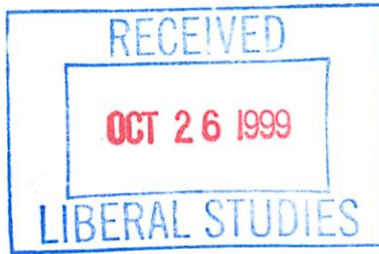


LSC Use Only
Number:

Submission Date: _____

Action-Date: _____



UWUCC USE Only
Number:

Submission Date: 99-456

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 342 Pre Student Teaching Clinical Experience II

Course Number and Full Title

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

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

Course or Catalog Description Change _____
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

Department Chair

John R Johnson
College Curriculum Committee

[Signature]
College Dean

+Director of Liberal Studies (where applicable)

*Provost (where applicable)

Part II. Description of Curriculum Change

Syllabus of Record

I. Catalog Description

ED342 Pre Student Teaching Clinical Experience II var-1sh

Prerequisites: ED242 and admission to junior standing

Students work toward the development of specific competencies that relate to individual major fields of teaching.

II. Course Objectives/Outcomes

The student will:

- A. Practice 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.
- D. Establish a positive environment for student expression.
- E. Accept criticism and modify behavior accordingly.
- F. Provide effective tutorial work with one student or a small group.
- G. Exhibit competence in classroom instruction or demonstration of specific concepts.
- H. Provide individual assistance to students during class assignments.
- I. Use classroom management strategies effectively.

III. Course Outline (varies from department to department)

Experiences:

- A. Continue to refine observational skills of Pre Student Teaching Clinical I.
- B. Examine, analyze and reflect on the techniques and strategies that the cooperating teacher uses effectively for teaching/learning.
- C. Examine how the teacher motivates the students to want to learn.
- D. Examine the techniques that are effective in reducing boredom and maintaining student interest.
- E. Analyze the various methods that the teacher employs to handle discipline.
- F. Engage in individual tutoring, small group instruction, and large group instruction.
- G. Write lesson plans and unit plans (where applicable) that are appropriate to the major.
- H. Work with a class or designated group of students to develop a beginning set of teaching skills and abilities.
- I. Teach a lesson(s) and demonstrate specific concepts.
- J. Team with a teacher to enrich a lesson.
- K. Contribute items for assessment or evaluation of a student(s).
- L. Implement lesson plans with instructional strategies and accompanying support materials appropriately.

IV. Evaluation Methods: (Major specific)

Each student will be expected to exhibit professionalism in the school assigned, demonstrate a solid knowledge of the liberal arts and the professional core, demonstrate pedagogical skills, and a commitment to quality in all of the assigned experiences.

V. Required Readings:

Chiarelott, L., Davidman, L., & Ryan, K. (1994). Lenses on teaching: Developing perspectives on classroom life, 2nd Ed. Fort Worth: Harcourt Brace College Publishers.

*Bennett, D. I., Meyer, C. H. & Meyer, D. E. (1994). Elementary field experiences: A handbook with resources. Delmar Publishers.

*This book can be helpful not only to elementary education majors but to secondary majors in other disciplines who will have two student teaching experiences.

VI. Course Requirements

The requirements for ED 342 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 teaching individuals, small groups or large groups 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.

V. Bibliography

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Sparks-Langer, G.M., & Colton, A. B. (1991). Synthesis of research on teachers' reflective thinking. Educational Leadership, 48(6), 37-44.

Tiedt, P.L., & Tiedt, I. M. (1992). Multicultural teaching: A handbook of activities information and resources. Boston: Allyn & Bacon, Inc.

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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-G. These requirements are part of the current course syllabi.

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 I and ED342 Pre-student Teaching 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.

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

Part III. Letters of Support

SYLLABUS
Pre Student Teaching Clinic II
ED 342

Course Description:

Pre Student Teaching Clinical Experience II, ED. 342, is designed to build upon the experiences of ED 242 Pre Student Teaching I and prepares students to meet the demands of a student teaching experience. During the experience the pre student teacher is to develop skills and abilities in a variety of teaching experiences while being mentored by a cooperating teacher and a university supervisor. Much attention is given to planning and teaching lessons, thus, the experience must be in the major academic area, and where possible, at a different level and site than the first experience.

All of the experiences are to increase the pre student teacher's competence and prepare him/her to move into the next field experience - student teaching with competence and confidence.

