Course designator & number:

Couse Title:

Number of credits:

Day, time of class meetings (year):

Course Instructor:

Office:

Office Hours:

E-mail:

Phone Number:

TA Information (if applicable):

Course Pre-requisites: (if applicable)

CLE Designation: (if applicable)

Course Texts/Materials:

Additional Readings: (if applicable)

Course Website: (if applicable)

**Course Description:**

**Course Goals:**

**Student Learning Outcomes:**

(A minimum of one should be selected and briefly explain how you will address and assess each individual outcome selected)

1. Can identify, define, and solve problems
2. Can locate and critically evaluate information
3. Have mastered a body of knowledge and a mode of inquiry
4. Understand diverse philosophies and cultures within and across societies
5. Can communicate effectively
6. Understand the role of creativity, innovation, discovery, and expression across disciplines
7. Have acquired skills for effective citizenshipand life-long learning

**Minnesota Board of Teaching standards covered in this course:** (8710.2000 STANDARDS OF EFFECTIVE PRACTICE FOR TEACHERS - SEP). List number of all standards covered in the course and with the full description. Standards should be in this format: Standard 2: Student Learning. 3.A. understand how students internalize knowledge, acquire skills, and develop thinking behaviors, and know how to use instructional strategies that promote student learning;

See: <https://www.revisor.mn.gov/rules/?id=8710.2000>)

## (CHAPTER 8710, TEACHER AND OTHER SCHOOL PROFESSIONAL LICENSING). Subject/Content Area Standards. List number of all standards in the course with the full description. Standards should be in this format: See Example in Elementary Content Standards: 3.A.1. understand and apply the research base for and the best practices of kindergarten and elementary level education; See: <https://www.revisor.mn.gov/rules/?id=8710>

**(8710.5000 CORE SKILLS FOR TEACHERS OF SPECIAL EDUCATION).**

Special Education Core (if this is a Special Education Course. List number of all standards in the course with the full description. 2.A.1. role of special education within the structure of a single, evolving, and changing education system that provides, based on an individualized planning and programming process, free appropriate public education to students in special education through a continuum of services; See: <https://www.revisor.mn.gov/rules/?id=8710.5000>

**Summary: Conceptual Framework for Professional Education in CEHD (April 2012)**

The mission of CEHD professional education programs is to provide ***leadership*** for:

 Promoting ***inquiry, research,* and *reflection****;*

 Honoring the ***diversity* of our communities and learners**; and

 Fostering a commitment to ***lifelong learning and professional development***.

**Course Assignments and Rubrics:**

**Grading Standards:**

(Instructor criteria for grading.)

