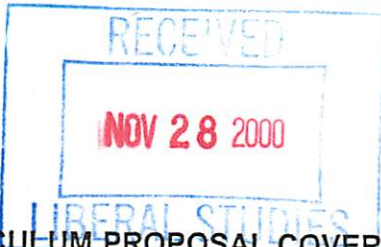


LSC Use Only

Number: _____

Submission Date: _____

Action-Date: _____



UWUCC USE Only

Number: 00-43

Submission Date: _____

Action-Date: UWUCC App 4/17/01

Senate App 5/1/01

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Dr. Monte Tidwell Phone 357-2651

Department Professional Studies in Education

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE Pathways to Teaching
Suggested 20 character title

New Course* ELED 110 Pathways to Teaching
Course Number and Full Title

Course Revision _____
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

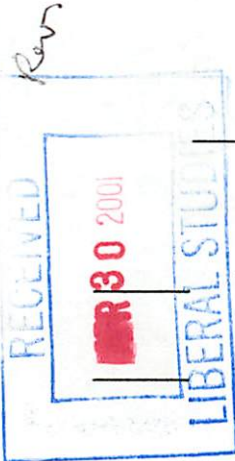
Title Change _____
Old Program Name

_____ New Program Name

III. Approvals (signatures and date)

Barbara Kupetz
Department Curriculum Committee

George Brey 11/20/01
Department Chair



Joseph Memaradei (TECC)
College Curriculum Committee

[Signature]
College/Dean

+ Director of Liberal Studies (where applicable)

*Provost (where applicable)

Syllabus of Record Format

I. Catalog Description

ELED 110 Pathways to Teaching	1 class hour 0 lab hour 1 semester hour (1c-0l-1sh)
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Prerequisites: Must be a freshman with a declared major of Elementary Education or Early Childhood Education, or have permission of the instructor.

This course is an orientation to the profession of teaching for incoming freshmen majors. It is designed to enhance awareness of the skills, attitudes, and behaviors our majors will need for success as university students and as elementary and early childhood educators. In light of the increasing complexity of the teaching profession it will familiarize the students with the program options and career-enhancing specializations available to them through the Professional Studies in Education Department. This course introduces students to the Conceptual Framework of the College of Education and provides knowledge about the foundational elements of Content, Collaboration, the Learner, Commitment, and Competence which are regarded as crucial aspects of a professional identity for teaching.

II. Course Objectives

1. Students will acquire an understanding of the teaching profession and begin reflecting on how personal life experiences influence the ways in which we learn and teach.
2. Students will develop understanding of the ways in which Content, Collaboration, the Learner, Commitment, and Competence provide the foundation for excellence in teaching. (see Appendix C)
3. Students will develop awareness of the skills, knowledge, attitudes, and behaviors that are associated with success as students and as educators.
4. Students will become aware of the variety of program options and specializations available to elementary education and early childhood education majors that can enhance their teaching careers and address critical needs within the field of education.
5. Students will develop awareness of global, national, and local trends that will have an impact upon their careers as teachers such as diversification of the student population, technological change, and inclusion.

III. Course Outline

Session 1: Welcome to the Department of Professional Studies in Education by the Department Chair. Explanation of the purpose of this course by PSE faculty and introduction to the conceptual framework of the College of Education which is based upon the foundational elements of Content, Collaboration, the Learner, Commitment, and Competence. Specific information about the Elementary and Early Childhood programs by the Assistant Chair: What is the difference between concentrations, dual certifications, minors, and specializations?; The Sophomore and Junior Blocks; The Liberal Studies component; Advising relationships.

Break into small groups: Discussion and reflection relating to goals in teaching and the components of successful teaching in today's society.

Session 2: Urban Education options. Speakers: Urban Education specialists from PSE, inner-city teachers from Philadelphia (IUP grads), and a teacher from Martin Luther King Elementary of Pittsburgh.

Break into small groups: Exploration of perceptions, attitudes, and opinions concerning urban teaching.

Session 3: Technology and Teaching. Speakers: Elementary school principal or teacher who will discuss how technology is incorporated into learning in their school (via V-tel) and PSE faculty member who will discuss the creation of electronic portfolios which all PSE students will be using.

Break into small groups: Survey of students' technology skills and needs; discussion on the use of e-mail on campus, the computer labs, where to get which kinds of skills; discussion on the demand for technologically competent teachers. Handout of a sample school district's requirements in the area of technology.