Prerequisites:

To enroll in ED 342 students must have completed the standards for admission to junior standing, STEP TWO in the Four STEP PROCESS, and have completed the necessary paper work for the junior field experience in the assigned major.

Relationship to the College of Education Knowledge Base

ED 342 is the second field experience in the College of Education where students are able to exhibit behaviors congruent with the College of Education's beliefs: that teachers we prepare demonstrate professionalism and a commitment to the learner; that teachers work in collaboration with all constituents to develop appropriate learning activities for all learners; that teachers are competent and grounded in pedagogical skills identified with his/her major program of studies; that teachers engage in reflective teaching and develop practices of life-long learners.

Course Outcomes:

1. Practices professional responsibility in a spirit of cooperation.
2. Exhibits enthusiasm for, and a personal involvement in teaching.
3. Demonstrates sensitivity to the needs of students.
4. Establishes a positive environment for student expression.
5. Accepts criticism and modifies behavior accordingly.
6. Provides effective tutorial work with one student or

- small group.
7. Exhibits competence in classroom instruction or the demonstration of specific concepts.
 8. Provides individual assistance to students during class assignments.
 9. Uses classroom management strategies effectively.

Experiences:

- continue to refine observational skills of Pre Student Teaching Clinical I.
- examine, analyze and reflect on the techniques and strategies that the cooperating teacher uses effectively for teaching/learning.
- examine how the teacher motivates the students to want to learn.
- examine the techniques that are effective in reducing boredom and maintaining student interest.
- analyze the various methods that the teacher employs to handle discipline.

- engage in individual tutoring, small group instruction, and large group instruction.
- write lesson plans and unit plans (where applicable) that are appropriate to the major.
- work with a class or designated group of students to develop a beginning set of teaching skills and abilities.
- teach a lesson(s) and demonstrate specific concepts.
- team with a teacher to enrich a lesson.
- contribute items for assessment or evaluation of a student(s).
- implement lesson plans with instructional strategies and accompanying support materials appropriately.

Required Readings:

Chiarelott, L., Davidman, L., and Ryan, K. (1994) Lenses on teaching: developing perspectives on classroom life. 2nd edition. Fort Worth: Harcourt Brace College Publishers.

*Bennett, D. I., Meyer, C. H. and Meyer, D. E. (1994) Elementary field experiences: a handbook with resources. Delmar Publishers.

* This book can be helpful not only to elementary education majors but to secondary majors in other disciplines who will have two student teaching experiences

Course Requirements:

The requirements for ED 342 are Major-specific, however, when classes are held, each student must:

1. Attend class with the assigned professor in your department.
2. Submit the necessary forms and other paperwork for review prior to submission to the Student Teaching Office.
3. Complete the assigned readings and engage in reflective thinking processes to examine and analyze theoretical perspectives on teaching and classroom teacher practices.
4. Incorporate the suggestions for improvement in teaching individuals, small groups or large groups from both the cooperating teacher and the university supervisor.
5. Assume responsibility for all assignments and duties as prescribed by the cooperating teacher and/or the university supervisor.

Grading Policy: (Major specific)

Each student will be expected to exhibit professionalism in the school assigned, demonstrate a solid knowledge of the liberal arts and the professional core, demonstrate pedagogical skills, and a commitment to quality in all of the assigned experiences.

October 19, 1999

To: James Myers
Undergraduate Curriculum Committee

From: Clarice Reber *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.

99-45b

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:  Date: 5/10/99
VAUGHN H. CLAY
 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.
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 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.
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.

MAR 2 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.
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 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.
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 Family & Human 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.)

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 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.
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.

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.
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.

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
Judith McDonough
Print or type name

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

Neil Lehman 4/23/99

NEIL LEHMAN

MAY 03 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 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.
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.

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.)

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

Signed:

Edwin B. Vold
Edwin 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.
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.

FEB 26 1999

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

Signed: _____

Jose M. Carranza

Date: _____

2-24-99

Dr. Jose M. Carranza, Chair

Print or type name

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

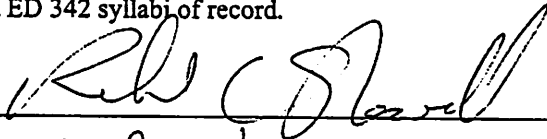
Comments: (By requirement number.)

APR 19 1999

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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 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.

