

Student Teaching Courses: ED 410/415/420/430/440/474 & SE 456

SYLLABUS

Spring 2013

Washburn University
Department of Education

Instructor Information:

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Office hours: A half hour before/after seminar sessions and by appointment.

Materials (required):

1. Handbook: Washburn University Department of Education. (2013). *The Student Teacher Handbook*. Topeka, KS: Washburn University. [Find electronic copy online under ED 400 in WU Angel Program under "Lessons"]
2. Access to ANGEL through the Washburn server. Use your email account through Washburn ANGEL to communicate with Dr. Salsbury and turn in assignments.
3. Alternative email account: Send photographs, non-assignment information to field.experiences@washburn.edu
4. Dr. Salsbury email account: Send questions that require an immediate response to this email account <denise.salsbury@washburn.edu>

Course Description:+

"Directed & supervised student teaching of content in K-12 classrooms. ...Pass/fail basis only." The student teaching field experience courses are taught in conjunction with seminars ED 400/ED 405, and are designed to support Teacher Candidates during their field experiences in an authentic school environment. Information provided through ED 400 seminars focus on how Teacher Candidates should demonstrate professionalism throughout every element of the student teaching experience, synthesize their concept of building relationships in the schools, and demonstrate their readiness to provide standards-based instruction that positively impacts all diverse learners. During the student teaching field experience, Teacher Candidates maximize their own learning through reflective collaboration and communication with their Cooperating Teacher, University Supervisor, and other individuals. List of student teaching courses with field experiences include:

ED 410—Secondary Student Teaching

ED 415—5th-8th Grade Student Teaching

ED420—K-6 Student Teaching

*ED 476, B/C/D—P-12 PE Student Teaching**

ED 430—Student Teaching Birth to 3rd

ED 440—Student Teaching P-12

SE 456—SPED Practicum

Course Objectives: Teacher Candidate will...

1. Plan instruction based on learning needs and the developmental levels of all diverse learners, including those with exceptionalities.
2. Recognize and foster individual differences to establish a positive classroom culture.
3. Establish a classroom environment conducive to learning, and based on safety, fairness, respect, and educational equity.
4. Have a positive impact on student learning.
5. Demonstrate a thorough knowledge of content through planning and implementing an 8-day unit plan.
6. Provide a variety of innovative applications of knowledge which motivates learner understanding between and within subject areas.
7. Plan and implement lessons aligned with content standards. [Common Core Standards]
8. Use methods and techniques that are effective in meeting student needs, including strategies to differentiate and scaffold information.
9. Use varied assessments (formative and summative) to measure learner progress.
10. Utilize technology to engage and challenge learners in a variety of learning situations.
11. Engage students in learning activities that develop higher order thinking skills.
12. Engage in reflection and continuous professional growth.
13. Participate in collaboration and leadership opportunities.
14. Analyze and reflect on student data to impact student learning growth using formative and summative assessments.

Diversity Proficiencies:

The WU Department of Education promotes consideration of diversity in all aspects of teaching as suggested by Bank's *Model of Multicultural Education*:

- 1 = Knowledge Construction—understand that implicit cultural assumptions within a discipline influence the ways that knowledge is constructed within.
- 2 = Content Integration—include examples and content from a variety of cultures and groups to illustrate key concepts, principles, generalizations, and theories in subject matter.
- 3 = Prejudice Reduction—aware of the possibilities for modifying offensive racial attitudes through education.
- 4 = Equitable Pedagogy—understand the need for matching teaching styles to students' learning styles in order to facilitate academic achievement of students from diverse racial, cultural, and social class backgrounds.
- 5 = Empowering School Culture—understand the importance of examining group and labeling practices, sports participation and other school activities, and interaction of staff and students across ethnic and racial lines as a means for creating a school culture that empowers students from all groups.

