultural identity and language on all developmental domains.

Standard 4: Instructional strategies
DH4K1 Visual tools and organizers that support content mastery and retention by individuals who are deaf or hard of hearing.
DH4S1 Develop proficiency in the languages used to teach individuals who are deaf or hard of hearing.
DH4S2 Provide activities to promote print literacy and content area reading and writing through instruction via spoken language and/or the signed language indigenous to the Deaf community.
DH4S3 Apply first and second language teaching strategies to the instruction of the individual.
DH4S4 Provide balance among explicit instruction, guided instruction, peer learning, and reflection.

Standard 5: Learning environments/social interactions
DH5K1 Influence of family communication and culture on all developmental domains.
DH5S1 Provide ongoing opportunities for interactions between individuals who are deaf or hard of hearing with peers and role models who are d/hh.
DH5S2 Provide access to incidental language experiences.
DH5S3 Prepare individuals who are deaf or hard of hearing to use interpreters.
DH5S4 Manage assistive technology for individuals who are deaf or hard of hearing.
DH5S5 Design a classroom environment that maximizes opportunities for visual and/or auditory learning and meets developmental & learning needs.

Standard 6: Language
DH6K1 Components of linguistic and non-linguistic communication.
DH6K2 Importance of early intervention to language development.
DH6K3 Effects of sensory input on the development of language and learning.
DH6K4 Spoken and visual communication modes.
DH6K5 Current theories of the development of spoken language and signed languages.
DH6S1 Apply strategies to facilitate cognitive and communicative development.
DH6S2 Implement strategies for stimulating and using residual hearing.
DH6S3 Facilitate independent communication in all contexts.
DH6S4 Communicate proficiently in spoken language or the Sign Language indigenous to the Deaf community.
DH6S5 Implement strategies for developing spoken language in orally communicating students and sign language proficiency in signing students.

Standard 7: Instructional planning
DH7K1 Model programs for individuals who are deaf or hard of hearing.
DH7S1 Use specialized technologies, resources, and instructional strategies unique to students who are deaf or hard of hearing.
DH7S2 Plan and implement transitions across service continuums.
DH7S3 Integrate language instruction into academic areas.
DH7S4 Plan instruction to address academic content standards.
DH7S5 Develop successful inclusion experiences.

Standard 8: Assessment
DH8K1 Specialized terminology used in assessing individuals who are deaf or hard of hearing.
DH8S1 Administer assessment tools using the students preferred mode and language of communication.
DH8S2 Develop specialized assessment procedures that allow for alternative forms of expression.
DH8S3 Collect and analyze spoken, signed, or written communication samples.

Standard 9: Professional and ethical practice
DH9K1 Roles and responsibilities of teachers and support personnel in educational practice for individuals who are deaf or hard of hearing.
DH9K2 Professional resources relevant to the field of education of individuals who are deaf or hard of hearing.
DH9S1 Participate in activities of professional organizations in the field of deaf education.
DH9S2 Increase proficiency and sustain a life-long commitment to maintaining instructional language competence.

Standard 10: Collaboration
DH10K1 Services, organizations, and networks that support individuals who are deaf or hard of hearing.
DH10S1 Provide families with support to make informed choices regarding communication modes, philosophies, and educational options.

CCCT, *Connecticut Common Core of Teaching*
http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320862

Demonstrations of Knowledge:

1.1 understanding of student learning & development

1.2 understanding of need for different learning approaches

1.3 proficiency in reading, writing and mathematics

1.4 understanding of central concepts & skills, tools of inquiry and structures of discipline(s)

1.5 knowledge of how to design and deliver instruction

1.6 recognition of need to vary instructional methods

Application of Knowledge:

2.1 instructional planning based upon knowledge of subject, students, curriculum & community

2.2 selection and/or creation of learning tasks that make subject meaningful for students

2.3 establishment and maintenance of appropriate behavior standards and creation of positive learning environment

2.4 creation of instructional opportunities supporting students' academic, social and personal development

2.5 use of verbal, nonverbal and media communication fostering individual and collaborative inquiry

2.6 employment of various instructional strategies in support of critical thinking, problem solving and skills demonstration

