

Revised Teacher Education Program Proposal
 Approved at COE meeting, 12/3/87
 Corrected 1/21/88

Introduction:

This proposed teacher education core is designed for all undergraduate teacher education certificate programs. In this revision of the general teacher education program, the course credits change from 30 to 32 semester hours. This revision reflects a series of meetings scheduled over the past eighteen months. These changes will bring greater correspondence between the program at IUP and the expectations from the Pennsylvania Department of Education and the National Council for Accreditation of Teacher Education (NCATE). The major changes are being proposed specifically to comply with standards of the Pennsylvania Department of Education. Our program will be reviewed by a PDE site team in Spring 1989.

Specifically, a course in multi-cultural, multi-ethnic curriculum is added. Two courses are modified: FE 302 is renumbered to FE 202 and renamed from History and Philosophy of Education to American Education in Theory and Practice. CM 301 Instructional Media will be redesigned into a large/small group format.

In addition, all students in teacher education will be required to demonstrate computer literacy. Other change requests reflect a need to clarify existing regulations dealing with special education and pre-student teaching.

The proposed core is compared with the existing program as reflected in the current catalog.

Proposed			Current	
EP 302	Educational Psychology	3	Same	3
FE 202	American Education in Theory and Practice	3	FE 302 History/Philosophy	3
EP377	Educational Tests and Measurement	3*	Same	3
ED499	Multicultural/Multiethnic	2	No Course Required	0
CM301	Educational Media Curriculum	3	CM301	3
ED 242	Pre-Student Teaching I	1	Same	1
ED 342	Pre-Student Teaching II	1	Same	1
ED 442	School Law	1	Same	1
Methods	(minimum of one course)	3	Same	3
ED 441	Student Teaching	12	Same	12
Computer	Literacy Requirement	0	No Requirement	0
Special	Education Requirement	0	No Requirement	0
Proposed Total		32	Current Total	30

*Students in Music Education have had this course waived because of the specialized nature of the content they will teach and the provision in their methods courses for measurement. This exception will continue in force.

A. Specific Action Requested:

- 1: Approve title and course number change from FE 302 to FE 202, History and Philosophy of Education to American Education in Theory and Practice. This change will facilitate an increase in emphasis on contemporary issues.
2. Approve the following regulation: Each certification program shall be required to meet the computer literacy standards of the Pennsylvania Department of Education. Available options include ED 415, CO 200, and departmentally offered courses approved by the Committee on Education as alternatives. This requirement need not be met with specific academic credit.

Standard XIV (May 9, 1985): Each instructional certification program shall require professional studies in methodology. These courses shall include, but are not limited to: instructional management; student motivation; human development and learning theory and implications for classroom instruction; social foundations; problems in education; historical philosophical and political issues in education; developmental reading and reading in the content area; audio-visual/media literacy; instructional resources identification; assessment and measurement of student achievement, and computer literacy. At the conclusion of the student teaching experience, the student teachers shall have demonstrated proficiency in the preceding areas.

3. Approve the requirement of ED 499 (new course), 2 credit hours, a Multicultural/Multiethnic curriculum course as a requirement for all teacher certification students.

Standard I.E. 23: The curriculum for professional studies component(s) incorporates multicultural and global perspectives.

Standard XIII (May 9, 1985): Each instructional certification program shall provide studies that address the interrelationships among individuals and groups of different races, sexes, religious beliefs, national origins and socioeconomic

backgrounds within the school, the classroom and the community but particularly in the classroom.

4. Approve a requirement of a special education competency examination, or EX 300 for all teacher education students. This will fulfill a Pennsylvania Department of Education as well as an NCATE Standard.

Standard XII (May 9, 1985): Each certification program shall require the demonstration of an acceptable level of competence in skills required to meet the instructional needs of exceptional students in the least restrictive environment.

Standard I.E. 22: The unit provides for study and experiences that help education students understand and apply appropriate strategies for individual learning needs, especially for culturally diverse and exceptional populations.

B. Clarification of Current Practices:

1. Clarification of the prior approved process of requiring pre-student teaching I and II, ED 242 and ED 342 of all teacher education programs.