Course Purpose: DIMENSIONS OF REFLECTION

The WU Department of Education established professional goals to educate *Reflective Educators*. This course supports development of reflective Educators through authentic field experiences and seminar sessions that allow students to engage in:

- **Reflection on self as an emerging, developing, and maturing professional**—through course readings, discussions, writings, and assignments that provide opportunities for students to explore and challenge beliefs held about teaching and learning as well as the merit of these beliefs in current teaching situations.
- **Reflection on the context of teaching and learning**—by observing peers teaching lessons and the instructor/classroom teacher modeling instructional best practice and behavior management approaches to promote increased academic learning by children within a variety of contexts.
- **Reflection on student differences**—through class readings, assignments, and discussions provide opportunities for students to examine the developmental, social, and cultural characteristics that students bring to school.
- **Reflection on methods and materials**—through class discussions, readings, assignments, and field experiences provide students opportunities to become aware of and reflect on a variety of instructional strategies and materials that are the basis for pedagogical decisions that correspond to various teaching contexts to meet the needs of the learner.
- **Reflection on assessment as a process of change**—through assignments, class discussions, and observations provide opportunities for students to explore the benefits of various assessment models and when they can be utilized to effectively as a process to aid children's learning and determine the impact of assessment on modifying instruction to meet the learning and performance needs of the learner.

Grading Policy:

To be considered for a passing grade in the student teaching course/s you must receive ratings of 'target' and/or 'advanced' on the final evaluations (*Teacher Candidate Summary Evaluation & Professional Dispositions Evaluation*) and receive a recommendation of PASS from your Cooperating Teacher and University Supervisor. The *TC Summary Evaluation* statements are the Student Teacher Course objectives, and ratings on that evaluation provide explanations of whether or not the Teacher Candidate meets the course objectives. Teacher Candidates are rated on their professional conduct and attitudes through the *Professional Dispositions Evaluation*. The Student Teacher Course Instructor/ED 400 Instructor will make the final determination of successful completion of the student teaching experience/course.

If there is disagreement between the University Supervisor and Cooperating Teacher as to the recommended grade, then the Director of Student Field Experiences will mediate a decision. Ultimately, in cases of disagreement, the Director of Student Field Experiences, the Director of Teacher Education, and the Washburn Education Department Chair will make the final decisions about whether to pass a Teacher Candidate and/or recommend for licensure.

Course Requirements:

The basic requirements for completing the student teaching field experience course/s are that you "teach" and demonstrate your readiness to teach. Consider all fourteen of the Student Teaching Course Objectives and the Professional Dispositions as you complete the tasks set before you in the classroom. *Completion of all assignments* mentioned in this syllabus as well as additional requirements and interactions with Cooperating Teacher/s, University Supervisor/s [US], and Student Teacher Course Instructor is expected when recommended for a "Passing" grade in the course/s. More details on the expectations of the student teaching field experience/s are stated within *The Student Teacher Handbook*. Specific assignments are listed below:

→ **Attendance**

→ **Observation Evaluation Forms**

→ **Midterm Evaluations** (& Goals Review)

→ **Schedules & Communications**

→ **Lesson Plans & Unit Plan**

→ **Final Evaluations** (& Goals Review)

Attendance:

Attendance is mandatory daily during the student teaching field experience.

ATTENDANCE--

- **Daily attendance:** Attendance is an element of professionalism, which is an evaluated disposition standard. You must receive a rating of 'target' and/or 'advanced' on the associated dispositional standard/s to be recommended for a "passing" grade for the student teaching course/s.
- The University Supervisor assumes responsibility for monitoring and communicating with the Cooperating Teacher and Teacher Candidate regarding daily attendance in the classroom, professional development sessions, parent/teacher conferences, faculty meetings, and other school functions. Your University Supervisor provides information on absences to the ED course instructor.
- **Excused absences:** You are *only allowed one (1) excused absence* from daily attendance during the student teaching field experience. If you must be absent due to an emergency or illness, provide professional documentation to the ED course instructor for those absences to be excused. If you are absent more than 2 days (even if they are excused) you will be required to make up the field experience days at the end of a semester (or placement) assuming there is approval from the Cooperating Teacher, University Supervisor, and Director of Student Field Experiences. *For this reason it is critical you communicate with the CT, US, and ED course instructor regarding any absences!*
- **Unexcused absences:** If there are any **unexcused absences** (more than 1 day) you will be required to make up the day if the Cooperating Teacher, University Supervisor, and Director of Student Field Experiences agree that it is in the best interest of the Teacher Candidate and classroom students for the days to be made up. *For this reason it is critical you communicate with the CT, US, and ED course instructor regarding any absences.* Assignments and/or responsibilities not met due to an unexcused absence may be made up at the discretion of the CT, US, and ED course instructor.
- **Student Teaching Field Experience:** Refer to *The Student Teacher Handbook*, for information about field experience absences, which states:

“As practice for the teaching profession, the Student Teacher is allowed **one (1) unexcused absence** during the student teaching field experience. If the Student Teacher has more than two absences during the student teaching experience those extra days must be made up at the end of the semester. When extra days must be allotted into the placements, a juggling of placement dates must occur with the help of the Director of Student Field Experience. —Make-up time will be mutually agreeable and determined by collaboration between the Cooperating Teacher, Student Teacher, and Director of Student Field Experiences.”
(*The Student Teacher Handbook*, 2013, p. 24*)
- **It is expected that your behavior at all times will exhibit professional dispositions through your conduct and attitudes.** You will be self-evaluating your dispositions during ED 400 seminars throughout the semester. Your University Supervisor and Cooperating Teacher/s will also monitor your dispositions throughout each field placement, and you must receive a rating of 'target' and/or 'advanced' to be considered for a "passing" grade in the student teaching course/s.

Washburn Education Department Professional Dispositions

The Teacher Candidate:

1. is inner directed, reflective, and optimistic about the influence of education on all students.
2. views himself/herself as both a teacher and a learner and seeks to enhance his/her own professional development.
3. is accepting of diversity among people and makes decisions and adaptations that reflect a commitment to fairness and educational equity among students, including those with exceptionalities.
4. supports policies and practices that promote student safety, development and welfare.
5. is punctual, reliable, and well prepared and willingly assumes responsibilities for duties and assignments.
6. is consistently honest, respects and follows established policies and procedures, and maintains an integrity that reflects positively on the teaching profession.
7. demonstrates maturity and effective interpersonal skills and accepts constructive criticism in a positive manner.
8. communicates (both verbally and nonverbally) with students, parents, colleagues, and authority figures in ways appropriate for the teaching and learning context.
9. values collaboration within the profession and is respectful of, and works collaboratively with families, colleagues, community, and/or authority figures.
10. exhibits an appropriate professional appearance, including good grooming and proper attire, when representing Washburn University.

Schedules & Communications:

- *Schedules:* Within the first 2 weeks of your student teaching field placement, set a conference with the Cooperating Teacher to develop a **Teaching Timeline** of when you will teach. You may use the suggested timeline/s found in The Student Teacher Handbook in Appendix C, or through collaboration with your CT develop a timeline that fits with the longitudinal plans of your teacher. A section of the timeline should show how you will gradually assume responsibility for the planning, implementation, and evaluation of instructional activities. Give a copy of your Teaching Timeline to your University Supervisor as soon as possible.
 - *Daily Schedule:* Include an outline of the daily schedule, from when the school day begins until it ends, as a section of your **Teaching Timeline**.
 - *Weekly Schedule:* Depending on your field experience placement, you may want to include a weekly schedule with the **Teaching Timeline** to clarify the flow of your days for the University Supervisor.
- *Communication:* You are expected to respond to email and phone messages promptly whether they are from course instructors, the University Supervisor, the Cooperating Teacher, or other professionals. Take time to ensure your phone message is appropriate for professionals to hear, that your Facebook (or other social network) account is professionally presented, and that any other communications that professionals will view or hear is appropriate and professional. Inappropriate messages and communications cause prospective teachers to miss opportunities for job positions!!
 - *Photographs:* Within the first 2 weeks of a placement take a photograph of you and your Cooperating Teacher, embed it in the Personal Information Paper (PIP) found in ANGEL “Lessons,” then submit the PIP to the drop box by January 27, 2013.
 - Take other photos of yourself throughout the field experience placement/s to show instructional strategies, room arrangements, and another item you wish to highlight. Send the photographs to Dr. Salsbury via the email account <field.experiences@washburn.edu> . Since the photos will be included in the PowerPoints shown during the Student Teacher Tea, limit the photographs you send which contain students.

