



EDSN 603 ONLINE

Childhood Education and Special Education/ Touro College Graduate School of Education

**EDSN 603 ONLINE: Teaching Mathematics, Science, and Technology in General and Special Education, Grades 1-6
Fall 2021 Syllabus**

Course Information

Instructor Information

Instructor: *Name

Office: *Location

Office Hours: *Times & Days

Office Telephone: *Phone Number

E-mail: *E-mail address (*Note: This should be your Touro email address*) *

Course Communication Policy

The official communication channels for Touro GSE courses are through Touro email and the Canvas learning management system. Candidates should frequently check Touro email and only use Touro email for communication concerning academic and other program registration matters. Please note: Social Security and other federal or state identification information must not be included in electronic correspondence.

Course Description

This course has two components; the first part focuses on the pedagogical principles and classroom practices essential for successful teaching of mathematics, science, and technology in grades 1-6 and the second component deals with the Multi-Subject: Teachers of Childhood (Grade 1–Grade 6) Mathematics (CST part 2). Course topics include socio-cultural theory, constructivist theory, and problem-solving approaches to mathematics, science, technology instruction, and remediation. Also, the course would consist of the following topics:

- Application of pedagogical concepts and skills in real-life settings.
- Critical approaches to the understanding of the use and misuse of educational technology.
- Application of theoretical knowledge and instructional strategies for teaching math and science to students with disabilities.

- Development of skills required to both create and evaluate instructional materials.
- The assessment of students' learning in mathematics, science, and technology.

The teacher candidates are exposed to and engage with evidence-based methods of instruction and critically examine the concept that instruction should be evidence-based.

Prerequisite

None

Course Outcomes

By the end of this course Candidates will be able to:

1. Analyze Math lessons using edTPA requirements. CLO: DLR1, DLR2, DLR3; CLO: RP1, RP3; CLO: DKS1, DKS2, DKS3; CLO: LC1, LC2.
2. Demonstrate an understanding of the key elements of the edTPA aligned lesson plan through video analysis and group discussions. CLO: RP1, RP3.
3. Create and deliver a standard-based mathematics lesson plan that is aligned with Next Generation Mathematics Standards. CLO: LC1, LC2; CLO: DKS1, DKS2, DKS3
4. Describe and use differentiated instruction to deliver project-based lessons in science and math that employ technology as a tool and relate it to learning standards. CLO: LC1, LC2; CLO: DLR1, DLR2, DLR3
5. Convey the interrelationships among math, science, and technology for students in general education and students with disabilities. CLO: DKS1, DKS2, DKS3; CLO: DLR1, DLR2, DLR3

You will meet the outcomes listed above through a combination of the following assignments and activities in this course:

Assignment 1: Baseline Survey: Before commencing your course readings and discussions, based on your teaching and learning experiences, please post answers to the following questions:

1. What does it mean to learn and do mathematics?
2. What curricular innovations and instructional strategies can be implemented to best teach students about science, technology, engineering, and mathematics?
3. How can technology enable teachers to do old things in new ways?
4. How can technology create math and science learning experiences for all students?
5. Reflecting on your personal experiences, please list some of the factors that might lead to math phobia.

Assignment 2: Discussion Group Contributions:

Discussion Board is where you process, examine, question, and extend your knowledge of mathematics, science, and technology in the inclusive classroom. Just as your students are meeting the Common Core standards by learning to “read like detectives and write like investigative reporters” across the content areas, so will you. As a participant in this course, focus on the following skills of focusing, information gathering, remembering, organizing, analyzing, generating, integrating, and evaluation when reading (and re-reading) the assigned course readings. Regarding discussion board posts, include argumentation and discussion supported by evidence from the text, and extended writing related to the text. In our Touro College courses, “text” is used broadly. Texts are any experiences from which meaning and understanding can be derived, including textbooks, informational and literary writings, research studies, videos, PowerPoint presentations, websites, and purposeful group projects.

You will discuss each Module’s Guiding Questions (listed on the discussion board) concerning the Module’s assigned texts via one initial post from each group member and a minimum of three substantive responses from each group member. Please note that if your group members fail to respond in time, don’t hesitate to respond to other groups’ members. The instructor will participate in all Module discussions, when necessary.

Please note that the “**Begins**” column in the Discussion Board Schedule (p.5) indicates the first day of Module, therefore, DAY 1 of the Module Discussion Board participation.

1. You will be graded using the Discussion Participation Rubric listed below to identify the criteria for:
 - Discussion Participation and Timeliness
 - Initial Post Timelines: any posts (Initial Post AND Responses to three or more of your group members) made after 11:59 pm on the module date listed in the “ENDs” column will lead to a significant loss of grade points.

Please note that Discussion Board Participation is the only course Assignment that CANNOT be submitted after the module has ended because you are required *to interact* with your classmates on the specific module topic. If your group members fail to respond in time, please don’t hesitate to respond other students’ posts.

2. Create **one initial post**:
 - In your initial post you should answer some or all of the assigned discussion questions that are specific for each module.
 - The initial post should include 1-3 questions.
 - The initial Post should include 1-3 references to the module readings in the APA style.
 - The [Perdue OWL Writing Lab](https://owl.english.purdue.edu/owl/resource/560/02/), explains and gives examples of APA intext citations <https://owl.english.purdue.edu/owl/resource/560/02/>
3. Using information from the assigned module texts, write **3 substantive responses to your group members’ posts**, as described under the *Response Quality* criteria in the Assignment 2 Rubric listed below.
4. To receive 3 points for the rubric criteria, *Response Quality*, you **MUST include 1 additional relevant text or website in at least 1 of your 3 responses.**
5. **Either in your initial post or your responses** to your classmates/instructor you must include:
 - 1 to 3 original or insightful questions (*Rubric Criteria- Questions Posed*)

- 1 to 3 connections to yourself as a(n): educator, student, or learner (*Rubric Criteria- Connections*)

In **both, your initial post and responses**, you are required to communicate using correct grammar, punctuation, spelling, and sentence structure. (*Rubric Criteria- Writing Style and Composition*)

