

LSC Use Only
Number:

Submission Date: _____

Action-Date: _____



UWUCC USE Only
Number:

Submission Date: 99-45a

Action Date: App 2/8/00
Senate App 4/4/00

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person: Clarice Reber, John Johnson Phone: Johnson 7-2485, Reber 7-2450

Department: Teacher Education Coordinators Council

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE

New Course*

Suggested 20 character title

Course Revision

Course Number and Full Title

ED 242 Pre Student Teaching Clinical Experience I

Liberal Studies Approval+
for new or existing course

Course Number and Full Title

Course Deletion

Course Number and Full Title

Number and/or Title Change

Course Number and Full Title

Course or Catalog Description Change

Old Number and/or Full Old Title
New Number and/or Full New Title

Course Number and Full Title

PROGRAM: _____ Major _____ Minor _____ Track

New Program*

Program Name

Program Revision*

Program Name

Program Deletion*

Program Name

Title Change

Old Program Name

New Program Name

III. Approvals (signatures and date)

Department Curriculum Committee

John R. Johnson
College Curriculum Committee

Department Chair

[Signature]
College Dean

+Director of Liberal Studies (where applicable)

*Provost (where applicable)

Part II. Description of Curriculum Change

Syllabus of Record

I. Catalog Description

ED242 Pre Student Teaching Clinical Experience I

var-1sh

Prerequisites: Admission to teacher certification

Observation/participation in a basic education classroom beginning not later than the sophomore year.

II. Course Objectives/Outcomes

The student will:

- A. Demonstrate professional responsibility in a spirit of cooperation.
- B. Exhibit enthusiasm for and a personal involvement in teaching.
- C. Demonstrate sensitivity to the needs of students. (Relates to Multicultural Teacher Education and Exceptionalities.)
- D. Establish a positive environment for student expression.
- E. Accept criticism and modifies behavior accordingly.

III. Course Outline (varies from department to department)

Experiences

The student will:

- A. Observe various ways of arranging the physical environment.
- B. Observe other teachers to observe various teaching styles.
- C. Identify types of questioning strategies used.
- D. Recognize individual differences within the classroom and how the cooperating teacher provides for them.
- E. Observe diversity of students, i.e., exceptionalities, cultural, racial or ethnic. (Relates to Multicultural Teacher Education and Exceptionalities)
- F. Identify different teaching strategies and methods.
- G. Understand and examine effective principles of classroom management.
- H. Review different methods and strategies for pupil evaluation.
- I. Observe students' responses to varying types of questions.
- J. Meet and become familiar with the cooperating teacher and other school personnel.
- K. Become familiar with individual and/or team teaching organizational patterns.
- L. Become familiar with the school's philosophy/policies.
- M. Assist the teacher in gathering materials for lessons.
- N. Visit the library of the school to determine the types of reading materials and technology.
- O. Discuss the philosophy, goals and methodologies with the cooperating teacher.
- P. Assist a student or small group of students in a task assigned by your cooperating teacher.

IV. Evaluation Methods: (Major specific)

Each student will be expected to exhibit professionalism in the portfolio submitted the last week of the semester. This will include but is not limited to neatly typed documentation, professional references when necessary and thoroughness of the observations, description of the participation and the analyses of the experience.

V. Readings

(1994). Dedicated to a better understand of ethnic, racial, and religious diversity, (special section). Multicultural Review. 1(3).

(1991). The making of a teacher, (special section). Educational Leadership, 42(3).

Kozol, J. (1991). Savage children in America's schools. New York: Crown Publishers.

Ornstein, A. C. & Lasley, II, T. J. (2000). Strategies for effective teaching (3rd ed.). Boston: McGraw Hill

Moore, K.D. (1998). Classroom teaching skills (4th ed.). Boston: McGraw Hill

MacDonald, R. E. (1991). A handbook of basic skills and strategies for beginning teachers. Longman, New York.

Posner, G. J. (1996). Field experience: A guide to reflective teaching, (4th ed.). Longman, New York.

For periodicals related to your specific discipline, please contact your instructor or visit the library.

VI. Course Requirements

The requirements for ED 242 are major-specific; however, minimally, each student must:

- A. Attend a minimum of 5 classes with the assigned professor in his/her department.
- B. Submit the necessary forms and other paperwork for review prior to submission to Office of Educational College-School Partnerships, listing at least 3 different schools of choice. Students are required to complete their early field experiences outside their home district, district of residence, or districts that employ relatives of the student unless there is a departmental policy that allows an exception based upon considerations of quality of the experience. The final decision lies with the course instructor or departmental coordinator as determined by individual program policy.
- C. Participate in a minimum of 35 hours of actual time in school/field based clinical experiences, engaging in the appropriate activities as described by the professor.
- D. Meet with the professor at the end of the experience as either an individual or in a group to share and discuss the experiences and to assess the appropriateness of desire of continuing as an education major.
- E. Complete the assigned readings and engage in reflective thinking processes to examine and analyze theoretical perspectives on teaching and classroom teacher practices.
- F. Incorporate the suggestions for improvement in assignments from both the cooperating teacher and the university supervisor.
- G. Assume responsibility for all assignments and duties as prescribed by the cooperating teacher and/or the university supervisor.