Session 4: Diversity Issues and Teaching. Speakers: Diversity specialist and trainer from the Pittsburgh Public Schools who will lead activities to raise awareness of the importance of taking student diversity into account and faculty members from the Department of Special Education who will discuss dual certification in Special Education and the demands for teachers with this certification.

Break into small groups: Explorations of experiences with diversity.

Session 5: International Programs. Speakers: PSE faculty member to discuss the Student Teaching Abroad program and a PSE faculty member to discuss the International Student Exchange Program.
(2 hours)

Break into small groups: Discussions of the benefits of global experiences for teaching led by students who have participated in these programs.

Session 6: Language program options: Speakers: Faculty member from PSE and a faculty member from the Department of Spanish and Classical Languages, co-coordinators of the Foreign Languages and International Studies for Elementary Teaching (FLISET) program.
(2 hours)

Break into small groups: Activities to increase understanding of the specific needs of second language learners.

Session 7: State and National trends in teacher education and certification requirements for teachers. Speakers: Dean of the College of Education and the Associate Dean of the College of Education.
(2 hours)

Break into small groups: Rotating presentations by student presidents of Kappa Delta Pi, PSEA, NAEYC, and ACEI.

Final: Culminating Activity: Students will meet in their sections to discuss their thoughts on the direction of their teaching careers based upon their final papers.

IV. Evaluation Methods

This course represents the first step toward the formation of a professional identity as a teacher and professional work habits. Therefore, attendance is mandatory and active engagement with each of the sessions is strongly advised. This course will meet seven times during the semester for two hours each session. In order to monitor attendance and to gain insight into how each student is interacting with and reacting to each session, all students will be given the final ten minutes of each session to write a short reaction paper on how each presentation has affected them. The final grade for the course will be determined as follows:

20% Short reaction papers on each presentation

30% Reading Reflection Paper. Each student will be expected to read The Measure of Our Success by Marian Wright Edelman and to use her reflections as a guide to exploring how their own past experiences have shaped their current attitudes and philosophies toward children and toward the teaching/learning process. Each student will be expected to prepare a 3-5 page paper that explores how five life experiences have shaped their current value system.

- 40% Final Essay on Future Directions in Teaching. Each student will be expected to prepare a 3-5 page essay on their goals as a teacher. Students will be expected to draw upon the content of the sessions of this course in preparing their essays and to reflect upon and incorporate the Conceptual Framework of the College of Education.
- 10% Participation in the Culminating Activity.

IV. Required textbooks, supplemental books and readings

Edelman, M.W. (1992). *The Measure of Our Success*. Boston: Beacon Publishing.

V. Special resource requirements

There are no special resource requirements

VII. Bibliography

Criuckshank, D. R. (1996). *Preparing America's teachers*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

Draper, S. (2000). *Teaching from the heart: Reflections, encouragement, and inspiration*. Portsmouth, NH: Heinemann Press.

Harris, K., Graham, S. and Deshler, D. (eds.) (1998). *Teaching every child every day: Learning in diverse schools and classrooms*. Cambridge, MA: Brookline Press.

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

McIntyre, D.J. and Byrd, D.M. (eds.) (1996). *Preparing tomorrow's teachers: The field experience*. Thousand Oaks, CA: Corwin Press.

McIntyre, D.J. and Byrd, D.M. (eds.) (1998). *Strategies for career-long teacher education*. Thousand Oaks, CA: Corwin Press.

McLeod, B. (ed.) (1994). *Language and learning: Educating linguistically diverse students*. Albany, NY: State University of New York Press.

Poole, B. (1997). *Education for an information age*. (2nd ed.). New York: McGraw-Hill.

Routman, R. (1999). *Conversations: Strategies for teaching, learning, and evaluating*. Portsmouth, NH: Heinemann Press.

Smith, P. and Ragan, T. (1999). *Instructional design*. Upper Saddle River, NJ: Merrill Publishing.

Tatum, B.D. (1997). *Why are all the black kids sitting together in the cafeteria? and other conversations about race*. New York: Basic Books.

Tompkins, J. (1996). *A life in school: What the teacher learned*. Reading, MA: Perseus Press.

Weiner, L. (1999). *Urban teaching: The essentials*. New York: Teacher's College Press.