Grading Rubric (used each Module): Discussion Group Contributions

Criteria	Advanced (3)	Proficient (2)	Novice (1)	Points
Discussion Participation and Timeliness	Over the course of a module, candidate participates in the discussion on <i>at least 3</i> different days. All required posts are posted before the end of the module.	Over the course of a module, the candidate should participate in the discussion on <i>at least 2</i> different days. All required posts are posted before the end of the second module.	Over the course of a module, candidate participates in the discussion on <i>at least one day</i> . All required posts are posted before the end of the module.	
Initial Post Timeliness	Initial Post is posted within the first <i>1-2 days</i> from <i>the module</i> start date.	Initial Post is posted on DB within the first <i>3 days</i> from <i>the module</i> start date.	Initial Post is posted on DB within the <i>first 4 days</i> from the module start date.	
Initial Post Quality	Candidate submits an initial post (one for each module) in which: 1. Candidate responds to the guiding questions/discussion prompts by synthesizing information from course texts. 2. Candidate <i>cites at least 3 specific points from the text(s).</i>	Candidate submits an initial post (one for each module) in which: 1. Candidate responds to the guiding questions/discussion prompts by synthesizing information from course texts. 2. Candidate <i>cites at least 2 specific points from the text(s).</i>	Candidate submits an initial post (One for each module) in which: 1. Candidate responds to the guiding questions/discussion prompts by synthesizing information from course texts. 2. Candidate <i>cites at least 1 specific points from the text(s).</i>	
Questions posed	Over the course of the module's discussions, candidate raises <i>at least 3 original, insightful questions</i> , based upon course texts and discussion content.	Over the course of the module's discussions, the candidate raises <i>at least 2 original, insightful questions</i> , based upon course texts and discussion content.	Over the course of the module's discussions, candidate raises <i>at least 1 original, insightful question</i> , based upon course texts and discussion content.	
Response Quality	1. Candidate's responses build upon other learners' perspectives /questions to deepen the discussion. 2. Candidate posts <i>at least 3 or more responses to other learners</i> , supported by evidence from course texts.	1. Candidate's responses build upon other learners' perspectives /questions to deepen the discussion. 2. Candidate posts <i>at least 2 or more responses to other learners</i> , supported by evidence from course texts.	1. Candidate's responses build upon other learners' perspectives /questions to deepen the discussion. 2. Candidate posts <i>1 or more responses to other learners</i> , supported by evidence from course texts.	

	3. Candidate offers at least <i>1 additional relevant text or website.</i>			
Connections	Connections to self as a teacher/student/ learner were made in <i>at least 3 posts.</i>	Connections to self as a teacher/ student/ learner were made in <i>at least 2 posts.</i>	Connections to self as a teacher/ student/ learner were made <i>in at least 1 post.</i>	
Writing Style, and Composition	<i>All</i> posts are written with correct grammar, punctuation, spelling, and sentence structure.	<i>Most (≥50%)</i> posts are written with correct grammar, punctuation, spelling, and sentence structure.	<i>Few (≤ 50%) posts</i> are written with correct grammar, punctuation, spelling, and sentence structure.	
Total Points				/21

Assignment 3: Video Analysis

In this Math lesson video analysis assignment, you will learn to observe and analyze Math lesson plan video. In your analysis, you will focus on Math content and pedagogy.

Directions for completing the assignment:

Please watch the video of the 4th Grade Math lesson at the following link [4th Grade Math](#) (this lesson demonstrates CCSS Math Standard 4. OA.A.1,2 using literacy strategies to understand word problems), and choose clips which are relevant to answering the following questions. Write one-to-three-page video analysis based on the answers to the following questions supported by referencing specific segments in the video (please read the rubric before completing the analysis):

1. How does the teacher demonstrate a respectful learning environment that supports students' engagement in learning? (Include the exact exchange in the video and the exact time)
2. How does the teacher actively engage students in developing understanding of mathematical concepts? (Include the exact exchange in the video and the exact time)
3. How does the teacher elicit student responses to promote thinking and develop understanding of mathematical concepts? (Include the exact exchange in the video and the exact time)
4. How does the teacher use representations to develop students' mathematical concepts? (Include the exact exchange in the video and the exact time)
5. How does the teacher use evidence to evaluate and change teaching practice to meet students' varied needs? (Include the exact exchange in the video and the exact time)

Video Analysis Rubric

Criteria	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
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The Learning Environment**How does the teacher demonstrate a respectful learning environment that supports students' engagement in learning?**

The candidate's analysis does not include or has limited analysis of how the teacher in the video provided a learning environment that supported students' engagement in learning.

The candidate's analysis includes one to two examples of how the teacher in the video provided a learning environment that supported students' engagement in learning and whether or not it aligned with the learning objective(s).

The candidate's analysis includes three or more examples of how the teacher in the video provided a learning environment that supported students' engagement in learning and whether or not it aligned with the learning objective (s).

The candidate's analysis includes three or more examples of how the teacher in the video provided a learning environment that supported students' engagement in learning. In addition, the candidate provided the rationale (theory) behind the teacher's decisions.

MARK ONE

Ineffective (1)

Developing (2)

Effective (3)

Highly Effective (4)

Engaging Students in Learning**How does the teacher actively engage students in developing an understanding of mathematical concepts?**

The candidate's analysis includes no evidence of how the teacher in the video managed to engage the students in building an understanding of mathematical concepts.

The candidate's analysis includes one to two examples of how the teacher in the video managed to engage the students in learning activities focusing primarily on mathematical concepts.

The candidate's analysis includes three or more examples of how the teacher in the video managed to engage the students in learning activities that address the understandings of mathematical concepts.

The candidate's analysis includes three or more examples of how the teacher in the video managed to engage the students in learning activities that address the understandings of mathematical concepts and how to link prior academic learning.

MARK ONE

Ineffective (1)**Developing (2)****Effective (3)****Highly Effective (4)****Deepening Student Learning****How does the teacher elicit students' responses to promote thinking and develop an understanding of mathematical concepts?**

The candidate's analysis includes no evidence of how the teacher in the video elicited students' responses to promote thinking and develop an understanding of mathematical concepts.