**The final grade is recorded according to U of MN definition of grades:**

93-100% A For exceptional work, well above the minimum criteria

90-92% A- For outstanding work, well above the minimum criteria

87-89% B+ For excellent work, significant above the minimum criteria

83-86% B For work above the minimum criteria

80-82% B-

77-79% C+

73-76% C For work which meets the course requirements in every respect

70-72% C-

67-69% D+

63-66% D Worthy of credit even though it fails to meet the course requirements

0-62% F Failed to meet minimum course requirements

**Course Schedule:**

|  |  |
| --- | --- |
| WEEK 1 | ***Activities and Readings***  *For teacher education courses, list the number and letter of*  *Standards of Effective Practice, Special Ed Core or Subject Matter*  *Standards under each activity where the standard is learned*  *ALL ACTIVITES REQUIRED TO LEARN THE STANDARDS MUST BE LISTED (e.g. Text and Chapters, Articles, Website, Interviews, etc.*  ***Assessment***  *For teacher education courses, list the number and letter of SEP,*  *Special Ed Core or Subject Matter where each standard is assessed.* |
| WEEK 2 | ***Example -- Activities and Readings Example***  *SEP 2.a,3.a, d,e,f Content 3.a.1., CORE 2.a.1*  ***Assessment***  *For teacher education courses, list the number and letter of SEP, Special Ed Core or Subject Matter where each standard is assessed.* |
| WEEK 3 | ***Activities and Readings***  *For teacher education courses, list the number and letter of*  *Standards of Effective Practice, Special Ed Core or Subject Matter*  *Standards under each activity where the standard is learned*  ***Assessment***  *For teacher education courses, list the number and letter of SEP, Special Ed Core or Subject Matter where each standard is assessed.* |
| WEEK 4 | ***Activities and Readings***  *For teacher education courses, list the number and letter of*  *Standards of Effective Practice, Special Ed Core or Subject Matter*  *Standards under each activity where the standard is learned*  ***Assessment***  *For teacher education courses, list the number and letter of SEP, Special Ed Core or Subject Matter where each standard is assessed.* |
| WEEK 5 | ***Activities and Readings***  *For teacher education courses, list the number and letter of*  *Standards of Effective Practice, Special Ed Core or Subject Matter*  *Standards under each activity where the standard is learned*  ***Assessment***  *For teacher education courses, list the number and letter of SEP, Special Ed Core or Subject Matter where each standard is assessed.* |
| WEEK 6 | ***Activities and Readings***  *For teacher education courses, list the number and letter of*  *Standards of Effective Practice, Special Ed Core or Subject Matter*  *Standards under each activity where the standard is learned*  ***Assessment***  *For teacher education courses, list the number and letter of SEP, Special Ed Core or Subject Matter where each standard is assessed.* |
| WEEK 7 | ***Activities and Readings***  *For teacher education courses, list the number and letter of*  *Standards of Effective Practice, Special Ed Core or Subject Matter*  *Standards under each activity where the standard is learned*  ***Assessment***  *For teacher education courses, list the number and letter of SEP, Special Ed Core or Subject Matter where each standard is assessed.* |
| WEEK 8 | ***Activities and Readings***  *For teacher education courses, list the number and letter of*  *Standards of Effective Practice, Special Ed Core or Subject Matter*  *Standards under each activity where the standard is learned*  ***Assessment***  *For teacher education courses, list the number and letter of SEP, Special Ed Core or Subject Matter where each standard is assessed.* |
| WEEK 9 | ***Activities and Readings***  *For teacher education courses, list the number and letter of*  *Standards of Effective Practice, Special Ed Core or Subject Matter*  *Standards under each activity where the standard is learned*  ***Assessment***  *For teacher education courses, list the number and letter of SEP, Special Ed Core or Subject Matter where each standard is assessed.* |
| WEEK 10 | ***Activities and Readings***  *For teacher education courses, list the number and letter of*  *Standards of Effective Practice, Special Ed Core or Subject Matter*  *Standards under each activity where the standard is learned*  ***Assessment***  *For teacher education courses, list the number and letter of SEP, Special Ed Core or Subject Matter where each standard is assessed.* |
| WEEK 11 | ***Activities and Readings***  *For teacher education courses, list the number and letter of*  *Standards of Effective Practice, Special Ed Core or Subject Matter*  *Standards under each activity where the standard is learned*  ***Assessment***  *For teacher education courses, list the number and letter of SEP, Special Ed Core or Subject Matter where each standard is assessed.* |
| WEEK 12 | ***Activities and Readings***  *For teacher education courses, list the number and letter of*  *Standards of Effective Practice, Special Ed Core or Subject Matter*  *Standards under each activity where the standard is learned*  ***Assessment***  *For teacher education courses, list the number and letter of SEP, Special Ed Core or Subject Matter where each standard is assessed.* |
| WEEK 13 | ***Activities and Readings***  *For teacher education courses, list the number and letter of*  *Standards of Effective Practice, Special Ed Core or Subject Matter*  *Standards under each activity where the standard is learned*  ***Assessment***  *For teacher education courses, list the number and letter of SEP, Special Ed Core or Subject Matter where each standard is assessed.* |
| WEEK 14 | ***Activities and Readings***  *For teacher education courses, list the number and letter of*  *Standards of Effective Practice, Special Ed Core or Subject Matter*  *Standards under each activity where the standard is learned*  ***Assessment***  *For teacher education courses, list the number and letter of SEP, Special Ed Core or Subject Matter where each standard is assessed.* |
| WEEK 15 | ***Activities and Readings***  *For teacher education courses, list the number and letter of*  *Standards of Effective Practice, Special Ed Core or Subject Matter*  *Standards under each activity where the standard is learned*  ***Assessment***  *For teacher education courses, list the number and letter of SEP, Special Ed Core or Subject Matter where each standard is assessed.* |
| WEEK 16 | ***Activities and Readings***  *For teacher education courses, list the number and letter of*  *Standards of Effective Practice, Special Ed Core or Subject Matter*  *Standards under each activity where the standard is learned*  ***Assessment***  *For teacher education courses, list the number and letter of SEP, Special Ed Core or Subject Matter where each standard is assessed.* |

**ASSESSMENTS/ASSIGNMENTS:**

**List the name of the assessment and a description.**

**List standards assessed in the assessment/assignment:**

**For Teacher Licensure courses, please include the rubric for each assessment.**

### Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see: [*http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student\_Conduct\_Code.pdf*](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

**Use of Personal Electronic Devices in the Classroom**

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference: [*http://policy.umn.edu/education/studentresp*](https://policy.umn.edu/education/studentresp).