Standard XI (May 9, 1985): Each certification program shall require, no later than the sophomore year or the first year of the candidate's enrollment in a teacher education program, field and clinical experiences so that the certification candidate can develop the competencies required for certification. In addition, the program shall require a student teaching experience which closely approximates a full-time working experience of no less than 12 weeks. Any exception to requiring a student teaching experience of lesser duration than 12 weeks must be part of the program plan submitted for approval to the Department of Education.

Senate Meeting on December 8, 1981 - ED 242 and ED 342 were approved.

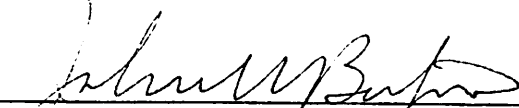
C. Other Change

Delete the requirement of the course HI 104, History of the United States and Pennsylvania II. It is understood that the new Liberal Studies Program will continue to require one course in History. This move will remove the specific requirement since it is no longer required by the state teacher certification standards.

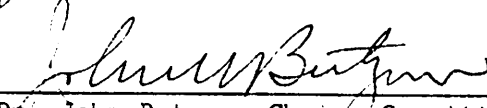
New Course Proposal
from the
College of Education
Department of Foundations of
Education

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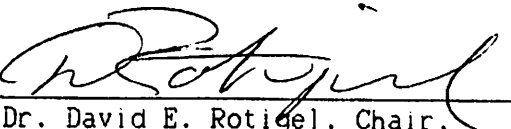
APPROVALS



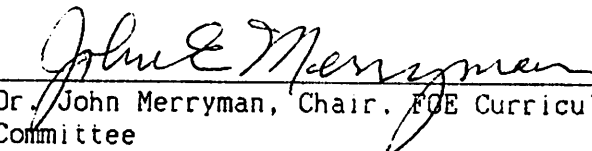
Dr. John Butzow, Dean, College of Education



Dr. John Butzow, Chair, Committee on
Education



Dr. David E. Rotigel, Chair,
Foundations of Education



Dr. John Merryman, Chair, FCE Curriculum
Committee

TIMETABLE

Multi-cultural/Multi-ethnic Education (Ed 499) will be required of all Education majors who enter IUP beginning with the 1988-89 RY.

The course description (and indication of it as a requirement for Education majors) will be published in the 1988-89 University Catalog.

DESCRIPTION OF CURRICULUM CHANGE

Catalogue Description:

ED 499 Multi-cultural/Multi-ethnic Education. This course will help preservice educators to begin to develop a

conceptual understanding of, and an appreciation for, the diversity that is present in American culture. Further, the course will help preservice educators appreciate the importance of integrating ethnic and cultural diversity into their classrooms. (2 sh)

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(This page to be forwarded to catalogue editor)

COURSE ANALYSIS QUESTIONNAIRE

Section A:

- A1. Both PDE and NCATE require that students in Education study the ethnic and cultural diversity in America. ED 499 will help fulfill this academic requirement. The course will be required of all Education majors and is not intended to be part of the Liberal Studies program.
- A2. No change required.
- A3. No novel approach.
- A4. "History and Philosophy of Multi-cultural Education" and "Multi-cultural Curriculum" have each been offered under the number ED 481. Each was offered for 1 sh on an elective basis. Parts of these special topics offerings have been integrated into Ed 499.
- A5. No.
- A6. This course may not be offered for variable credit.
- A7. Accreditation and certification changes have only within the past year made a course such as ED 499 mandatory. Other institutions within PA (and the SSHE System) are currently at about the same level of development in the area of multi-cultural education as is IUP.
- A8. The content of this course is required (by law) of those who certify in education after June 1, 1987 under PA Certification Requirements. The content is also required by NCATE. Both PDE and NCATE indicate that incorporating the content into existing courses alone (although necessary) is not enough to meet the requirements.

Standard XIII - Each instructional certification program shall provide studies that address the interrelationships among individuals and groups of different races, sexes, religious beliefs, national origins and socioeconomic backgrounds within the school, the classroom and the community but particularly in the classroom. (Taken from PDE "General Standards" May 9, 1985, p. 11.)