Observation Evaluation Forms:

- Observation Evaluation Forms provide written feedback from a Cooperating Teacher and University Supervisor after watching you teach a full lesson to a whole class of students.
- Teacher Candidates are observed teaching by their CT and US who provide feedback on the implementation of the lesson and classroom management. The CT and US give verbal comments, written feedback, and performance-based ratings on how well you implemented your lesson plan during a conference immediately following the lesson. Sometimes conferencing may be delayed to another time due to time constraints. Teacher Candidates should receive a copy of each Observation Evaluation Form for future reference.
 - Teacher Candidates provide 4-8 fully complete Lesson Plans for the formal observations to be conducted by your Cooperating Teacher and University Supervisor (2 lessons will be observed by the CT and 2 by the US per 8-week placement). Both the CT and US should formally observe a minimum of 2 lessons per placement, then provide you feedback on the implementation of the lesson/s. Your CT should not formally observe the lesson plan observed formally by your US, and visa versa. *A Lesson Plan Outline template will be provided to you by the ED 400 Instructor.*
 - Each time there is scheduled a formal observation, Teacher Candidates are expected to provide a full and complete Lesson Plan to the CT/US at least 2 days before teaching the lesson. If a complete Lesson Plan (using the Lesson Plan Outline) is not submitted to the CT or US at least 2 days before implementing the lesson, then the formal observation must be rescheduled. Neither the CT nor US should be expected to view a Teacher Candidate attempt to teach a lesson which has not be preplanned and organized ahead of the scheduled time.

Lesson Plans & Unit Plan:

This assignment has three (3) parts:

1. **Unit Plan**—Create an 8-day Unit Plan on a grade-level appropriate topic; the Unit Plan should be standards-based and follow guidelines *from the outline template provided by the ED 400 Instructor*, as well as the curricular content and standards recommended by the Cooperating Teacher and school district. *The Unit Plan will not be turned in with the KPTP*, instead submit it to your ANGEL drop box; label document appropriately as <yourlastnamefirstinitial—KPTP-Unit Plan.pdf>

Unit Plan Outline template:

To complete the Unit Plan, you must first collaborate with your Cooperating Teacher, then write an 8-day Unit Plan which you are expected to teach during the first eight weeks of your student teaching field experience. All Teacher Candidates are required to use the *Unit Plan Outline* template provided to sequence the instructional ideas and activities. Refer to the sample unit plan attached to the template for guidance when developing the unit; both the Unit Plan Outline template and sample lesson plan can be found in *The Student Teaching Handbook* posted in “Lessons” in ANGEL. The process of writing this unit plan will be reviewed during ED 400 seminar session/s.

2. **Lesson Plans**—Provide 4-8 Lesson Plans for the formal observations to be conducted by your Cooperating Teacher and University Supervisor (2 lessons will be observed by the CT and 2 by the US per 8-week placement). Both the CT and US should formally observe a minimum of 2 lessons per placement, then provide you feedback on the implementation of the lesson/s. Your CT should not formally observe the lesson plan observed formally by your US, and visa versa. *A Lesson Plan Outline template will be provided to you by the ED 400 Instructor.*

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3. **Video taped Lesson Plans**—Reminder: Video tape 2 Lesson Plans that show you providing instruction of a lesson (see requirements in KPTP descriptions). If your CT or US observes one of the video-taped lesson plans, then you do not need to provide an extra plan. It is appropriate to have at least two of your unit lesson plans overlap formal lesson observations. Additional information about the number of lesson plans to turn in will be discussed during ED 400 seminars.

Midterm Evaluations:

- There are two measures of the midterm evaluation of a Teacher Candidate’s student teaching field experience/s and readiness to teach: the *Teacher Candidate Summary Evaluation Form* and the *Professional Dispositions Form*. The University Supervisor and the Cooperating Teacher will evaluate at which stage the Teacher Candidate has met the standards and course objectives by providing ratings on the two forms. Both forms are online; web addresses will be provided at a later date.
- During the midterm conference, the Teacher Candidate should revisit and revise the construct goals to evaluate, with the assistance of the University Supervisor and Cooperating Teacher, whether or not the goals have been met, how they were met, and provide evidence that the goals were met. At this time, it should be decided whether to change goals, refine the goals, or continue with existing goals.

Final Evaluations:

- There are two measures of evaluation of a Teacher Candidate’s successful completion of the student teaching field experience/s and readiness to individually teach: the *Teacher Candidate Summary Evaluation Form* and the *Professional Dispositions Form*. The University Supervisor and the Cooperating Teacher will evaluate whether the Teacher Candidate has met the standards and course objectives by providing ratings on the two forms. Both forms are online; web addresses will be provided at a later date.
- During the final conference, the Teacher Candidate should revisit the construct goals to evaluate, with the assistance of the University Supervisor and Cooperating Teacher, whether or not the goals have been met, how they were met, and provide evidence that the goals were met.
- When the Teacher Candidate receives ratings of ‘target’ and/or ‘advanced’ on the two final evaluation forms, the University Supervisor and Cooperating Teacher are both verifying their recommendations for the Teacher Candidate to pass the student teaching field experience/s.

Kansas Professional Education Standards

Standard #1—

The educator demonstrates the ability to use the central concepts, tools of inquiry, and structure of each discipline he or she teaches and can create opportunities that make these aspects of subject matter meaningful for all students.

Standard #2—

The educator demonstrates an understanding of how individuals learn and develop intellectually, socially and personally and provides learning opportunities that support this development.

Standard #3—

The educator demonstrates the ability to provide different approaches to learning and creates instructional opportunities that are equitable, that are based on developmental levels, and that are adapted to diverse learners, including those with exceptionalities.

Standard #4—

The educator understands and uses a variety of appropriate instructional strategies to develop various kinds of students' learning, including critical thinking, problem solving, and reading.

Standard #5—

The educator uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard #6—

The educator uses a variety of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Standard #7—

The educator plans effective instruction based upon the knowledge of all students, community, subject matter, curriculum outcomes, and current methods of teaching reading.

Standard #8—

The educator understands and uses formal and informal assessment strategies to evaluate and ensure the continual intellectual, social, and other aspects of personal development of all learners.

Standard #9—

The educator is a reflective practitioner who continually evaluate the effects of his or her choices and actions on others (students, parents, or other professionals in the learning community), actively seeks out opportunities to grow professionally, and participates in the school improvement process (Kansas Quality Performance Accreditation, or QPA).

Standard #10—

The educator fosters collegial relationships with school personnel, parents, and agencies in the larger community to support all students' learning and well-being.

Standard #11—

The educator demonstrates the ability to integrate across and within content fields to enrich the curriculum, develop reading and thinking skills, and facilitate all students' abilities to understand relationships between subject areas.

Standard #12—

The educator understands the role of technology in society and demonstrates skills using instructional tools and technology to gather, analyze, and present information, enhance instructional practices, facilitate professional productivity and communication, and help all students effectively use instructional technology.

Standard #13—

The educator is a reflective practitioner who uses an understanding of historical, philosophical, and social foundations of education to guide educational practices.

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## **WASHBURN UNIVERSITY EXPECTATIONS AND INFORMATION— UNIVERSITY ADDITIONS – COURSE SYLLABUS**

### **Mission of the University:**

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community. *Washburn University Board of Regents, 2010*

### **Definition of a Credit Hour:**

For every credit hour awarded for a course, the student is typically expected to complete approximately one hour of classroom instruction, online interaction with course material, or direct faculty instruction and a minimum of two additional hours of student work each week for approximately 15 weeks for one semester or the equivalent amount of work over a different amount of time.

**Academic Misconduct Policy:**

All students are expected to conduct themselves appropriately and ethically in their academic work. Inappropriate and unethical behavior includes (but is not limited to) giving or receiving unauthorized aid on examinations or in the preparation of papers or other assignments, or knowingly misrepresenting the source of academic work. Washburn University's Academic Impropriety Policy describes academically unethical behavior in greater detail and explains the actions that may be taken when such behavior occurs. For guidelines regarding protection of copyright, consult <http://www.washburn.edu/statements-disclosures/copyright/index.html>. For a complete copy of the Academic Impropriety Policy, contact the office of the Vice President for Academic Affairs, Bradbury Thompson Alumni Center Suite 200, or go on-line to: <http://www.washburn.edu/faculty-staff/faculty-resources/faculty-handbook/faculty-handbook-section-7.html>.

**Student Health Services/WU Counseling Services:**

Student Health Services (SHS) works closely with WU Counseling Services to provide support for students experiencing challenges with learning and adapting to university life. SHS also offers urgent care for illness and injury, sports, school, and travel abroad physicals, well woman exams, immunizations/vaccinations and care of chronic illness such as diabetes and high blood pressure. More information can be found at <http://washburn.edu/current-students/services/health-services/index.html> and <http://washburn.edu/current-students/services/counseling/index.html>

**Disability Services:**

The Student Services Office is responsible for assisting in arranging accommodations and for identifying resources on campus for persons with disabilities. Qualified students with disabilities must register with the office to be eligible for services. The office MUST have appropriate documentation on file in order to provide services. Accommodations may include in-class note takers, test readers and/or scribes, adaptive computer technology, brailled materials. Requests for accommodations should be submitted at least two months before services should begin; however, if you need an accommodation this semester, please contact the Student Services Office immediately.

Location: Student Services, Morgan Hall Room 135 (new location)

Phone: 785-670-1629 or TDD 785-670-1025

E-Mail: [student-services@washburn.edu](mailto:student-services@washburn.edu)

--Students may voluntarily identify themselves to the instructor for a referral to the Student Services Office.

**Office of Academic Advising:**

As a Washburn student, you may experience difficulty with issues such as studying, personal problems, time management, or choice of major, classes, or employment. The Office of Academic Advising is available to help students either directly through academic advising, mentoring, testing and developing learning strategies or by identifying the appropriate University resource. If you feel you need someone with whom to discuss an issue confidentially and free of charge, contact Academic Advising in Morgan 122, 785-670-1942, [advising@washburn.edu](mailto:advising@washburn.edu).

**Withdrawal Policy:**

During fall and spring semesters, students may go online and withdraw from full semester courses through the second week of class with no recorded grade. From the third through the eleventh week a "W" is recorded for any dropped course. After the eleventh week, there are NO withdrawals, and a grade will be assigned for the course. These deadlines will be different for short-term, out-of-sequence, or summer courses. To view the deadline dates for your courses visit the "Last Day" Deadlines web page at:

<https://www2-prod.washburn.edu/self-service/coursedates.php>

**Attendance/Administrative Withdrawal:**

Although it is the student's responsibility to initiate course withdrawals, an instructor, after due notice to the student, may request withdrawal of the student from a course because of nonattendance through the same date as the last day a student may withdraw from a course. This would NOT absolve the student of financial responsibility for tuition/fees for the course in question. The inclusion of this information in the course syllabus is considered due notice.

**Official E-Mail Address:**

Your Washburn University e-mail address will be the official address used by the University for relaying important messages regarding academic and financial information and the University will consider this your official notification for important information. It may also be used by your instructors to provide specific course information. If you prefer to use an alternate e-mail address to receive official University notices, you can access your MyWashburn e-mail account, choose the "Options" tab, and select "Settings", scroll to the bottom of the screen, click enable forwarding and enter the e-mail address you would like your Washburn emails forwarded to in the "mail forwarding" area. Click add and then click on save changes. This will complete the process of forwarding your Washburn e-mail. It is your responsibility to ensure that your official e-mail box does not exceed your message quota resulting in the inability of e-mail messages to be accepted into your mailbox.

**Success Week:**

Success Week for undergraduate students is designated as the five week days preceding the first day of scheduled final examinations each Fall and Spring semester. Success Week is intended to provide students ample opportunity to prepare for final examinations. For academic programs, the following guidelines apply:

A. Faculty are encouraged to utilize Success Week as a time for review of course material in preparation for the final examination. If an examination is to be given during Success Week, it must not be given in the last three days of Success Week unless approved by the Dean or Department Chair. Assignments worth no more than 10% of the final grade and covering no more than one-fourth of assigned reading material in the course may be given.

B. Major course assignments (extensive research papers, projects, etc.) should be due on or before the Friday prior to Success Week and should be assigned early in the semester. Any modifications to assignments should be made in a timely fashion to give students adequate time to complete the assignments.

C. If major course assignments must be given during Success Week, they should be due in the first three days of Success Week. Exceptions include class presentations by students and semester-long projects such as a project assignment in lieu of a final. Participation and attendance grades are acceptable. The Success Week policy excludes make-up assignments, make-up tests, take-home final exams, and laboratory examinations. It also does not apply to classes meeting one day a week for more than one hour. All University laboratory classes are exempt from this policy.