2.7 use of various assessment techniques to evaluate student learning & modify instruction

Demonstration of Professional Responsibility:

3.1 professional conduct in accordance with the Code of Professional Responsibilities for Teachers

3.2 shared responsibility for student achievement and well-being

3.3 continuous self-evaluation regarding choices & actions on students and school community

3.4 commitment to professional growth

3.5 leadership in the school community

3.6 demonstrations of a commitment to students and a passion for improving the profession

Instruction for Active Learning:

4.1 Using a variety of evidence-based strategies to enable students to apply and construct new learning

4.2 Using technological and digital resources strategically to promote learning

4.3 Leading students to construct meaning through the use of active learning strategies such as purposeful discourse and/or inquiry-based learning

4.4 Varying the student and teacher roles in ways that develop independence and interdependence with the gradual release of responsibility to students

4.5 Using differentiated instruction and supplemental interventions to support students with learning difficulties, disabilities and/or particular gifts and talents

4.6 Monitoring student learning and adjusting teaching during instruction in response to student performance and engagement in learning tasks

4.7 Providing meaningful, appropriate and specific feedback to students during instruction to improve their performance

Assessment for Learning:

5.1 Understanding the different purposes and types of assessment that capture the complexity of student learning across the hierarchy of cognitive skills

5.2 Using and/or designing a variety of formative and summative assessments and criteria that directly align with the learning objectives and value the diversity of ways in which students learn

5.3 Using a comprehensive set of data that provides depth and breadth of understanding of student achievement at a particular point in time and over time

5.4 Collaborating with colleagues to review and interpret assessment data to monitor and adjust instruction to ensure students' progress

5.5 Providing students with assessment criteria and individualized, descriptive feedback to help them improve their performance and assume responsibility for their learning

5.6 Supporting students' progress by communicating academic and behavioral performance expectations and results with students, their families and other educators

5.7 Understanding the role that lack of opportunity to learn, lack of effective instruction, and assessment bias can play in the overrepresentation in special education of students with cultural, ethnic, gender and linguistic differences

5.8 Using academic, behavioral and health data to select and/or design interventions, and assist in the development of individualized education programs for students with disabilities.

Topic	Readings Due	Assignments Due
• Introduction		
• Introduction to language, culture, & background experiences	• Chapter 1 • VL2 briefs- bilingual ed; benefits of bilingualism	
• Reading & writing process/ development	• VL2 brief- reading research of deaf children • Chamberlain & Mayberry (2000)	• Identify the class/students you will use for your project
• Comprehension & gradual release	• Chapter 2 • Gill (2008), Comp. Matrix	
• Acquiring English as an L2 via print	• Hoffmeister (2014) • Allen et al (2009)	• Post your writing samples & objectives online
• Current considerations of English phonology for Deaf readers	• Mayberry, del Giudice, & Lieberman (2011)	
• fingerspelling • vocabulary/ word consciousness in a bilingual environment/ fluency	• VL2 fingerspelling brief • Humphries (2008) • Morford et al. (2011)	
• Set reading, writing & language objectives based on CCSS & IEPs • Evaluate student writing samples	• Chapter 3 • Herzig (2014)	• Bring a class set of writing samples & student IEP goals for reading/writing/language
• Interactive instruction • Genre writing transfer	• Chapter 4 • Interactive overview (2014)	•
• Strategic instruction • Contextualizing instruction	• Graham (2008)	• **Literacy Instruction: Part A** • *Begin providing instruction (1 lesson due by XX)*
• Strategic instruction • Contextualizing instruction	• Graham & Harris (2005)	
• Metalinguistic awareness/ linguistic competence	• Wolbers, Graham, Dostal, & Bowers (2014)	
• Metalinguistic awareness/ linguistic competence, cont.	• Dostal & Wolbers (2014)	
• Case study workshop: Instruction in different contexts (e.g., proficient at code-switching, various grade levels, etc.)	• Chapter 5	• Bring case study materials • Bring questions
• Case study workshop: Instruction in different contexts (e.g., proficient at code-switching, various grade levels, etc.) • Develop a plan for individual conference	• Self-selected text	
• Individual conferences	• Chapter 6	• **Literacy Instruction: Part B**
• Instruction in different contexts (presentations)		• **Presentation**- present a video clip with your reflection (Parts B & C)
• Finals		• **Literacy Instruction: Part C** • Revisions

