

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-22n	AP-9/1/09	App-9/15/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)

New Course Course Prefix Change Course Deletion

Course Revision Course Number and/or Title Change Catalog Description Change

ECSP 440 Professional Seminar: Teacher as Researcher and Advocate for all PreK to Grade 4 Learners

Current Course prefix, number and full title Proposed course prefix, number and full title, if changing

2. Additional Course Designations: check if appropriate

This course is also proposed as a Liberal Studies Course. Other: (e.g., Women's Studies, Pan-African)

This course is also proposed as an Honors College Course.

3. Program Proposals

New Degree Program Program Title Change Program Revision

New Minor Program New Track Other

Received
MAY 01 2009

Current program name Proposed program name, if changing **Liberal Studies**

4. Approvals		Date
Department Curriculum Committee Chair(s)	Mary Ann Handled Joseph Domaracki	3/30/09 3-30-09
Department Chair(s)	Jenny King Joseph Domaracki	3/30/09 3-30-09
College Curriculum Committee Chair	Joseph Domaracki	4-27-09
College Dean	Mary Ann Kafath	4-27-09
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail S. Sechrist Received	-9-1-09 Received

* where applicable

AUG 31 2009 JUN 26 2009

I. Description of changes

1. New Syllabus of record

ECSP 440 Professional Seminar: Teacher as Researcher and Advocate for All PreK to Grade 4 Learners 2c-01-2cr

Prerequisite: ECED/EDEX major, Successful completion of Teacher Education Step1, Admission to Step 2, Concurrent enrollment in student teaching EDUC 461, EDUC 471

I. CATALOG DESCRIPTION

Designed to provide support in a teacher candidate's ongoing professional development. Emphasizes guidelines for professional etiquette, ethical behavior, professional practice, and effective interpersonal relations with teachers, paraprofessionals, school and agency personnel, parents, and students. Facilitates work in engaging in informed advocacy efforts on behalf of children and the profession and examining the theoretical and research base for classroom practices.

II. COURSE OUTCOMES

At the completion of this course students will be able to :

- A. analyze the CEC/NAEYC Code of Ethics and CEC/NAEYC Standards for Practice as evidenced through work in the student teaching placement;(NAEYC 5; PDE/SPED: VI.E; PDE/ECED:I.F, V.T, P)
- B. demonstrate standards for professional practice through day to day planning for and execution of teaching;
(NAEYC 5; PDE/SPED: I.C, II.C, III.A, V.C; PDE/ECED: I.F, V.T, P)
- C. apply increasing levels of day-to-day responsibilities for the children and to the school that lead to efficient program management;(NAEYC 5; PDE/SPED: VI.A, F, PDE/ECED: I.G, V.A, B, D, I, K, L)
- D. analyze legal issues and responsibilities, and importance of professional judgments through professional communication, correspondence, and exercise of confidentiality; (NAEYC 5; PDE/SPED: I.A, C, PDE/ECED: V.B, E, F)
- E. apply strategies and suggestions for making instructional judgments based on ethical practices; (NAEYC 5; PDE/SPED: VI.B, E, PDE/ECED: V.B, E, F)
- F. demonstrate effective interpersonal communication especially as it applies to collaboration for instruction, problem solving, and other practices associated with special education processes and procedures;(NAEYC 5; PDE/SPED: VII.A, C, E, D, H, I, PDE/ECED: IV.E, H, I)
- G. demonstrate through day to day school-based interaction an increasing level of professional etiquette;(NAEYC 5; PDE/SPED: VI.E, PDE/ECED: V.C, Q)
- H. adopt and evaluate an advocacy initiative in the school or community setting and demonstrate skill in implementing advocacy strategies for all PreK – Grade 4 learners (NAEYC 5, INTASC 10, PDE IIA, IIB, IIC)