**Scholastic Dishonesty**

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code: [*http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student\_Conduct\_Code.pdf*](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, the student may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see: [*http://policy.umn.edu/education/instructorresp*](https://policy.umn.edu/education/instructorresp).

The Office for Community Standards has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: [*https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-...*](https://communitystandards.umn.edu/avoid-violations/avoiding-scholastic-dishonesty). If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

**Makeup Work for Legitimate Absences**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: [*http://policy.umn.edu/education/makeupwork*](https://policy.umn.edu/education/makeupwork).

**Appropriate Student Use of Class Notes and Course Materials**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: [*http://policy.umn.edu/education/studentresp*](https://policy.umn.edu/education/studentresp).

**Grading and Transcripts**

The University utilizes plus and minus grading on a 4.000 cumulative grade point scale in accordance with the following:

|  |  |
| --- | --- |
| A | 4.000 - Represents achievement that is outstanding relative to the level necessary to meet course requirements |
| A- | 3.667 |
| B+ | 3.333 |
| B | 3.000 - Represents achievement that is significantly above the level necessary to meet course requirements |
| B- | 2.667 |
| C+ | 2.333 |
| C | 2.000 - Represents achievement that meets the course requirements in every respect |
| C- | 1.667 |
| D+ | 1.333 |
| D | 1.000 - Represents achievement that is worthy of credit even though it fails to meet fully the course requirements |
| S | Represents achievement that is satisfactory, which is equivalent to a C- or better. |

For additional information, please refer to: [*http://policy.umn.edu/education/gradingtranscripts*](https://policy.umn.edu/education/gradingtranscripts).

**Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: [*https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual\_Harassment\_Sexual\_Assault\_Stalking\_Relationship\_Violence.pdf*](https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf)

**Equity, Diversity, Equal Opportunity, and Affirmative Action**

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [*http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity\_Diversity\_EO\_AA.pdf*](http://regents.umn.edu/sites/regents.umn.edu/files/policies/Equity_Diversity_EO_AA.pdf).

**Disability Accommodations**

The University of Minnesota views disability as an important aspect of diversity, and is committed to providing equitable access to learning opportunities for all students. The Disability Resource Center (DRC) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

* If you have, or think you have, a disability in any area such as, mental health, attention, learning, chronic health, sensory, or physical, please contact the DRC office on your campus (UM Twin Cities - [*612.626.1333*](tel:612.626.1333)) to arrange a confidential discussion regarding equitable access and reasonable accommodations.
* Students with short-term disabilities, such as a broken arm, **can** often work with instructors to **minimize** classroom barriers. In situations where additional assistance is needed, students should contact the DRC as noted above.
* If you are registered with the DRC and have a disability accommodation letter dated for this semester or this year, please contact your instructor early in the semester to review how the accommodations will be applied in the course.
* If you are registered with the DRC and have questions or concerns about your accommodations please contact your (access consultant/disability specialist).

Additional information is available on the DRC website: (UM Crookston - [*https://www.crk.umn.edu/units/disability-resource-center*](https://www.crk.umn.edu/units/disability-resource-center), UM Duluth - [*http://www.d.umn.edu/disability-resources*](http://www.d.umn.edu/disability-resources), UM Morris -[*http://www.morris.umn.edu/academicsuccess/disability/*](http://www.morris.umn.edu/academicsuccess/disability/), UM Rochester -[*http://r.umn.edu/student-life/student-services/disability-resources*](http://r.umn.edu/student-life/student-services/disability-resources), UM Twin Cities - [*https://diversity.umn.edu/disability/*](https://diversity.umn.edu/disability/) ) or e-mail (UM Crookston - [*myers062@crk.umn.edu*](mailto:myers062@crk.umn.edu), UM Duluth - [*access@d.umn.edu*](mailto:access@d.umn.edu), UM Morris - [*hoekstra@morris.umn.edu*](mailto:hoekstra@morris.umn.edu), UM Rochester - [*sdzavada@r.umn.edu*](mailto:sdzavada@r.umn.edu), UM Twin Cities - [*drc@umn.edu*](mailto:drc@umn.edu)) with questions.

**Mental Health and Stress Management**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: [*http://www.mentalhealth.umn.edu*](http://www.mentalhealth.umn.edu/).

**Academic Freedom and Responsibility: *for courses that do not involve students in research***

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost. *[Customize with names and contact information as appropriate for the course/college/campus.]*

*\* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".*

***OR:***

**Academic Freedom and Responsibility, *for courses that involve students in research***

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

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