99-45a & b

Marcia L. McCarty

From: Gail Sechrist <gailsech@iup.edu>
To: Marcia McCarty <mmccarty@grove.iup.edu>
Sent: Tuesday, January 18, 2000 3:03 PM
Subject: Fw: ED 242 and 342 Proposals

99-45a and b Bring proposals from Dec. 14 meeting.

-----Original Message-----

From: Clarice Reber <creber@grove.iup.edu>
To: Gail Sechrist <gailsech@iup.edu>
Cc: John R. Johnson <jrjohnsn@grove.iup.edu>; Gail S. Sechrist <gailsech@grove.iup.edu>; Glisan@dav211a.ed.iup.edu <Glisan@dav211a.ed.iup.edu>; DeeKlein@dav211a.ed.iup.edu <DeeKlein@dav211a.ed.iup.edu>; CREBER@grove.iup.edu <CREBER@grove.iup.edu>
Date: Monday, January 17, 2000 11:44 AM
Subject: Re: ED 242 and 342 Proposals

Dear Gail:

Here is our response to the Curriculum Committee's questions. Please do not hesitate to call me if you wish more information or my presence at the committee meeting. Thanks for all your assistance in this revision. Clarice

Responses to Questions Regarding ED 242/342 Course Revisions

1. What is the motivation for the curriculum revision? Is it faculty workload concerns or a desire to improve course expectations for students?

Both

However, in most cases, the stated course expectations currently are met or exceeded, although there are variations on how the course is delivered. These variations are necessary to meet disciplinary differences. For example, delivery of teaching services in Education of Persons with Hearing Loss is very different than the delivery of teaching services in Biology.

These course minimums are being stated explicitly at the request of the Council of Deans, as part of their agreement to a workload preparation for the courses,

2. Why are you forwarding something that is stated to be a minimum?

Because, in actuality, it is a minimum. This course is offered by multiple departments across the university who represent a wide variety of teaching disciplines. To write a course that meets the needs of all of the disciplines, the expectations need to be stated in a generic form that assures a minimum level of experience for pre service teachers. Each discipline must meet the guidelines of the University, PDE, NCATE, and in many cases their own professional organization. Therefore, this syllabus meets the College/University/TECC need of stating what the College and University deem to be minimum, but encourages disciplines to develop course work that indeed may exceed those minimum guidelines. We do not want to set expectations that limit the pre student teaching experiences of a particular discipline.

3. How do you handle the conflict between the course description, which states that students must take by their sophomore year and students who transfer in late or aren't able to take it by their sophomore year because of low GPAs?

Please revise the course description as follows:

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. Transfer (and other selected students at the recommendation of the teacher education coordinator of the program) may register upon completion of admission to teacher certification.

4. How is workload credit and prep time going to be different it is now? Has it since been approved at Meet and Discuss?

A. Preparation for the course will now be consistent across departments. All faculty will receive a preparation for ED 242 and ED 342. Currently, some faculty receive preparations, some do not.

B. We sent this document to you prior to Meet and Discuss at the recommendation of Pat Heilman, President of APSCUF. As the committee may recall, we asked you if indeed you wanted to see the proposal. You said yes.

5. Do all these departments understand the implication of these workload changes?

They were all informed of the workload preparation change in writing when they signed the agreement form. Some Chairpersons did indeed inquire about the implications. We attempted to be very clear in our response.

Gail Sechrist wrote:

Dear Clarice and John, On December 14 the ED 242 and 342 proposals were on the Undergraduate Curriculum Committee agenda and the following questions/concerns were raised: 1) What is the motivation for the curriculum revision? Is it faculty workload concerns or a desire to improve course expectations for students? 2) Why are you forwarding something that is stated to be a minimum? 3) How do you handle the conflict between the course description, which states that students must take by their sophomore year and students who transfer in late or aren't able to take it by their sophomore year because of low GPAs? (A statement probably just needs to be added in somewhere) 4) How is workload credit and prep time going to be different than it is now? Has it since been approved at Meet and Discuss? 5) Do all these departments understand the implication of these workload changes? The Provost wasn't at the Dec. 14 meeting and he might have been able to answer some of these questions. We won't be meeting again until Jan. 25 so you have time to answer these concerns. The agenda deadline for the Jan 25 meeting will be noon on Jan 20. Sorry for the delay in sending this message because of finals and papers to grade. Let us know if you need any clarification. Gail S. Sechrist