Literacy Instruction Project

Your most important work this semester will be to integrate your own course learning into the everyday teaching of your students. It is critical that you have the opportunity to plan, attempt and reflect on the practices we discuss. You will facilitate two reading/writing lessons that integrate strategies and approaches discussed in class; however, it is highly recommended that on multiple occasions during the semester you provide instruction that integrates the strategies and approaches discussed during class in order to more fully develop your instruction.

Part A: Student Profiles, Evaluation of Writing, & Curriculum Alignment

Student Writing Samples & Evaluation: In order to design and deliver responsive writing instruction, you will collect and evaluate writing samples from each student in your class. In your evaluation of the students' writing, you should describe students' strengths at the word-, sentence- and discourse-level. Your evaluation should also include a description of writing skills at the word-, sentence, and discourse-level that still need to be developed.

Reading, Writing & Language Objectives: During class we will discuss that the delivery of your reading/writing instruction will require you to make moment-to-moment decisions that are responsive to students' needs; however, it is essential that you identify areas in which students need direct instruction, modeling, think alouds, etc. By creating objectives prior to the lesson, you will be aware of specific reading, language and writing skills that need to be incorporated during instruction. Based on your evaluation of your students' writing and reading, you will identify at least 2 language, 2 writing, and 2 reading objectives that are slightly above your students' current ability.

You will align your instruction with the Common Core State Standards (CCSS) for English Language Arts by creating objectives that address the Anchor Standards for reading, writing and language (http://www.corestandards.org/). Align objectives you choose with individual student objectives from their IEPs that will be targeted during instruction. You may or may not have IEP goals that align with your instructional plan.

Create a chart that shows how the students' objectives align with the CCSS and/or IEP goals. You may set up the "writing & language objective" section of this assignment following the format below.

Objectives from Part A	CCSS	IEP goals
Writing Objective 1 (discourse-level objective):	*[state here anchor standard and benchmarks with corresponding grade level(s)]*	*[state here by student]*
Writing Objective 2:		
Language Objective 1 (word or sentence level objective):		
Language Objective 2:		
Reading Objective 1:		
Reading Objective 2:		

Student Profiles: With your evaluation, you will also provide student profiles so your classmates and I can better understand the choices you make during instruction. Without referring to specific children by name (i.e., use pseudonyms or labels such as student 1, student 2, etc.), you will provide some combination of the information listed below for each student in your classroom. If you teach several classes during the day, please choose one class. This will be the class in which you later teach two reading/writing lessons.

STUDENT PROFILE	Student 1	Student 2	Student 3
Age			
Grade			
Gender			
Race/ ethnicity			
Hearing loss without amplification (i.e., dB for better ear averaged across frequencies, indicate sloping)			
Response to amplification or CI (aided dB & use of amplification, e.g., daily, infrequent...)			
Current communication ability and system (e.g., characterize language delays, indicate preferred mode/method of expressed communication, language/communication goals)			
Home language & parental involvement			
Additional disability label(s)			
Motivation to read and write			
Present levels of performance on formal literacy assessments			
Other factors			

Submission Information: In your folder, save all Part A documents in the Part A folder. Part A will be submitted electronically as three Google documents saved as the name of the headings.

Part B: Instruction

Instructional Log: You will document your instruction by providing a brief summary of your two experiences (form will be provided). The form will include questions such as: What was the purpose for writing? What objectives were address and when/how? What is the evidence of student learning form this lesson? What went well and why? What didn't go well and why? You may wish to comment on successful moments, concepts that were difficult, student participation, topics of discussion, activity adaptations, etc.

Lesson Artifacts: Second, you will turn in artifacts from your lessons in a digital format (e.g., pictures, screenshots). Examples of artifacts include: visual scaffolds, collaborative work, constructed text, etc.