Course Analysis Questionnaire

Section A: Details of the Course

- A1 This course will be a one-credit freshman seminar for first year freshmen who have declared elementary education or early childhood education as their major. The course is not intended for inclusion in the Liberal Studies program. This course will not be a required course but incoming freshmen will be informed of the course during their summer orientation before registering.
- A2 This course does not require changes in existing courses. Another required course, EX 300 (Education of Students with Disabilities in Inclusive Elementary Classrooms), was recently changed from a three credit course to a two credit course. Thus, the one credit for this seminar does not increase the number of credits needed for graduation.
- A3 This course has been offered as a Special Topics during the Fall 1998, Spring 1999, Fall 1999, and Spring 2000 terms. Our department has approximately 300 incoming freshmen each year who could take this course. We have had 400 freshmen take this course to date. In order to accommodate these numbers we have encouraged students whose last names begin with the letters A-L take the course in the Fall term and those whose last names begin with M-Z take the course in the Spring term. The course met seven times during each term for two hours per session. The various sections of the course met as a large group in Beard Auditorium for the first hour of each session to hear presentations from faculty and/or guest speakers (practicing teachers, administrators, IUP graduates, etc.). The large group then broke into their sections for the last hour in order to discuss the presentation and to participate in activities related to the presentation. Each section contained approximately 30 students and was headed by a faculty member from the Professional Studies in Education Department. The course was highly beneficial as a first exposure to the field of education that enabled our faculty to have earlier contact with our majors. The course allowed us to inform the freshmen of program options available to them which would increase their marketability and meet growing needs in schools across the country and it allowed us to provide professional socialization sessions that apprised the freshmen of the skills, attitudes, and behaviors that are necessary to become exemplary educators.
- A4 This course is not intended to be dual level.
- A5 This course is not to be taken for variable credit.
- A6 Similar courses are offered at other institutions for majors within the field of education. For examples see Appendix A.

- A7 This course directly and intentionally addresses two of the accreditation standards put forth by the National Council for Accreditation of Teacher Education (NCATE). Standard 1.A.1. (see Appendix B) states that high quality professional education programs have developed a conceptual framework “that is written, well articulated, and shared among professional education faculty, [teacher] candidates, and other members of the professional community”. This course introduces students to the conceptual framework of the IUP College of Education and guides them in exploring and incorporating this framework in meaningful ways into their thinking about the teaching/learning process. Standard 1.G.2. states that “[i]nstruction encourages the candidate’s development of reflection, critical thinking, problem-solving, and professional dispositions”. This course is designed to begin the process of shaping “reflective practitioners” by having the students explore how their personal life experiences have shaped their value systems and their philosophies of the teaching/learning process. It is also designed to allow our faculty and guest speakers to not only discuss “professional dispositions” but to model them in concrete, observable ways.

This course is intended to fill a need that we have perceived within the department in recent years. There are an increasing number of program options and career-enhancing specializations within the fields of elementary and early childhood education. These have been developed in order to continue the tradition of offering a world-class teacher education program that allows our students to respond professionally to various critical needs areas within the national context of education. However, we have lacked a viable mechanism for informing students of these options fully enough and early enough in their program for them to make the important scheduling choices that would enable them to take full and efficient advantage of our specialized program options. This one credit seminar will allow our faculty and faculty from departments affiliated with specialized programs of study to discuss critical needs in education and professional development opportunities with students at an early enough stage. In addition, the course is seen as a first stage in professional socialization into teaching. It will intentionally strive to create a positive and anticipatory attitude toward exciting careers in education. This course can serve as a medium for many important messages concerning the skills, attitudes, and behaviors needed for success both within our program and as professional educators. Students will also benefit by being afforded the opportunity to interact with the faculty in their chosen field earlier than has been the case. This is especially important for the retention of minority students who may decide to opt out of a career in teaching before we have had meaningful contact with them.

Section B: Interdisciplinary Implications

- B1 The number of sections of this course will vary depending upon enrollment but each section will be taught by faculty members from the Professional Studies in Education Department. Each will contribute 100% to their section of the course and will be credited with 1 hour of load equivalency.

- B2 This course does not overlap with any other courses at the University.
- B3 There will be two seats per section made available to students in the School of Continuing Education.