2. A summary of the proposed revisions

Changes have been proposed only in the course requirements section of the syllabus. Comments by requirement "letter" follow:

- A. We have added a minimum number of class meetings.
- B. We added procedures to make long standing policy explicit to students.
- C. We added this requirement to explicitly state the minimum amount of field based experience.
- D. This change assures faculty will conduct an exit interview with students.
- E. Rewording of previous Course Requirement #2
- F. New addition reminding students of their responsibilities
- G. Rewording of previous Course Requirement #3

3. Justification/rationale for the revision

After consultation with the Council of Deans, the Teacher Education Coordinating Council (TECC) is recommending this proposal in order to grant workload preparation to faculty teaching ED242 Pre-student Teaching Clinical Experience I and ED342 Pre-student Teaching Clinical Experience II. At the recommendation of the Deans and concurrence of TECC, we are proposing the revised minimum course requirements to demonstrate our rationale for granting workload preparation for these courses.

TECC is aware that the vast majority of teacher preparation programs far surpass these course requirements. We feel strongly that faculty who expend significant preparation time in terms of class time, supervision time, evaluation of teaching performance and/or written assignments time deserve the workload preparation. In order to obtain this preparation, TECC and the Council of Deans requested that minimum course requirements be stated explicitly in the syllabi. The University Curriculum Committee requested we send forward a course change proposal to incorporate these changes.

- H. The old syllabus of record. (see attached)

Part III. Letters of Support

SYLLABUS
Pre Student Teaching Clinic I
ED 242

Course Description:

Pre Student Teaching I (ED242) is the first of three clinical experiences in the teacher preparation program. This experience includes classroom observations and participation. Students work in school settings with children assisting learning in a variety of ways identified by the cooperating teacher. The specific departmental guidelines will be specified by your instructor in your department.

Prerequisites:

To enroll in ED 242 students must have completed the standards for admission to teacher certification, STEP ONE in the FOUR STEP PROCESS.

Relationship to the College of Education Knowledge Base

ED 242 is the first experience in the College of Education where students are able to exhibit behaviors which are congruent with the College's beliefs: that teachers we prepare as reflective practitioners demonstrate professionalism and commitment to the learner, that teachers we graduate will work in collaborative ways with the school community to develop appropriate learning activities for the learner; the teachers we graduate will be lifelong learners grounded in the liberal studies and in the professional and pedagogical skills identified with his/her program of studies.

Course Outcomes:

1. Demonstrate professional responsibility in a spirit of cooperation.
2. Exhibit enthusiasm for and a personal involvement in teaching.
3. Demonstrates sensitivity to the needs of students. (Relates to Multicultural Teacher Education and Exceptionalities).
4. Establishes a positive environment for student expression.
5. Accepts criticism and modifies behavior accordingly.

Experiences:

observe various ways of arranging the physical environment.

observe other teachers to observe various teaching styles.
identify types of questioning strategies used.

recognize individual differences within the classroom and how the cooperating teacher provides for them.

observe diversity of students, i.e. exceptionalities, cultural, racial or ethnic. (Relate to Multicultural Teacher Education and Exceptionalities).

identify different teaching strategies and methods.

understand and examine effective principles of classroom management.

review different methods and strategies for pupil evaluation.

observe students' responses to varying types of questions.

meet and become familiar with the cooperating teacher and other school personnel.

become familiar with individual and/or team teaching organizational patterns.

become familiar with the school's philosophy/policies.

assist the teacher in gathering materials for lessons .

visit the library of the school to determine the types of reading materials and technology.

discuss the philosophy, goals and methodologies with the cooperating teacher.

assist a student or small group of student in a task assigned by your cooperating teacher.

Required Readings:

Borich, G. D. (1990). Observation skills for effective teaching. Columbus, Ohio: Merrill Publishing Co.

Good, T, & Brophy, J. (1991). Looking into Classrooms (5th ed.). New York: Harper & Row.

Tursman, C. (1981). Good teachers: What to look for. Education USA. (Special Report). Arlington, VA.

Course Requirements:

Each student in the ED 242 Clinical Experience must:

1. Attend class with the assigned professor in your department.
2. Engage in reflective thinking during your in-class discussions and in your portfolio regarding your observations, readings, types of participation and analyses of the experiences.
3. Complete all additional assignments which are specified by the instructor in your department.