Course Objective	College Conceptual Framework / Danielson	INTASC Standard/ Principle	NCATE / NAEYC / CEC Blended Program Standard	Course Assessment Measuring Objective
A	4F	10	PDE/SPED: VI.E PDE/ECED: I.F, V.T, P	Electronic Portfolio Teacher Work Sample
B	1F,	2, 8	PDE/SPED: I.C, II.C, III.A, V.C PDE/ECED: I.F, V.T, P	Electronic Portfolio Teacher Work Sample
C	2A, 2B, 2C, 2D, 2E	3, 5, 6	PDE/SPED: VI.A, F PDE/ECED: I.G, V.A, B, D, I, K, L	Evaluation/IEP simulation
D	4F	10	PDE/SPED: I.A, C PDE/ECED: V.B, E, F	Electronic Portfolio Evaluation/IEP simulation
E	4F	10	PDE/SPED: VI.B, E PDE/ECED: V.B, E, F	Electronic Portfolio Evaluation/IEP simulation
F	2A, 4C, 4D, 4E, 4F	3, 5, 6, 8, 9, 10	PDE/SPED: VII.A, C, E, D, H, I PDE/ECED: IV.E, H, I	Evaluation/IEP simulation
G	2A, 4C, 4D, 4E, 4F	3, 5, 6, 8, 9, 10	PDE/SPED: VI.E PDE/ECED: V.C, Q	Evaluation/IEP simulation
H	4	10	PDE /ECED IIA, IIB, IIC	Advocacy: Action and Research Project Teacher Work Sample

III. DETAILED COURSE OUTLINE

A. Why be teacher-researchers?

Revisit professional Codes of Ethics for educators

What is the role of research in the life of the teacher?

How does research shape and inform our classroom practice?

B. Standards for Professional Practice

1. Professionals in relation to exceptional persons and their families.
2. Professional employment
3. Relating to other professionals
4. Professional growth and development
 - a. professional organization
 - b. continuing education
 - c. outreach and education of other professionals and parents
 - d. advocacy
 - e. standards for teaching practices

C. Day-to-Day Responsibilities to the Children, School, and Administrative Unit

1. Budgeting time
2. Promptness: attendance, reports
3. Understanding and following school and administrative policies

D. Teachers as advocates

Making Judgments Based on Ethical Practices
Opportunities for advocacy

E. Legal Issues

1. Legal risks
2. Confidentiality
3. Child abuse
4. Medical and care issues

F. Professional Etiquette

1. Appearance
2. Attitude
3. Performance
4. Perceptions of colleagues and administrators

G. Team Building and Collaboration Consultation

1. Goal setting
2. Problem identification
3. Brainstorming solutions
4. Planning interventions
5. Implementing interventions
6. Evaluation/redesign
7. Working with the paraprofessional or para-educator

H. Teacher as Communicator of Professionalism

Communication Strategies

1. Procedures for establishing effective communication
2. Reflective listening
3. Overcoming resistance and conflict

I. Parent Conferences

1. Initial contact conferences
2. Group conferences
3. IEP conferences
4. Progress report conferences
5. Creating trust with families

IV. EVALUATION

Students will demonstrate mastery of course objectives as demonstrated by successful completion of the following course requirements:

Advocacy: Action and Research Project. Students will investigate a broad range of advocacy issues through contemporary research and identify one advocacy issue related to the student teaching setting. Students will prepare a paper briefly describing the advocacy issue, summarizing its genesis and history supported by a brief review of the relevant literature, articulating his/her position on the issue, evaluating the work that has been done as documented in the relevant literature, and explaining the planned impact of the identified project. Students will document evidence of involvement with this project in their Teacher Work Sample, and present a brief summary of the work at the semester's end in a roundtable format with colleagues. (50 points)

Course/Text Summary. Students will provide a course summary product in which a summary and reaction

to case studies, in-class and out-of-class assignments related to case and action research conducted by a classroom teachers and class discussions are included (30 points).

Evaluation Report/Role Play/Written Summary. Students will function as members of a team of school professionals to develop an ER and collaboratively role play an IEP meeting based on the case developed by the group. Each team member must play a substantial role in the ER/IEP process. Students will describe his/her reactions to their role in the process (25 points).