The candidate's analysis includes one to two examples of how the teacher in the video elicited students' responses to promote thinking and develop an understanding of mathematical concepts, and connected questioning

The candidate's analysis includes three or more pieces of evidence of how the teacher in the video elicited students' responses to promote thinking and develop an understanding of mathematical concepts and connected questioning

The candidate's analysis includes three or more examples of how the teacher in the video elicited students' responses to promote thinking and develop an understanding of mathematical concepts and how to facilitate interactions among students to develop

		techniques to the learning objectives.	techniques to the learning objectives	understandings of mathematical conceptions.
MARK ONE	Ineffective (1)	Developing (2)	Effective (3)	Highly Effective (4)
<u>Subject-Specific Pedagogy: Using Representations</u> How does the teacher use representations to develop students' mathematical concepts?	The candidate's analysis includes no evidence of how the teacher in the video managed to keep students focused on facts or procedures.	The candidate's analysis includes one to two examples of how the teacher in the video provided representations to help students understand mathematical concepts.	The candidate's analysis includes three or more examples of how the teacher in the video provided representations to help students understand mathematical concepts.	The candidate's analysis includes three or more examples of how the teacher in the video provided representations to help students understand mathematical concepts, and how these representations facilitated interactions among students so they develop their understanding of mathematical conceptions.
<u>Analyzing Teaching Effectiveness</u> How does the teacher use evidence to evaluate and change teaching practice to meet students' varied needs?	The candidate's analysis of the video suggests changes unrelated to evidence of student learning.	The candidate's analysis of the video proposes one change that is focused primarily on improving directions for learning activities or learning activity/behavior management.	The candidate's analysis of the video proposes two or more suggested changes that address students' collective learning needs related to the central focus.	The candidate's analysis of the video proposes two or more suggested changes using principles of research and/or theory.

Assignment 4: Writing a Detailed edTPA Aligned Lesson Plan

Writing a detailed lesson plan helps teachers think deeply about their students' learning through the lesson and beyond. Your lesson plan serves as a framework for the learning activities that your students will engage in in the classroom. A well-written lesson plan focuses on the teacher and the class on specific learning objectives and maximizes instructional time. The lesson plan ensures that each part of the lesson supports a specific learning objective and that the activities and time spent will lead students to master content and skills.

Effective educators use lesson plans as a reflective opportunity to make decisions on what activities will best meet the needs of ALL students and to predict/plan reactions to student challenges and special needs. By taking the time to create a detailed lesson plan, you will be more likely to present content and skills to students that are objective-driven, well-paced, clear, and lead students to mastery.

The goal of the lesson plan assignment is to encourage you to think about the topic, the learning goal, and the student skill development goal.

Effective lesson developers plan backward by asking the following questions:

1. What (if any) curriculum is currently in place at my school and where are we in the curriculum?
2. What is the central focus for the unit of instruction that this lesson is part of?
3. What will my students know at the end of this lesson?
4. What will my students be able to do at the end of this lesson?
5. What evidence will my students produce that will tell me that they know and can do these things?
6. To which State Learning Standards do the knowledge and skills align?
7. What sequence of learning experiences can I plan for my students for the specific number of minutes I have for this lesson so that they engage with the material to learn it?
8. How will I assess my students as they work through the lesson?
9. How will I assess their final evidence from this lesson?
10. From what I already know about my individual students' understanding and misconceptions about the central focus, how can I anticipate ways to build understanding, clear up misconceptions, and meet individual learning challenges or IEP requirements?

As you reflect on the questions above, you will gather the important information you need to complete the lesson plan template with detailed planning that will ensure that ALL students in your class will gain access to the curriculum and master the learning objective(s) of your lesson plan. Complete each section of the lesson plan template as you use the Lesson Plan rubric to guide the level of detail and depth. Your classroom instructor will provide additional information regarding the content area, grade levels, and due dates.

Directions for completing the assignment:

For this assignment, you will begin to design a math lesson. You will need a text that is appropriate for students in grades 1-6. **You must clear this text with your instructor prior to utilizing it in the lesson plan.** I recommend that you choose a text that will allow you to build on this one lesson plan. Think of this as the first lesson plan in your requirement for the edTPA exam. **You have to submit the lesson plan twice: first for the Instructor's feedback during Module 5, and then for evaluation during Module 11.**

Assignment: edTPA aligned Lesson Plan Part I (zero credit, but you need to submit it for approval)

In this assignment, you will address the following items: **Lesson Title; Central Focus of Lesson; State Standard(s); Lesson Objectives and Language Demands; Resources and Materials, and Prior Academic Learning and Prerequisite Skills**

Assignment: edTPA aligned Lesson Plan Part II

In order to develop the second half of the lesson plan, you need to decide how you will begin the lesson, how you will introduce new content and skills, as well as the guided and independent practice you will structure for your lesson. Also, you need to think about the formative assessments you will use for checking that your students understood what you have been teaching. You need to consider how you will close and/or extend the lesson and support English Learners (ELs/ELLs). You also need to include research-based principles for the instruction and activities you are doing. Please follow the rubric for the exact expectations.

Grading Rubric for Lesson Plan

Touro College Initial Programs Lesson Plan Rubric

Lesson Plan Component	Ineffective (1 Point)	Developing (2 Points)	Effective (3 Points)	Highly Effective (4 Points)
CAEP 1.1 INTASC 4, 7 NYS II.1, II.4 CLO C2, C3 CST MS edTPA Task	Central Focus/Learning Goal aligned to State Learning Standard(s)	Central focus/Learning Goal includes only basic knowledge of the subject area. Does not include standards.	Central focus/Learning Goal includes basic knowledge and conceptual understanding of the subject area and aligns with the learning objective(s). Includes standards.	Central focus/Learning Goal includes basic knowledge and conceptual understanding and higher order thinking skills of the subject area and aligns with the learning objective(s). Includes all standards that are central to the learning objective(s).
CAEP 1.1 INTASC 1, 2, 7 NYS I.1, 1.2 CLO C2 EAS 0002 CST MS Part One	Language Demands	It does not describe the oral, visual, receptive, expressive, and written language that students need to understand and use to complete the lesson objective.	Partially describes the oral, visual, receptive, expressive, and written language that students need to understand and use to complete the lesson objective.	Describes the oral, visual, receptive, expressive, and written language that students need to understand and use to complete the lesson objective and includes the opportunity to understand and use academic language.

**edTPA
Task 1**

**CAEP
1.1**

**INTASC
7**

NYS II.1

CLO C2 Key Vocabulary
EAS 0002

**CST MS
Part One**

**edTPA
Task 1**

Key vocabulary is not identified.

Key vocabulary is identified but is not aligned to the lesson objective.

Key vocabulary is identified and aligns with the lesson objective.

Key vocabulary is identified and aligns with the lesson objective **and** opportunities to extend vocabulary are provided.

**CAEP
1.1, 1.4**

**INTASC
6, 7 NYS**

II.4

CLO E3

**edTPA
Task 1**

Lesson Objective(s)

Lesson objective(s) identifies what students will learn.

Lesson objective(s) identifies what students will learn and the observable and measurable behavior that demonstrates learning.

Lesson objective(s) identifies what students will learn at what level of knowledge or practice and the observable and measurable behavior that demonstrates learning.