Grading Policy:

Each student will be expected to exhibit professionalism in the portfolio submitted the last week of the semester. This will include but is not limited to neatly typed documentation, professional references when necessary and thoroughness of the observations, description of the participation and the analyses of the experience.

Bibliography

Dedicated to a better understanding of ethnic, racial, and religious diversity, (special section). Multicultural Review, 3(3), 1994.

The making of a teacher, (special section). Educational Leadership, 49(3), 1991.

Jacobsen, D., Eggen, P. & Kauchak, D. (1989). Methods for teaching: A skills approach (3rd ed.). New York: MacMillan.


Kozol, J. (1991). Savage Inequalities: Children in America's schools. New York: Crown Publishers.

Periodicals

For periodicals related to your specific discipline, please contact your instructor or visit the library.

October 19, 1999

To: James Myers
Undergraduate Curriculum Committee

From: Clarice Reber 
Representative of the Teacher Education Coordinators Council

Subject: Course Revisions

Attached you will find copies of course revisions for ED 242 Pre Student Teaching Clinical Experience I and ED 342 Pre Student Teaching Clinical Experience II. TECC is forwarded this information for review as requested by the committee last year. If you have any questions regarding these proposals, representatives from the TECC will be pleased to respond. These revisions are a result of an agreement between the Dean's Council and TECC. Once you have reviewed these proposals, it is anticipated that Meet and Discuss will approve preparation workload credit for faculty teaching these courses.

Thank you for the work you and your committee do.

99-45a

KN:
Please
who

tell me
is missing?
JR.

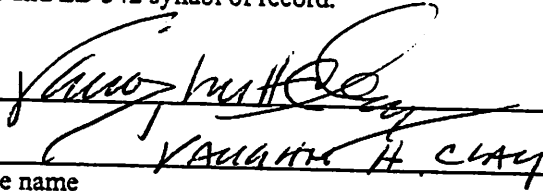
MAY 13 1999

Comments: (By requirement number.)

1. We added a minimum number of class meetings.
2. We added procedures to make long standing policy explicit to students.
3. We added this requirement to explicitly state the minimum amount of field based experience.
4. This change assures faculty will conduct an exit interview with students.
- 5-7. These requirements are part of the current course syllabi.

The Department of ART approves the proposed additions to
the ED 242 and ED 342 syllabi of record.

Signed:


VAUGHN H. CLAY

Date:

5/10/99

Print or type name

Please return to the Educational College/School Partnership Office, 104 Stouffer.

MAR 24 1999

Comments: (By requirement number.)

1. We added a minimum number of class meetings.
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The Department of Biology approves the proposed additions to
the ED 242 and ED 342 syllabi of record.

Signed: W. Barkley Butler Date: 3/23/99

W. Barkley Butler
Print or type name

Please return to the Educational College/School Partnership Office, 104 Stouffer.

Comments: (By requirement number.)

1. We added a minimum number of class meetings.
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MAR 1999

The Department of Chemistry approves the proposed additions to
the ED 242 and ED 342 syllabi of record.

Signed: Pothen Varughese Date: March 2, 1999

Pothen Varughese, Ph.D.
Print or type name

Please return to the Educational College/School Partnership Office, 104 Stouffer.

Comments: (By requirement number.)

1. We added a minimum number of class meetings.
2. We added procedures to make long standing policy explicit to students.
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- 5-7. These requirements are part of the current course syllabi.

The Department of English education approves the proposed additions to the ED 242 and ED 342 syllabi of record.

Signed: Linda C Norris Date: 3/22/99
LINDA C NORRIS

Print or type name

Please return to the Educational College/School Partnership Office, 104 Stouffer.

AUG 13 1999

Comments: (By requirement number.)

1. We added a minimum number of class meetings.
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3. We added this requirement to explicitly state the minimum amount of field based experience.
4. This change assures faculty will conduct an exit interview with students.
- 5-7. These requirements are part of the current course syllabi.

The Department of French & German approves the proposed additions to the ED 242 and ED 342 syllabi of record.

Signed: Renee Liscinsky Date: 8-6-99
Renee Liscinsky
Print or type name

Please return to the Educational College/School Partnership Office, 104 Stouffer.

Add
to file

Comments: (By requirement number.)

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- 5-7. These requirements are part of the current course syllabi.

The Department of Geoscience approves the proposed additions to the ED 242 and ED 342 syllabi of record.

Signed: FW Hall Date: 1/9/99

Frank W. Hall
Print or type name

Please return to the Educational College/School Partnership Office, 104 Stouffer.

Comments: (By requirement number.)

1. We added a minimum number of class meetings.
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- 5-7. These requirements are part of the current course syllabi.

MAR 9 1999

The Department of Health and Physical Edu approves the proposed additions to the ED 242 and ED 342 syllabi of record.