Self-Evaluation. The Council for Exceptional Children (CEC) has developed the Common Core of Knowledge and Skills essential for all beginning special education teachers. Students will reflect on their own competencies and abilities, as well as areas of need to target for enhancement during student teaching. Students will consult relevant contemporary research on teaching to reference in their action plans for skill building. The written self-evaluation will include 10 research-based target areas in which to set goals for student teaching (20 points).

Electronic Portfolio and Teacher Work Sample. Students will complete their Step 3 requirements in the COE-ET portfolio process. Students will update their existing portfolio to include their teacher work sample. Students will self-evaluate the quality of their portfolios (25 points). The Teacher Work Sample will include the Advocacy: Action and research Project as an artifact for the appropriate professional standards. The Teacher Work Sample rubric can be found at:

http://www.coe.iup.edu/teachereducation/forms/Teacher_Work_Sample-07-10-2009.pdf

V. EXAMPLE GRADING SCALE

The course grade will be assigned from the total accumulated points according to the following scale:

92 - 100%	= A
84 - 91%	= B
76 - 83%	= C
68 - 75%	= D
67% & below	= F

VI. ATTENDANCE POLICY

Attendance in class is expected in accordance with the policy outlined in the university catalog.

VII. REQUIRED TEXT

Hubbard, R.S., & Power, B.M. (1999). *Living the questions: A guide for teacher-researchers*. York, ME: Stenhouse Publishers.

Book of Readings compiled by instructors that includes:

- Codes of Ethics for CEC and NAEYC
- Standards for Professional Practice for CEC and NAEYC
- Student Teaching Responsibilities
- Student Teaching Contract
- Articles Addressing Ethical Practices

VIII. SPECIAL RESOURCE REQUIREMENTS

None

IX. BIBLIOGRAPHY

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Course Analysis Questionnaire

ECSP 440

A. Details of the Course

A1. This course is designed for all majors in the ECED PreK to Grade 4/Special Education PreK to Grade 8 major.

A2. This course is one of several courses being proposed for the Early Childhood education/Special Education program revision and does not affect any courses outside the department. This course is required.

A3. This course has not been offered on a trial basis or as a special topic

A4. This course is not dual level and will not be offered as such.

A5. This course will not be offered for variable credit.

A6. Examples of other institutions currently offering a similar course include

EDUC 3457 Student teaching Seminar -- Emmanuel College

EDLS 414- Student Teaching Seminar State University of New York, Potsdam

A7. The content of this course is required by the competencies set forth by the Pennsylvania Department of Education, and by the National Association for the Education of Young Children.

Section B: Interdisciplinary Implications

B1. This course will be taught by appropriately qualified instructors in both the PSE and EDEX departments. The ECSP prefix connotes that the course will be team taught by faculty from PSE and EDEX.

B2. This course is independent of other departments and is restricted to the major.

B3. This course will not be cross listed.

Section C: Implementation

C1. Faculty resources are currently adequate to teach this course. This course is part of the redesigned curriculum mandated by the PDE's restructured certification guidelines. The preparation and equated workload for this course assignment is 1:1.

C2. No other resources are required for this course. Space, equipment, and library materials are currently adequate to teach this course.

C3. None of the resources for this course are funded by a grant

C4. This course will be offered both fall and spring semesters to accommodate all majors in the Early Childhood/Special Education major.

C5. Currently, there are about 125 majors total in Early Childhood Education, Elementary Education, and Special Education. We hope to enroll the same number of students in the proposed program which will replace the aforementioned areas. Therefore, we would plan to offer at least sections of this course each year as enrollment dictated.

C6. Each section of this course will accommodate 20 to 25 students.

C7. No such recommendations are made.

C8. This is not a distance education course

Section D: Miscellaneous

Include any additional information valuable to those reviewing this new course proposal.
No additional information is required