Videotaped Lessons & Evaluation: You will videotape two lessons that incorporate the strategies and approaches discussed in class. After you have taped two lessons, select one ten-minute segment (or two five-minute segments) from each lesson that you will submit electronically. You will upload one self-evaluation for each lesson (form will be provided). After you have submitted your video clips and self-evaluation form, we will set-up time to talk about the videos (conference). In addition, you will share one of your clips (no more than ten-minutes) with the class and describe the principles demonstrated in your video clip.

- Across your video clips, you should demonstrate instruction that includes (be ready to share this):
  - Dialogue between student-teacher and student-student
  - Language scaffolding (e.g., holding zone, comparing languages, etc.)
  - Teacher taking up student ideas
  - Co-construction of text during guided writing
  - Planning/organizing text
  - Guided reading

Directions for video capture and editing can be provided upon request. Double-check that your videos playback after uploading (.mov is typically the best file format to use).

NIP-it Lesson: After teaching one to two lessons, determine an area that your class could benefit from a NIP-it lesson. Complete the NIP-it planning form (form will be provided) and develop the lesson materials. Give specific consideration to how to later re-contextualize (P) the knowledge into the authentic writing activity. You might consider visual prompts, an editing checklist, etc. Turn in a picture of your materials and describe your plan for implementation/delivery.

Submission Information: In your electronic folder, save all Part B documents in the Part B folder. Part B will be submitted electronically as separate Google documents (instructional log, lesson artifacts, evaluation, NIP-it lesson). Your video clips will be uploaded as .mov (or .mp4) files. One video clip will be shared with the class during class time.

Part C: Overall Reflection and Critique

Reflection/Critique: After you have planned and taught at least two lessons and we have discussed your video clips, you will revisit your teaching by viewing your entire videotaped sessions. You will provide a critical reflection using the self-evaluation sheet as your guide for thinking and talking about your teaching. In your reflection and critique, you are to discuss elements that were carried out well, address areas that you wish to improve, and briefly talk about where you would go in the next lesson with this particular group of students. In essence, try to answer these questions: What went well and why? What would you do differently next time? What would you do next with these students? What did you learn about yourself as a result of watching this tape? Be sure to include examples.

Your reflection can be submitted 1) in ASL, 2) in spoken English, 3) in written English. All reflections, regardless of mode or language, should be planned and organized before delivered. If you choose to submit your reflection in ASL or spoken English, you will videotape yourself and submit it electronically. Your reflection/critique should be approximately 10 minutes or 3 pages (double spaced).

Submission Information: In your electronic folder, save all Part C documents. Part C will be uploaded as either a .mov/.mp4 or a Google document.

Teachers & Practitioners: Literacy Instruction Project	Points Possible
Student profile narratives (Part A)	20
Writing sample evaluation (Part A)	40
Aligned and balanced instructional objectives (Part A)	20
Instructional Log (Part B)	30
Artifacts (Part B)	20
Video and self-evaluation (Part B)	60
Conference (Part B)	20
NIP-it lesson plan with all N-I-P parts & materials (Part B)	20
Reflection and Critique (Part C)	40
Class presentation of lesson with reflection (Parts B & C)	30
Total	*300*

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- English/Language Common Core State Standards, K-12; and Literacy in History/Social Studies, Science, and Technical Subjects Common Core State Standards (free download)

Please use the following as a guide for what to include in a new or updated syllabus submitted for review by the Neag C&C Committee.

Course Name and Number (ask your department chair for a number if submitting a new course).

Contact information and office hours - List your classroom, office and office hours (or have a placeholder if not yet know). Also provide all applicable contact information (phone numbers, email addresses, etc.). If you plan to use the email tools in HuskyCT or another platform include this information.

Course Description - Provide a detailed description of the course that includes an overview of the course's purpose, overall goals, major topics covered, and any other relevant information. The description should include more details than just the short course catalog copy. The audience for the description includes students but also involves UConn reviewers outside of Neag and possibly accreditation reviews for certain programs.

Course Goals and Objectives - Include specific course goals and student-learning objectives; these goals and objectives should be articulated for your students (in a paragraph or a few sentences and a bulleted list) in your syllabus. The goals should follow from the course description and be aligned with course assessments and activities.

Possible Connections to Neag framework, Teacher Education Core Practices, Discipline Specific Standards
FOR COURSES TAUGHT AS PART OF THE IB/M OR TCPCG PROGRAMS – syllabi should include how the course/course goals connect to the Neag framework, the teacher education core practices, and if relevant, content area standards.

FOR COURSES NOT PART OF TEACHER EDUCATION – As appropriate please include connections to any relevant frameworks/standards from your field/discipline/accreditation agency.

Required Materials - Articulate all materials (texts, articles, clickers, software, etc.) students will need to complete the course. Be specific and include all potential readings, etc.

Assignments and Assessments - The more detail you provide in these areas, the more informed and prepared your students will be. All major assignments and assessments must be described in-depth including what is expected, due dates, percentage each assignment/assessment counts as part of the final grade, and any other relevant information/support/guiding questions. The assignments/assessments should clearly align with course goals/objectives.

Weekly Schedule – Provide a draft weekly schedule with potential topics/readings/assignments. The week by week topics/readings/assignments should explicitly connect to course goals/objectives. As you develop your schedule for the semester, always refer to the academic schedule. Also be mindful of religious holidays: Instructors are strongly encouraged to make reasonable accommodations in response to student requests to complete work missed by absence resulting from observation of religious holidays. Such accommodations should be made in ways that do not dilute or preclude the requirements or learning outcomes for the course. It makes sense to identify the schedule on your syllabus as "tentative" or "subject to change" and to discuss with students how they will be notified of schedule changes.

**Course Catalog Description (this is a short sentence or two description that will not be on the syllabus but will be used for the University Course Catalog once submitted).

Required Policy Statements - Please include these specific policies in your syllabus; the language provided is suggested but the exact language used is up to the instructor:

- **Grading Criteria** - Include a grade conversion chart on your syllabus. For example, A=93-100, A-=90-92, B+=87-89, etc. Also note that, according to UConn policy, the following grade points per credit shall be assigned to grades: A, 4.0; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-, 1.7; D+, 1.3; D, 1.0; D-, 0.7; F, 0.

- **Policy Against Discrimination, Harassment and Inappropriate Romantic Relationships**: *The University is committed to maintaining an environment free of discrimination or discriminatory harassment directed toward any person or group within its community – students, employees, or visitors. Academic and professional excellence can flourish only when each member of our community is assured an atmosphere of mutual respect. All members of the University community are responsible for the maintenance of an academic and work environment in which people are free to learn and work without fear of discrimination or discriminatory harassment. In addition, inappropriate Romantic relationships can undermine the University's mission when those in positions of authority abuse or appear to abuse their authority. To that end, and in accordance with federal and state law, the University prohibits discrimination and discriminatory harassment, as well as inappropriate Romantic relationships, and such behavior will be met with appropriate disciplinary action, up to and including dismissal from the University.* (More information is available at http://policy.uconn.edu/?p=2884.)

- **Sexual Assault Reporting Policy**—Please add this statement: *To protect the campus community, all non-confidential University employees (including faculty) are required to report assaults they witness or are told about to the Office of Diversity & Equity under the Sexual Assault Response Policy. The University takes all reports with the utmost seriousness. Please be aware that while the information you provide will remain private, it will not be confidential and will be shared with University officials who can help.* (More information is available at http://sexualviolence.uconn.edu/.)

- **Academic Integrity Statement** – Add a statement such as this: *This course expects all students to act in accordance with the Guidelines for Academic Integrity at the University of Connecticut. Because questions of intellectual property are important to the field of this course, we will discuss academic honesty as a topic and not just a policy. If you have questions about academic integrity or intellectual property, you should consult with your instructor. Additionally, consult UConn's guidelines for academic integrity.*

- **Students with Disabilities -** The *Center for Students with Disabilities(CSD) at UConn provides accommodations and services for qualified students with disabilities. If you have a documented disability for which you wish to request academic accommodations and have not contacted the CSD, please do so as soon as possible. The CSD is located in Wilbur Cross, Room 204 and can be reached at (860) 486-2020 or at csd@uconn.edu. Detailed information regarding the accommodations process is also available on their website at www.csd.uconn.edu.*

- **Makeup Work for Legitimate Absences** - Note that UConn does not have an attendance policy (except in relation to the final exam); you are encouraged to allow students to make up work for excused absences. Provide a statement that indicates to students how to make-up missed or late work.

Optional policy statements related to the topics below may also be useful:

- **Final Exam Policy**: *In accordance with UConn policy, students are required to be available for their final exam and/or complete any assessment during the time stated. If you have a conflict with this time you must obtain official permission to schedule a make-up exam with the <u>Office of Student Support and Advocacy</u> (OSSA). If permission is granted, OSSA will notify the instructor. Please note that vacations, previously purchased tickets or reservations, graduations, social events, misreading the assessment schedule, and oversleeping are not viable reasons for rescheduling a final.*

- **Copyright**—The <u>Office of the Attorney General in Storrs</u> advises that instructors include an assertion of copyright in their syllabi and suggest the following language: *My lectures, notes, handouts, and displays are protected by state common law and federal copyright law. They are my own original expression and I've recorded them prior or during my lecture in order to ensure that I obtain copyright protection. Students are authorized to take notes in my class; however, this authorization extends only to making one set of notes for your own personal use and no other use. I will inform you as to whether you are authorized to record my lectures at the beginning of each semester. If you are so authorized to record my lectures, you may not copy this recording or any other material, provide copies of either to anyone else, or make a commercial use of them without prior permission from me.*

- UConn <u>Mental Health Services</u>

- UConn <u>Equity, Diversity, Equal Employment Opportunity, and Affirmative Action</u>

- **Use of Personal Electronic Devices in the Classroom –** Sample statement:
  Students are encouraged to use any technology, including their laptops, cell phones, and tablets, in a professional manner to facilitate their participation during class. Appropriate professional use of technology includes taking notes, looking up curriculum guidelines, and using Google Docs with your group, among others. Students should refrain from using technology for any non-class purposes (e.g., checking social media, email, texts, other internet sites) during class in order to actively engage with others and respect the learning process, peers, and instructor. Since non-professional technology use will greatly hamper our ability to meet course objectives, students who choose to not follow this policy may lose the privilege of using technology for professional purposes. A great portion of the evaluation of students' professionalism addresses this policy. Students' professionalism grade will decrease one letter grade for every class session they choose to use technology for non-professional reasons. Students should let the instructor know of any situations where use of a cell phone is urgent (e.g., family emergency) or timely (e.g., job related situation), all of which are permissible.

- Appropriate Student Use of Class Notes and Course Materials

- **Attendance Policy and Participation -** UConn has a unique <u>attendance policy</u>: You are required to describe the computation of the grades and the relation between grades and attendance at the beginning of the semester. Where grades depend on classroom participation, absences may affect the student's grade. However, if a student were absent and the instructor reduced the grade, the reduction would be due to lack of class participation, not the student's absence. Except for final examinations, instructors have final authority in permitting students to submit assignments late or make up examinations. Students should contact their instructor with any questions.

- **Communication Policy** - How and when should students contact you? When can you be expected to reply to an email? How formal should the language in email messages be? What should students call you?

- **Plagiarism Policy** – consider including a statement on plagiarism guidelines and consequences.

- **Student Conduct Code** - You may want to note that students are expected to conduct themselves in accordance with UConn's <u>Student Conduct Code</u> and possible include an excerpt

** Note that while these are the required elements for Neag, GEOC (General Education Oversight Committee) has a set of requirements: http://geoc.uconn.edu/geoc-guidelines/ (for example GEOC has requirements for W and Q courses) and there are also suggested templates for online courses: https://drive.google.com/file/d/0BxXnYkYexQcPbzRUX2lFWkVGZW8/view?pli=1

While we believe the Neag requirements align with GEOC and online course requirements, faculty need to check the above websites for additional requirements. GEOC approves all general education 1,000 and 2,000 level classes plus Q and W courses.

The purpose of this template is to provide support for the design and redesign of courses. If you have specific needs/requirements for a course or program we are happy to work with you to make modifications that meet any special needs as well as Neag requirements. Please contact the C&C Committee Chair with any questions and for assistance.