(24) The unit provides for study and experiences that help education students understand and apply appropriate strategies for individual learning needs, especially for culturally diverse and exceptional populations.

(23) The curriculum for professional studies component(s) incorporates multicultural and global perspectives.
(Taken from NCATE "Standards" Dec. 87, p. 40.)

Section B:

- B1. It is planned that there will be more than one instructor because of the necessity of multiplied sections. It is not planned, however, that the course will be team taught.
- B2. No.
- B3. No relationship.
- B4. Yes.

Section C:

- C1.
 - a. The course will be taught by a variety of faculty from several departments. Thus it is not expected that any new faculty will be needed.
 - b. Classroom space is available.
 - c. No new equipment needed.
 - d. None needed.
 - e. A fair number of texts are available currently in our library (all material on the "References," attached to the syllabus, are currently in IUP's library).
 - f. None needed.
- C2. No.
- C3. Each semester.

- C4. Six to ten.
- C5. Twenty-five. Class participation and interaction is a very important component of the course.
- C6. No.
- C7. The course will be required of all majors in Education. The course is part of the "Revised Teacher Education Core" (see attached). Changes contained in the "Revised Teacher Education Core" do in some cases (i.e. Teacher Education majors) increase in the 124 credit program. Such an increase is dependent upon the "content" requirements of each major.

ED 499

Multi-cultural/Multi-ethnic Education
Credit: 2 Semester Hours

Prerequisites:

It is strongly recommended that one methods course be taken prior to, or concurrently with ED 499.

Course Description:

Ethnic and cultural diversity is what has made America what it is today. The purpose of this course is to help preservice educators to begin to develop a conceptual understanding of, and an appreciation for, the diversity that is present in American culture. Further, the course will help preservice educators appreciate the importance of integrating ethnic and cultural diversity into their classrooms.

Course Objectives:

1. Students will be provided with the opportunity to study the philosophical and historical basis for education that is multicultural.
2. Students will be helped to examine their own attitudes and behaviors as they relate to cultural pluralism in our society and multicultural education in our schools.
3. Students will be helped to locate, design and produce instructional materials and strategies which can be infused into the regular classroom curriculum.

Required Texts

Multi-ethnic Education, 2nd edition (James Banks)

Ethnic Pride (Greta Barclay Lipson and Jane A. Romatowski)

Course Outline

Topic I Multi-cultural Education - its history and purpose
 (3 weeks)
 Students will explore the social ills (racism, handicappism, sexism, elitism, and ageism) which have given rise to the current emphasis on Multicultural Education. Such laws as Title XI, 94-142, and Brown v. Board of Education, Hernandez v. Texas, will be used as "spring boards" to see what the schools are currently doing with regard to teaching for acceptance of others.

- Topic II **Your Ethnic Heritage - every American is a minority group member (2 weeks)**
 Students will be helped to understand that every American is a minority group member. Through exploring (and sharing with others) their ethnic heritage they will come to understand that the greatness of our country lies in its diversity.
- Topic III **Changing Attitudes Through Education - the teacher's role in creating change (3 weeks)**
 Students will study various strategies which teachers can use to help students overcome negative attitudes in the areas of racism, handicappism, sexism, etc.
- Topic IV **Evaluating a School's Program - what to look for and how to help improve it (3 weeks)**
 Using National Council for Social Studies Guidelines for Multi-ethnic Education and Boyer's Administrative and School Evaluation form for multicultural education students will create criteria against which to weigh a school's program and to explore strategies for improving that program.
- Topic V **Curriculum that is Multicultural - locating it and/or creating it (3 weeks)**
 Students will learn to locate the multicultural curricula components that are currently being produced and to create materials where none exist.

Methodology

Topics I and II will require mostly guided student participation and interaction. Topics III and IV will have emphasis on a lecture/discussion type of format and Topic V will require individualized (or group) instruction/learning dependent upon students major.

Evaluation

1. Class participation and interaction
2. Tests (Mid term and Final)
3. Two five-page papers
 - a. Social Ills and American Education
 - b. Your Ethnic Heritage

Revised February 4, 1988

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