Signed: James G. Mill Date: 3/3/99
JAMES G. MILL
Print or type name

Please return to the Educational College/School Partnership Office, 104 Stouffer.

APR 19 1999

Comments: (By requirement number.)

1. We added a minimum number of class meetings.
2. We added procedures to make long standing policy explicit to students.
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- 5-7. These requirements are part of the current course syllabi.

APR 19 1999

The Department of History (Sec. 51.) approves the proposed additions to the ED 242 and ED 342 syllabi of record.

Signed: Judith M McDonough Date: 4/19/99

Print or type name

Judith McDonough

Please return to the Educational College/School Partnership Office, 104 Stouffer.

Neil B. Lehman 4/23/99

NEIL LEHMAN

MAY 03 1999

Comments: (By requirement number.)

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- 5-7. These requirements are part of the current course syllabi.

The Department of Mathematics approves the proposed additions to
the ED 242 and ED 342 syllabi of record.

Signed: Gerald M. Buriok Date: 4/26/99

Gerald M. Buriok
Print or Type name


Please return to the Educational College-School Partnerships Office 104 Stouffer.

Comments: (By requirement number.)

1. We added a minimum number of class meetings.
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- 5-7. These requirements are part of the current course syllabi.

APR 21 1999

The Department of Music approves the proposed additions to
the ED 242 and ED 342 syllabi of record.

Signed:  Date: April 19, 1999

John Scandrett, Chair
Print or type name

Please return to the Educational College/School Partnership Office, 104 Stouffer.

MAR 04 1999

Comments: (By requirement number.)

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3. We added this requirement to explicitly state the minimum amount of field based experience.
4. This change assures faculty will conduct an exit interview with students.
- 5-7. These requirements are part of the current course syllabi.

The Department of Physics approves the proposed additions to
the ED 242 and ED 342 syllabi of record.

Signed: Richard D. Roberts Date: 3/3/99
Richard D. Roberts
Print or type name

Please return to the Educational College/School Partnership Office, 104 Stouffer.

MAR 2 1999

Comments: (By requirement number.)

1. We added a minimum number of class meetings.
2. We added procedures to make long standing policy explicit to students.
3. We added this requirement to explicitly state the minimum amount of field based experience.
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- 5-7. These requirements are part of the current course syllabi.

The Department of Professional Studies in Ed approves the proposed additions to the ED 242 and ED 342 syllabi of record.

Signed:

Edwina B. Vold
Edwina B. Vold

Date:

3/1/99

Print or type name

Please return to the Educational College/School Partnership Office, 104 Stouffer.

Comments: (By requirement number.)

1. We added a minimum number of class meetings.
2. We added procedures to make long standing policy explicit to students.
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4. This change assures faculty will conduct an exit interview with students.
- 5-7. These requirements are part of the current course syllabi.

FEB 26 1999

The Department of Spanish & Classical Languages approves the proposed additions to the ED 242 and ED 342 syllabi of record.

Signed:  Date: 2-24-99

Dr. José M. Carranza, Chair
Print or type name

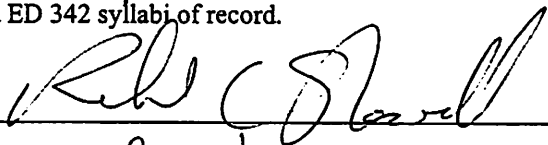
Please return to the Educational College/School Partnership Office, 104 Stouffer.

Comments: (By requirement number.)

APR 19 1999

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3. We added this requirement to explicitly state the minimum amount of field based experience.
4. This change assures faculty will conduct an exit interview with students.
- 5-7. These requirements are part of the current course syllabi.

The Department of Special Education approves the proposed additions to the ED 242 and ED 342 syllabi of record.

Signed:  Date: 4/19/99
Richard C. Nowell
Print or type name

Please return to the Educational College/School Partnership Office, 104 Stouffer.

MAY 3 1999

Comments: (By requirement number.)

1. We added a minimum number of class meetings.
2. We added procedures to make long standing policy explicit to students.
3. We added this requirement to explicitly state the minimum amount of field based experience.
4. This change assures faculty will conduct an exit interview with students.
- 5-7. These requirements are part of the current course syllabi.

The Department of Technology Support & Training approves the proposed additions to the ED 242 and ED 342 syllabi of record.

Signed: Wayne Moore, Chair Date: 4/27/99
Wayne Moore
Print or type name

Please return to the Educational College/School Partnership Office, 104 Stouffer.

FEB 20 1999

The Department of Vocational Ed. approves the proposed additions to
the ED 242 and ED 342 syllabi of record.

Signed: Sandra J. Durbin Date: 2-25-99
SANDRA J. DURBIN
Print or type name

Please return to the Educational College/School Partnership Office, 104 Stouffer.