Section C: Implementation

- C1 No new faculty are needed to teach this course. Since this course represents a small load factor per faculty, the course can easily be accommodated within our current arrangements by arranging faculty schedules with incremental load factors due to student teaching supervision. This course will not be required or recommended by any other major.
- C2 Other Resources
- a. Current space allocations are adequate to offer this course.
 - b. Existing equipment is adequate to offer this course.
 - c. The department budget is sufficient to purchase supplies for this course.
 - d. Library holdings are adequate.
 - e. No extra funds will be necessary for this course.
- C3 No grant funds are associated with this course.
- C4 This course will be offered every semester. This course is not designed for or restricted to certain seasonal semesters.
- C5 There will be up to five sections of the course each semester depending upon enrollment figures.
- C6 Approximately thirty students per section will be accommodated.
- C7 We know of no recommendations on enrollment limits or parameters for a course of this nature.

Section D: Miscellaneous

No additional information is necessary.

Appendix A

IOWA STATE UNIVERSITY Courses and Programs 1999-2001

[Courses and Programs Index](#) | [1999-2001 Catalog Index](#) | [Schedule of Classes](#) | [Registrar's Homepage](#)

[100](#) | [200](#) | [300](#) | [400](#) | [Graduate Courses](#)

Curriculum and Instruction (C I) Courses Primarily for Undergraduate Students

CI 115. First Year Orientation

Cr. R. F.S. Overview of elementary education, curricular opportunities, transitions to college and community life, and university procedures. Required of all freshmen majoring in elementary education. Offered on a satisfactory-fail grading basis only.

C I 201. Introduction to Instructional Technology

(2-2) Cr. 3. Overview of instructional technology, with an emphasis on uses in education. Instructional applications of computers for computer-based learning including tool software, interactive multimedia, use of digital video and sound, graphics, compact discs, and laser discs. Pedagogical considerations in the use of technology. Preparation of teaching materials. Laboratory work with hardware and software that facilitate teaching and learning. Materials fee.

C I 204. Social Foundations of American Education

(3-0) Cr. 3. F.S.SS. Goals of schooling, including the roles of teachers today; historical development of schools; educational reforms and alternative forms; and current philosophical issues. Human relations aspects of teaching and discussions about teaching as a career.

C I 215. Sophomore Orientation

Cr. R. F.S. Review of elementary education requirements. Program planning. Required of all sophomores majoring in elementary education. Offered on a satisfactory-fail grading basis only.

C I 245. Strategies in Teaching

(2-0) Cr. 2. F.S.SS. Prereq: 204, concurrent enrollment in 268; eligibility for admission to teacher education program. Introduction to elementary education teaching strategies, classroom management, and curriculum organization. Open to students in the elementary education curriculum or the early childhood education curriculum only.

C I 250. Education of the Exceptional Learner in a Diverse Society

(Same as Sp Ed 250.) See Special Education.

C I 268. Strategies Practicum

(0-2) Cr. 1. F.S.SS. Prereq: 204. Clinical experience, to be taken concurrently with 245. Offered on a satisfactory-fail grading basis only.

C I 280. Pre-Student Teaching Experience

Cr. 0.5 to 2 each time taken, maximum of 8 credits. F.S.SS. 280A may be taken alone. For enrollment in 280B-I, 280A must be either a prerequisite or taken concurrently. Field experience in area educational settings. 2-hour blocks of time needed for field experience. Offered on a satisfactory-fail grading basis only.

A. Teacher Aide

EDF (60) Educational Studies

Administered by Department of Educational Studies and Secondary Education.

60.201 Field Studies in Education I (1) - Fifteen hour field experience to observe various teaching-learning situations. Weekly on-campus seminars.

60.204 Educational Computing and Technology (3) - Introduction to computer technology and the school setting that utilizes computers. Prerequisite: 45 semester hours.

60.205 Career Development and Life Planning (3) - Provides students with career information, values clarification and decision-making skills needed to develop sensitivity to these issues in light of the increasing complexity of the occupational experience.

60.251 Psychological Foundations of Education (3) - A systematic analysis of theories of human motivation, development and learning related to the teaching-learning process. Psychological systems are compared and evaluated in terms of their philosophical bases, ideological commitments and as criteria for the development of models for educational policy and practice.

60.291 Principles of Teaching (3) - An introduction to the teaching process. Various instructional techniques, methodologies and approaches are explored. Topics include: developing instructional objectives, sequencing learning activities, applying the various taxonomies, conducting micro-teaching, discipline strategies, questioning techniques and mastery teaching. Class term project includes unit lesson plan and evaluative instrument. Prerequisites: 60.201, 60.251.