Lesson objective(s) identifies what students will learn at what level of knowledge or practice and the observable and measurable behavior that demonstrates learning **and** includes criteria to indicate how or when the behavior will be observable.

**CAEP
1.1**

**INTASC
7**

NYS II.6

CLO C3

**edTPA
Task 1**

Resources and Materials

Resources and materials are not developmentally appropriate and do not support instructional strategies to address the learning objective(s).

Resources and materials are developmentally appropriate but do not support instructional strategies to address the learning objective(s).

Resources and materials are developmentally appropriate and support instructional strategies to address the learning objective(s).

Resources and materials are developmentally appropriate **and** support instructional strategies to address the learning objective(s). Resources and materials reflect learners' interests **and/or** support self-regulation.

CAEP 1.1 INTASC 6 NYS V.1 CLO E2 edTPA Task 1	Prior Academic Learning and Prerequisite Skills	Pre-assessment information or prerequisite skills are missing	Describes baseline information from pre-assessment(s); however, specific data is missing, or pre-assessment and prerequisite skills do not align with stated learning objective(s).	Describes baseline information from pre-assessment(s) that are aligned with stated learning objective(s) and uses that data to identify prerequisite skills and plan instruction.	Describes baseline information from pre-assessment(s) that are aligned with stated learning objective(s) and uses that data to identify prerequisite skills and plan instruction to promote the learning of all students.
CAEP 1.1 INTASC 6 NYS V.2 CLO E2 edTPA Task 1	Formative Assessment	Plans methods of assessment that do not measure student's developing understanding of skills and concepts related to learning objectives.	Plans methods of assessment that somewhat measure student's developing understanding of skills and concepts related to learning objectives.	Plans methods of assessment that align with and directly measure student's developing understanding of skills and concepts related to learning objectives.	Plans methods of assessment that align with and directly measure student's developing understanding of skills and concepts related to learning objectives <i>and</i> incorporates methods of student self-regulation.
CAEP 1.1 INTASC 6 NYS V.4 CLO E2 edTPA Task 1	Summative Assessment	Plans methods of assessment that do not measure student performance on the stated learning objectives.	Plans methods of assessment that somewhat measure student performance on the stated learning objectives.	Plans methods of assessment that align with and directly measure student performance on the stated learning objectives.	Plans methods of assessment that align with and directly measure student performance on the stated learning objectives and incorporates methods of student self-assessment.
CAEP 1.1 INTASC 7, 8 NYS II.5	Beginning the Lesson / Introducing New Content/Skills	Procedures in this section do not align with the stated learning objective.	Procedures in this section align with the stated learning objective but do not consider classroom/school context	Procedures in this section align with the stated learning objective <i>and</i> consider classroom/school context <i>and</i> pre-assessment data.	Procedures in this section align with stated learning objective <i>and</i> consider classroom/school context <i>as well as</i> each individual student's background and pre-assessment data.

CLO C2 edTPA Task 1		<i>and/or</i> pre-assessment data.				
CAEP 1.1		Guided Practice	This section does not include a logical sequence of activities aligned to the learning objective.	This section includes a logical sequence of activities aligned to the learning objective.	This section includes a logical sequence of activities aligned to the learning objective <i>and</i> provides differentiation strategies to meet students' needs.	This section includes a logical sequence of activities aligned to the learning objective <i>and</i> provides differentiation strategies to meet students' needs <i>and</i> promotes higher order thinking <i>or</i> self-regulation.
INTASC 7, 8						
NYS II.2, II.3						
CLO C2, C3						
edTPA Task 1						
CAEP 1.1		Independent Practice	This section does not include a logical sequence of independent activities aligned to the learning objective.	This section includes a logical sequence of independent activities aligned to the learning objective.	This section includes a logical sequence of independent activities aligned to the learning objective <i>and</i> provides differentiation strategies to meet students' needs.	This section includes a logical sequence of independent activities aligned to the learning objective <i>and</i> provides differentiation strategies to meet students' needs <i>and</i> promotes higher-order thinking <i>or</i> self-regulation.
INTASC 7, 8						
NYS II.2, II.3						
CLO C2, C3						
edTPA Task 1						
CAEP 1.1		Closing & Extending the Lesson	Closing activities focus solely on basic recall skills.	Closing activities target recall <i>and</i> comprehension skills.	Closing activities promote higher order thinking skills <i>or</i> transfer of learning.	Closing activities promote higher order thinking skills <i>or</i> transfer of learning <i>and</i> self-regulation.
INTASC 7, 8						
NYS II.2, II.3						
CLO C3						

**edTPA
Task 1**

CAEP

1.1

INTASC

1, 8

NYS I.I,

I.2, I.5

CLO B1,

B2

EAS

0002,

0003

CST MS

Part One

CST

SWD

0005

edTPA

Task 1

CAEP

1.1

INTASC

7

NYS II

CLO A1

EAS

0001,

0002,

0003

Special
Needs/English
Language
Learners

Lesson Rationale

Plans are general rather than specific and are insufficient to help the students' progress toward the learning objective.

Justification of instruction and support strategies is either missing *or* represents a deficit view of the focus learner.

Plans reflect some of the requirements of the IEPs and 504 plans. However, the planned supports are not specific to the students' strengths and challenges *and/or* are not aligned to the learning objective.

Justification of instruction and support strategies makes a general connection to the focus learner's needs *or* vague/unclear connections to research and/or theory.

Plans reflect specific students' needs beyond those required in IEP and 504 plans by including scaffolding or structured instructional supports to help students gain access to content and meet the learning objective
· The learning specific planned supports reflect appropriate levels of challenge as well as individual strengths and needs and interests.

Justification of instruction and support strategies makes clear connections to the focus of learner's needs *and* research and/or theory.

Plans reflect specific students' needs beyond those required in IEP and 504 plans by including scaffolding or structured instructional supports to help students gain access to content and meet the learning objective *and* the learning specific planned supports reflect appropriate levels of challenge as well as individual strengths and needs and interests.
· Plans include strategies for the focus learner to move forward using knowledge of his/her strengths and needs to self-manage the supports.

Justification of instruction and support strategies makes clear connections to the focus learner's needs *and* research and/or theory. Candidate's justification includes the development of maintained, generalized and/or self-directed use of knowledge and skills.

**edTPA
Task 1**

Total: /56

Assignment 5: Completion of CST

All teacher candidates in this course are required to provide either evidence of passing part 2 of the content specialty test (Mathematics) or completing the twelve modules CST posted on Canvas.

Course Outcome and Assessment Alignment	
Analyze Math lessons using edTPA requirements	Analyze Math lessons using edTPA requirements
Demonstrate an understanding of the key elements of the edTPA aligned lesson plan through video analysis and group discussions	Analyze Math lessons using edTPA requirements
Create and deliver a standard-based mathematics lesson plan that is aligned with Next Generation Mathematics Standards.	Writing a Detailed edTPA Aligned Lesson Plan
Describe and use differentiated instruction to deliver project-based lessons in science and math that employ technology as a tool and relate it to learning standards.	1. Writing a Detailed edTPA Aligned Lesson Plan. 2. Activity Facilitators.
Convey the interrelationships among math, science, and technology for students in general education and students with disabilities.	1. Writing a Detailed edTPA Aligned Lesson Plan. 2. Activity Facilitators.

Textbook & Course Materials

Required Materials

*** Text 1: Adams, D. & Hamm, M. (2014). Teaching Math, Science, and Technology in Schools Today: Guidelines for Engaging Both Eager and Reluctant Learners, 2nd Edition. Rowman & Littlefield Publishers. ISBN 978-1-4758-0904-6**

Text 2: Halla, K. (2015). Deeper Learning Through Technology: Using the Cloud to Individualize Instruction. Corwin, Thousand Oaks, CA. ISBN 978-4833-4468-3

Other readings will be made available in Canvas

Course Technology Requirements

- A strong internet connection
- The most current version of a web browser (Firefox, Chrome, Safari, or Edge)
- Access to Canvas/Web site/Other

Course Format

This course is offered in person.

Online Resources

- Touro College Library: <https://www.tourolib.org>
- Graduate School of Education Catalog: https://gse.touro.edu/media/schools-and-colleges/graduate-school-of-education/forms/GSE_Catalog.pdf

Course Overview /Schedule

	Begin	Due
Module 1	Thursday, September 9	Sunday, October 3
Module 2	Monday, October 4	Sunday, October 10

Module 3	Monday, October 11	Sunday, October 17
Module 4	Monday, October 18	Sunday, October 24
Module 5	Monday, October 25	Sunday, October 31
Module 6	Monday, November 1	Sunday, November 7
Module 7	Monday, November 8	Sunday, November 14
Module 8	Monday, November 15	Sunday, November 21
Module 9	Monday, November 22	Monday, November 29
Module 10	Tuesday, November 30	Monday, December 6
Module 11	Tuesday, December 7	Monday, December 13
Module 12	Tuesday, December 14	Wednesday, December 22

First day of Class – September 9th
Last day of Class – December 22nd

Holidays & Breaks

September 15, 2021	Yom Kippur - No Classes, Offices Close at Noon
September 16, 2021	Yom Kippur - No Classes, Offices Closed
September 20, 2021	Sukkot – No Classes, Offices Close at Noon
September 21-22, 2021	Sukkot – No Classes, Offices Closed
September 23-26, 2021	No Classes
September 27, 2021	Sukkot – No Classes, Offices Close at 2:00 PM
September 28-29, 2021	Sukkot – No Classes, Offices Closed
November 25-28, 2021	Thanksgiving – No Classes, Offices Closed

Module 1: * Overview of Teaching Math, Science, and Technology

After this Module, SWAT to:

- Participate with classmates in a meaningful way in the Discussion Board

Guiding Questions:

- How does learning mathematics and science today differ from how you were taught? Provide examples
- Which of the instructional practices from Text 2 do you plan on implementing? Explain why.

Learning Activities/ Readings/ Assessments Due:

- *Learning activity 1:* Please read, sign, and post the Course Memorandum of Understanding.

- **Learning Activity 2:** Please complete and post the Baseline Survey.
- **Learning Activity 3:** Introduce yourself in the Discussion Board in the appropriate Discussion Board Forum. Include at least one picture and your favorite quote.
- **Learning Activity 4:** Answer the Guiding Questions and discuss with your group members.

Readings:

- **Reading 1:** Read: Adams, D. & Hamm, M. (2014). Chapter 1 Helping All Students Learn About Science and Math and Technology
- **Reading 2:** Read: Sias, C. M., Nadelson, L. S., Juth, S. M., and Seifert, A. L. (2017). The best laid plans: Educational Innovation in elementary teacher generated integrated STEM lesson plans. The Journal of educational Research, 110 (3), 227-238.

Module 2: * Overview of the Next Generation Mathematics and Science Standards**Learning Objectives:**

After this Module, SWAT to:

- Develop Curricular Maps
- Develop Interdisciplinary Concepts

Guiding Questions:

- After reading and reviewing the Math and Science Standards, pick a grade level and examine the Math and Science Standards for that particular grade. Identify a Math and Science Standard that you could address in one lesson. Describe how you would create one lesson to address both standards.
- How might you help students to develop thinking skills while they are learning math and science? Is there a way digital technology can help?

Learning Activities/ Readings:

- **Learning Activity 1:** Answer the Guiding Questions and discuss with your group members.

Readings:

- **Reading 1:** Read and Review: NYS Next Generation Science Standards (Canvas Resource)
- **Reading 2:** Read and Review: Next Generation Mathematics Standards and The Standards for Mathematical Practice (Canvas Resource)
- **Reading 3:** Read: Halla, K. (2015). Chapter 1 Our Changing Digital World
- **Reading 4:** Read: Adams, D. & Hamm, M. (2014). Chapter 2 Creative and Inventive Thinking

Module 3: *Mathematics

Learning Objectives:

After this Module, SWAT to:

- Develop Mathematical Problem Solving
- Develop Big Ideas for Grades 1-3 and Curriculum Map
- Develop Supporting Mathematical Proficiency

Guiding Questions:

- What are the Big Ideas or Focal Points in the mathematics curriculum in grades 1-3?
- What real-world experience could a teacher use to engage students in a discussion about understanding math operations in grades 1-3?

Learning Activities/ Readings/ Assessments Due:

- *Learning Activity 1:* Answer the Guiding Questions and discuss with your group members.

Readings:

- **Reading 1:** Read: Adams, D. & Hamm, M. (2014). Chapter 3 Mathematical Problem Solving
- **Reading 2:** Read: Allsopp, D., Lovin, L. H., and van Ingen, S. (2017). Supporting Mathematical Proficiency: Strategies for New Special Education Teachers. TEACHING Exceptional Children, 49(4), 273-283. (Canvas Resource)
- **Reading 3:** Read: Curriculum Map Story of Units (Canvas Resource)
- **Reading 4:** Read: Curriculum Focal Points, pages 1-15 (Canvas Resource)

Module 4: * Mathematics**Learning Objectives:**

After this Module, SWAT to:

- Develop Mathematical Learning Trajectories
- Develop Big Ideas in Grades 4-6
- Develop Mathematical Assessment

Guiding Questions:

- What are the Big Ideas or Focal Points in the mathematics curriculum in grades 4-6?
- Describe how you can use student data to create whole class and individualized instruction

Learning Activities/ Readings/ Assessments Due:

- *Learning Activity 1:* Answer the Guiding Questions and discuss with your group members.

Readings:

- **Reading 1:** Read: Curriculum Focal Points, pages 16-18 (Canvas Resource)
- **Reading 2:** Read: Fagan, E. R., Tobey, C. R., and Brodesky, A. R. (2016). Targeting Instruction with Formative Assessment Probes. Teaching Children Mathematics, 23(3), 146-157. (Canvas Resource)
- **Reading 3:** Watch UDL at a Glance at <https://www.youtube.com/watch?v=bDvKnY0g6e4>

Module 5: * Standards-Based Mathematics Instruction and Assessment**Learning Objectives:**

After this Module, SWAT to:

- Develop components of High-Quality Mathematics Instruction
- Assess curricular materials
- Develop evidence-based instruction for mathematics

Guiding Questions:

- How important is a teacher's knowledge of Mathematics to the design and differentiation of instruction?
- What concepts and ideas about mathematics content and pedagogy do you want to focus on and improve?

Learning Activities/ Readings/ Assessments Due:

- *Learning Activity 1:* Submit Part I of the lesson plan for instructor's feedback
- *Learning Activity 2:* Answer the Guiding Questions and discuss with your group members.

Readings:

- **Reading 1:** Read the Literature section of 'Innovation Configuration for Mathematics' found here: http://cedar.education.ufl.edu/wp-content/uploads/2014/09/IC-6_FINAL_09-25-14.pdf

Module 6: * Technology and Teacher Collaboration**Learning Objectives:**

After this Module, SWAT to:

- Recognize where does Technology Fit in Math curriculum?
- Develop an online Professional Learning Communities (PLC)
- Utilize social media to Improve Teaching and Learning

- develop communicating in real time

Guiding Questions:

- How can you use social media to improve your instruction? Provide specific examples.
- What influence can Twitter have on teaching and learning?
- How can YouTube affect classroom participation?

Learning Activities/ Readings/ Assessments Due:

- **Learning Activity 1:** Answer the Guiding Questions and discuss with your group members.
- **Learning Activity 2:** Conduct a search of YouTube videos to use in a lesson that addresses both a math and science standards. Post the link to the video to your discussion board and explain how it will enhance your instruction.

Readings:

- **Reading 1:** Read: Halla, K. (2015). Chapter 2 Teacher Collaboration: online Professional Learning Communities (PLC).
- **Reading 2:** Read Blitz, C. L. (2013). *Can online learning communities achieve the goals of traditional professional learning communities? What the literature says.* (REL 2013–003). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Mid-Atlantic. Retrieved from <http://ies.ed.gov/ncee/edlabs>. (Canvas Resource)
- **Reading 3:** Read Bracey, G. W. (2006). Coping with Education Statistics: Don't Get Snookered. Principal May/June. (Canvas Resources)
- **Reading 4:** Read: Choi, G. Y. and Behm-Morawitz, E. (2015). Giving a new makeover to STEAM: Establishing Youtube beauty gurus as digital literacy educators through messages and effects on viewers. *Computers in Human Behavior*, 73, 80-91. (Canvas Resource)

Module 7: * Science**Learning Objectives:**

After this Module, SWAT to:

- Investigate elementary core science standards
- Develop collaborative approach to science instruction
- Investigate science inquiry and process skills
- Investigate what does it mean to be scientifically literate citizens

Guiding Questions:

- How are the *Next Generation Science Standards* different from prior Science Standards?
- Describe a Collaborative approach to teaching science.
- Think of a science question you are curious about and how might it generate scientific interest in others?

Learning Activities/ Readings/ Assessments Due:

- **Learning Activity 1:** Answer the Guiding Questions and discuss with your group members.

Readings:

- **Reading 1:** Watch: STEM School Short Film at <https://www.youtube.com/watch?v=gVsZyNL1njs>
- **Reading 2:** Watch: How to Read *The Next Generation Science Standards* at <https://www.youtube.com/watch?v=Q6eoRnrwL-A>
- **Reading 3:** Read: Adams, D. & Hamm, M. (2014). Chapter 4 Science Involving ALL Students with Active Involvement and Collaborative Inquiry
- **Reading 4:** Read Elementary Science Core curriculum (Canvas Resources)

Module 8: * Science 1-3**Learning Objectives:**

After this Module, SWAT to:

- Investigate New York State Learning Standards for Mathematics, Science, and Technology
- Investigate Cross-Cutting Concepts
- Develop Integrated Lesson Planning

Guiding Questions:

- Using The New York City Department of Education PK-8 Science Scope and Sequence for Grades 1-3, list and discuss three areas where you can combine science with mathematics standards.
- What kind of lesson plan would you create in one of the combined sciences and mathematics areas?

Learning Activities/ Readings/ Assessments Due:

- **Learning Activity 1:** Answer the Guiding Questions and discuss it with your group members.
- **Learning Activity 2:** Begin working on Assignment 4 Integrated Lesson Plan

Readings:

- **Reading 1:** Read: Grades 1-3 in The New York City Department of Education the PK-8 Science Scope and Sequence (Canvas Resources)

Module 9: * Science 4-6**Learning Objectives:**

After this Module, SWAT to:

- Investigate developmental milestones: New York State Learning Standards for Mathematics, Science, and Technology
- Develop cross Cutting Concepts
- Develop integrated Lesson Planning

Guiding Questions:

- Using The New York City Department of Education PK-8 Science Scope and Sequence for Grades 4-6, list and discuss three areas where you can combine science with mathematics standards.
- What kind of lesson plan would you create in one of the combined sciences and mathematics areas?

Learning Activities/ Readings/ Assessments Due:

- **Learning Activity 1:** Answer the Guiding Questions and discuss it with your group members.
- **Learning Activity 2:** Continue working on Integrated Lesson Plan

Readings:

- **Reading 1:** Read: Grades 4-6 in The New York City Department of Education PK-8 Science Scope and Sequence (Canvas Resources)

Module 10: Science Assessment**Learning Objectives:**

After of this Module, SWAT to:

- Integrate assessment and technology
- Develop problem-based learning
- Plan integrated Lesson

Guiding Questions:

- Which assessment on the Concord Consortium *Next Generation Science Assessment* website you found interesting and explain why?
- What are your thoughts on Problem-based Learning?

Learning Activities/ Readings/ Assessments Due:

- **Learning Activity 1:** Answer the Guiding Questions and discuss with your group members.

Readings:

- **Reading 1:** Read *The Concord Consortium Next Generation Science Assessment* at <https://concord.org/our-work/research-projects/next-generation-science-assessment/>
- **Examine:** The assessment-related research projects at <https://concord.org/projects>
- **Reading 2:** Read: Newhouse, C. P. (2017). STEM the Boredom: Engage students in the Australian Curriculum Using ICT with Problem-Based Learning and Assessment, *Journal of Science Education and Technology*, 26, 44-57.

Module 11: Empowering Students with Technology**Learning Objectives:**

After this Module, SWAT to:

- Begin planning empowering lessons for your students that incorporate instructional technology.

Guiding Questions:

- 1. How might technology empower and inform your students?
- 2. What is the most useful and unique thing you have heard about technology?
- 3. How can teachers support proper use of classroom technology?

Learning Activities/ Readings/ Assessments Due:

- **Learning Activity 1: Submit Part II (the final version) of the Integrated Lesson Plan**
- **Learning Activity 2:** Answer the Guiding Questions and discuss with your group members.
- **Learning Activity 3:** Complete the course evaluation

Readings:

- **Reading 1:** Transforming School with Technology at <https://www.nais.org/magazine/independent-school/winter-2009/transforming-schools-with-technology/>
- **Reading 2:** Text: Adams, D. & Hamm, M. (2014). Chapter 5 Technology: The Powerful Possibilities of Tools
- Text: Examine Free STEM Software from the Concord Consortium at <http://www.aalf.org/articles/view.php?ArticleID=136>

Module 12: Developing Standards-based Lesson Plans Aligned with IEP Goals**Learning Objectives:**

After this Module, SWAT to:

- Critique integrated lessons.

Guiding Questions:

- Post the lesson plan you submitted in module 11.

Learning Activities/ Readings/ Assessments Due:

- **Learning Activity 1:** Answer the Guiding Question and discuss with your group members.
- **Learning Activity 2:** Complete the course evaluation.

Readings:

- **Reading 1:** Read: Accessing the Common core for Students with Disabilities (Canvas Resource)
- **•Reading 2:** Read: General Directions to Use the State's Model Individualized Education Program (IEP) Form (Canvas Resource)

Course Policies

Participation

- Please allow 12 hours per Module for the work in this course and remain on schedule. Please e-mail the instructor with any questions or concerns as soon as they arise.
- Please e-mail the instructor with any questions or concerns as soon as they arise.

***Build Rapport/Netiquette (optional Section)**

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that they can help you find a solution.

Grading Policy

Graded Course Assignments

Learning activities and materials will be located on the **Modules** page. Locate the appropriate module to access the relevant materials. Click each assignment's link in Canvas for details about each assignment listed below.

Course Assignment:	Percentage of Total Course Grade (these can be thought of as points)
Baseline Survey	5% = 5 points
Discussion Group Posts	40% = 40 points
Integrated Lesson Plan	40% = 40 points
Video Analysis	10% = 10 points
<u>Completion of CST</u>	5% = 5 points

Late Work Policy

Be sure to pay close attention to deadlines—there will be no makeup assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Viewing Grades in Canvas

All graded assignments must be submitted to Canvas. Points you receive for graded assignments will be posted to the Canvas Grade Book. Click on the **Grades** link on the left navigation to view your points.

Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows.

Letter Grade	Percentage
A+	97-100%
A	Less than 97%- 94%
A-	Less than 94-91%
B+	Less than 91%- 88%
B	Less than 88%- 84%

Letter Grade	Percentage
B-	Less than 84% -81%
C+	Less than 81%- 78%
C	Less than 78% - 74%
C-	Less than 74% - 71%
D+	Less than 71% - 69%
D	Less than 69% - 67%
D-	Less than 67%-65%
F	Less than 65%- 0%

Complete Assignments

All graded assignments for this course will be submitted electronically through Canvas. Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider dropping a course. Refer to the Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course.

Incomplete Policy

Issuance of Incomplete Grades rests at the discretion of the instructor. Only candidates who have completed a minimum of 75% of course requirements are eligible for an Incomplete, based on extenuating circumstances. A signed contract is needed to process an incomplete grade with an initial timeframe of six weeks to complete coursework. However, the timeframe is at the discretion of the instructor and is based on the nature of the course.

Grade changes will not be permitted after the posting of final grades. Additional work cannot be submitted after the posting of final grades for a grade change except in the case of an approved Incomplete.

Inform Your Instructor of Any Accommodations Needed

Touro College complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA) of 1990, which protects persons from discrimination based on physical or mental impairments for all educational and employment purposes. Reasonable Accommodations may be available for students who have physical or learning-related disabilities.

The College is committed to providing reasonable accommodations to students with documented disabilities who request accommodations. Policies and procedures ensure that students with a disability will not, based on that disability, be denied full and equal access to academic and co-curricular programs or activities, or otherwise be subjected to discrimination under programs offered by the College.

The College has a centralized Office of Student Disability Services headed by an Executive Director who oversees Student Disability Services operations in the Undergraduate, Graduate, and Professional Divisions. Students with disabilities seeking reasonable accommodations should do so through the coordinators of the Office of Student Disability Services (OSDS) in their respective schools.

The Office of Disability Coordinator for the GSE is Prof. Maria P. Heim (212) 463-0400 ext. 55479email: maria.heim@touro.edu

A student requesting accommodation for a documented disability under the ADA must meet with the OSDS coordinator for their school and apply for Accommodations & Services. Verbal disclosure of a disability and request for accommodation is not sufficient and cannot substitute for required documentation.

Students may apply for reasonable accommodations at any time. Accommodations, if granted, are only done so on a prospective basis. Reasonable accommodations are never provided retroactively.

Students seeking reasonable accommodations must:

- 1) Complete the Application for Accommodations & Services.
- 2) Provide documentation as described in the Guide to Documentation Requirements.
- 3) Participate in an interactive dialogue with the OSDS coordinator.

The Office of Disability Services Handbook is available online or upon request.

Technology Policy

Touro technology resources, facilities, and/or equipment may only be used by current members of the Touro Community (hereafter referred to as “users”) unless otherwise authorized by the Dean of Faculties, Dean of Students, the Senior Vice President for Administration, or the Senior Vice President and Chief Financial Officer, or their designated alternates.

Users may not allow other person(s) to utilize Touro’s technology resources, facilities, and/or equipment. All users of Touro technology resource users must sign, upon commencement of their relationship with Touro, or at another appropriate time, the Acceptable Use Policy (AUP), and

submit the signed AUP form to the Chief Information Security Officer (CISO). A copy of the form is also available online. In submitting the AUP Acknowledgement Form, everyone will be certifying that he/she has read and will comply with the AUP. This Policy contains elements that intersect with other policies at Touro. Should there be questions as to which policy applies; requests for clarifications should be addressed, in writing, to the CISO at CISO@touro.edu. Touro-provided email is considered the primary official communication mechanism recognized by Touro for communication with the Touro Community. Students are urged to read the complete policy, which can be seen at: <https://touro.app.box.com/v/AcceptableUsePolicy>

Academic Integrity

Touro College and University System is a community of scholars and learners committed to maintaining the highest standards of personal integrity in all aspects of our professional and academic lives. Because intellectual integrity is a hallmark of scholarly and scientific inquiry as well as a core value of the Jewish tradition, students and faculty are expected to share a mutual respect for teaching, learning and the development of knowledge. They are expected to adhere to the highest standards of honesty, fairness, professional conduct of academic work and respect for all community members.

Academic dishonesty undermines our shared intellectual culture and our ability to trust one another. Faculty and administration bear a major responsibility for promoting a climate of integrity, both in the clarity with which they state their expectations and in the vigilance with which they monitor students. Students must avoid all acts of dishonesty, including, but not limited to, cheating on examinations, fabricating, tampering, lying, and plagiarizing, as well as facilitating or tolerating the dishonesty of others. Academic dishonesty lowers scholastic quality and defrauds those who will eventually depend on the knowledge and integrity of our graduates.

The Touro College and University System views violations of academic integrity with the utmost gravity. Such violations will lead to appropriate sanctions, up to and including expulsion from the college community. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity.

The Touro College and University System's policy on academic integrity is designed to guide students as they prepare assignments, take exams, and perform the work necessary to complete their degree requirements, and to provide a framework for faculty in fostering an intellectual environment based on the principles of academic integrity. It is presented here in order to educate the faculty on the enforcement of the policy.

The International Center for Academic Integrity (ICAI), of which the Touro College and University System is a member, identifies five fundamental values of academic integrity that must be present if the academic life of an institution is to flourish: Honesty, Trust, Fairness, Respect, and Responsibility. To sustain these values, the TCUS Academic Integrity Policy, requires that a student or researcher:

- Properly acknowledge and cite all ideas, results, or words originally produced by others;
- Properly acknowledge all contributors to any piece of work.
- Obtain all data or results using ethical means.
- Report researched data without concealing any results inconsistent with student's conclusions.

- Treat fellow students in an ethical manner, respecting the integrity of others and the right to pursue educational goals without interference. Students may neither facilitate another student's academic dishonesty, nor obstruct another student's academic progress.
- Uphold ethical principles and the code of the profession for which the student is preparing.

Adherence to these principles is necessary to ensure that:

- Proper credit is given for ideas, words, results, and other scholarly accomplishment.
- No student has an inappropriate advantage over others.
- The academic and ethical development of students is fostered.
- The Touro College and University System can maintain its reputation for integrity in teaching, research, and scholarship.

Failure to uphold the principles of academic integrity threatens not only the reputation of Touro, but also the value of each degree awarded by the institution. All members of the Touro community bear a shared responsibility for ensuring that the highest standards of academic integrity are upheld.

The Touro College and University System administration is responsible for working with faculty and students to promote an institutional culture of academic integrity, for providing effective educational programs that create a commitment to academic integrity and for establishing fair procedures to deal with allegations of violations of academic integrity.

See Touro's [Academic Integrity Policy](#) for details and confirm reading the Academic Dishonesty Policy in Canvas.

Academic Integrity Statement

Touro College and University System is a community of scholars and learners committed to maintaining the highest standards of personal integrity in all aspects of our professional and academic lives. Students and faculty are expected to share a mutual respect for teaching, learning and the development of knowledge. Because intellectual integrity is a hallmark of scholarly and scientific inquiry as well as a core value of the Jewish tradition on which our university system was founded, students and faculty are expected to adhere to the highest standards of honesty, fairness, professional conduct of academic work and respect for all community members.

Academic honesty supports our shared intellectual culture and our ability to trust one another. Students must avoid all acts of dishonesty, including, but not limited to:

- Cheating
- plagiarizing (presenting the work or ideas of others as your own)
- fabricating (making up information, data, or research results)
- tampering (unauthorized removal or alteration of College documents, software, equipment, or other academic-related materials, including other students' work)
- lying
- working with others when assignments or exams require individual work

- making unauthorized copies of copyrighted material
- facilitating or tolerating the dishonesty of others

The Touro College and University System views violation of academic integrity with the utmost gravity. Such violations will lead to appropriate sanctions, from failure in coursework up to and including expulsion from the Touro College and University System. We commit ourselves to the shared vision of academic excellence that can only flourish in a climate of integrity.

Academic dishonesty lowers scholastic quality and adversely affects those who will eventually depend on the knowledge and integrity of our graduates. Failure to uphold the principles of academic integrity negatively impacts the reputation of Touro, the value of each degree awarded by the institution, and the future success of our graduates.

Please sign and **indicate that you have reviewed and read this Academic Integrity Statement**

Candidate Signature: _____ Date: _____

Memorandum of Understanding

All course participants must sign and submit the following Memorandum of Understanding:

1. I acknowledge that I have received and read the syllabus for this course.
2. I acknowledge that I have received and read the assignment expectations and rubrics for this course. I also understand that there are weighted components to the grades for this course.
3. I understand that it is my responsibility to ask the course instructor clarifying questions.
4. I understand and agree that my work in this course is graded according to the assignment rubrics, and weighting scale, and is not Pass/Fail.
5. I understand that the contents of the syllabus are subject to change in response to the instructor's insights into necessary course improvements and/or changes in institutional or New York State policies.
6. I understand that my coursework may be used for program approval, accreditation, and/or faculty development. In such cases, all coursework will be anonymized or presented in the aggregate without the inclusion of personal identification data. I reserve the right to request that my coursework not be used for such purposes by notifying my instructor in writing of said request by the third week of the course.

Candidate Signature: _____ Date: _____

Course policies are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be posted in Canvas and notifications will be sent via Touro College email.