60.301 Field Studies in Education II (1) - Thirty hour field experience with involvement in a school setting. Develop lesson plans and teach two lessons under supervision. Produce reflective journal. Remaining time spent in weekly campus class seminars.

60.302 Research Literacy (3) - Provides an introduction to research methods and techniques. Gives the student the basic understanding to be a better consumer of research, to be more aware of the value of research and to be able to carry out beginning-level research projects.

60.311 Classroom Measures and Assessment (3) - Reviews principles of evaluation; grading; representative standardized tests; vocabulary of measurement, test construction and interpretation; informal and formal measurement in the cognitive, affective and psychomotor areas and alternative forms of assessment. Prerequisite: 45 semester hours, 60.291.

60.393 Social Foundations of Education (3) - An integrated multidisciplinary study of education focusing on the relationships among social conditions, social values and educational policies. The course focuses on those aspects and problems of society that need to be taken into account in determining educational policy, especially as this policy concerns the social role of the school.

60.406 Multicultural Education (3) - Studies school situations that reflect the cultural diversity of the nation and the world in their social and school goals and curricular and instructional aims and practices. Offers strategies for accommodating to the cultural norms, values, attitudes, behavior, language and learning styles of students and for teaching all students to understand and respect their own and other cultures.

60.427 Classroom Management and Effective Discipline (3) - Focus on strategies for effective discipline and classroom management. Methods of planning for the beginning of the year and for establishing an effective classroom atmosphere that promotes learning throughout the year are reviewed. Current models and major

Appendix B



National
Council for
Accreditation of
Teacher
Education

**Standards
Procedures &
Policies**

for the

**Accreditation
of Professional
Education Units**

CATEGORY I

Design of Professional Education

STANDARD I.A

Conceptual Framework(s) (Initial & Advanced)

The unit has high quality professional education programs that are derived from a conceptual framework(s) that is knowledge-based, articulated, shared, coherent, consistent with the unit and/or institutional mission, and continuously evaluated.⁴

Indicators:

- I.A.1** The conceptual framework(s) is written, well articulated, and shared among professional education faculty, candidates, and other members of the professional community.
- The framework(s) is defined and makes explicit the professional commitments, dispositions, and values that support it, including the commitment to acquire and use professional knowledge on behalf of students.
 - The framework(s) includes a philosophy and purposes, contains assessment statements of desired results for candidates, and provides an associated rationale for coursework, field experiences, and program evaluation.
 - The framework(s) reflects multicultural and global perspectives which permeate all programs.
 - The framework(s) and knowledge bases that support each professional education program rest on established and contemporary research, the wisdom of practice, and emerging education policies and practices.
- I.A.2** Coherence exists between the conceptual framework(s) and student outcomes, courses, field experiences, instruction, and evaluation.
- Courses in general, content, professional and pedagogical, and integrative studies complement one another and are consistent with the conceptual framework(s).
 - Field experiences are an integrated part of the professional education curriculum and are consistent with the conceptual framework(s).

⁴ At its discretion, the unit may operate with a single framework for all programs or a different framework for each or some of its programs.

Chapter 2: NCATE Standards

- I.F.2 The guidelines and standards of specialty organizations are used in developing each advanced program.
- I.F.3 Candidates in each advanced program develop the ability to use research, research methods, and knowledge about issues and trends to improve practice in schools and classrooms.

STANDARD I.G

Quality of Instruction (Initial & Advanced)

Teaching in the unit is consistent with the conceptual framework(s), reflects knowledge derived from research and sound professional practice, and is of high quality.

Indicators:

- I.G.1 Higher education faculty use a variety of instructional strategies that reflect an understanding of different models and approaches to learning.
- I.G.2 Instruction encourages the candidate's development of reflection, critical thinking, problem solving, and professional dispositions.
- I.G.3 Teaching reflects knowledge about and experiences with cultural diversity and exceptionalities.
- I.G.4 Instruction is continuously evaluated and the results are used to improve teaching within the unit.

STANDARD I.H

Quality of Field Experiences (Initial & Advanced)

The unit ensures that field experiences are consistent with the conceptual framework(s), are well-planned and sequenced, and are of high quality.

Indicators:

- I.H.1 The unit selects field experiences, including student teaching and internships, to provide candidates with opportunities to: