

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No. 10-63	UWUCC Action-Date: AP 3/29/11	Senate Action Date: App-4/19/11
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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person George R. Bieger	Email Address grbieger@iup.edu
Proposing Department/Unit Professional Studies in Education Department	Phone 724.357.2400

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) <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input checked="" type="checkbox"/> Course Revision <input checked="" type="checkbox"/> Course Number and/or Title Change <input checked="" type="checkbox"/> Catalog Description Change	
FD41 Field Experiences in Urban Education	
<i>Current Course prefix, number and full title</i> <i>Proposed course prefix, number and full title, if changing</i>	
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Program Revision <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input type="checkbox"/> Other	
<i>Current program name</i> <i>Proposed program name, if changing</i>	
4. Approvals	
Department Curriculum Committee Chair(s)	<i>Mary Anne Hornbush</i> 11/12/10
Department Chair(s)	<i>Jennifer V. Rotgill</i> 11/12/10
College Curriculum Committee Chair	<i>Joseph Domaradi TECC</i> 2-3-11
College Dean	<i>Doray Ann Rafath</i> 2-3-11
Director of Liberal Studies *	
Director of Honors College *	
Provost *	
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	<i>Gail Sechrist</i> 3-29-11

Received

FEB 4 2011

Liberal Studies

PART II: DESCRIPTION OF CURRICULUM CHANGE

NEW SYLLABUS OF RECORD

I. Catalog Description

FDED 441 Field Experiences in Urban Education
3 class hours

0 lab hours

Prerequisites: None
3 credits

(3c-0l-3cr)

A specialized experience for students who are considering teaching in inner-city schools. Aspects to be emphasized include physical characteristics of community, background and aspirations of children and parents, and specialized teacher competencies, classroom management, planning, instructional materials, teaching strategies, and evaluation. All participating pre-service teachers will receive significant exposure to English Language Learners and students with special needs. Schools selected for student experiences are located in Philadelphia. This course may be substituted for EDUC 242 with program approval and completion of Step 1 for teacher certification.

II. Course Outcomes

Upon completion of this course, students will be able to:

1. contrast the stereotypes of people and situations in urban environments with the realities experienced in the classroom and community. (PDE 1,3,5)
2. demonstrate, in their journals, discussions, and reflection paper, their understanding of the impact of poverty on the learning process (PDE 1,3,5)
3. identify national and state standards relevant to specific content areas. (PDE 2)
4. under a certified teacher's direction, work with small groups of students., including activities such as tutoring, helping with assignments, etc. (PDE 2).
5. identify ways to meet the learning needs of diverse students, including those with special and English language learning needs. (PDE 1,3,5)
6. identify, through the field experience, a range of teaching strategies and learning activities that cater to learners of different grade levels, abilities, aptitudes, and physical conditions (PDE 2).
7. recognize how instructional practices can be adjusted to build on students' strengths to meet their learning needs. (PDE 2)
8. distinguish between effective and ineffective teaching techniques and recognize the situations that contribute to effectiveness or ineffectiveness. (PDE 2)
9. reflect on their field experience in the field experience report. (PDE 1,3,5)

10. participate in professional dialogue with professionals and peers on topics related to issues in urban education. (PDE 1,3,5)
11. explain the importance of community involvement on the part of teachers. (PDE 1,4,5)
12. describe possible roles for community and parental involvement in education. (PDE 1,4,5)

Student Outcomes Matrix

COE-ET Conceptual Framework	PDE Competency	Course Objective	Course Assessment Measuring Objective
Planning and Preparation; Instruction	1	1, 2, 5, 9, 10, 11, 12	Journal, Observation Log, Participation (observing and teaching, small groups)
Planning and Preparation; Instruction	2	3, 4, 6, 7, 8	Journal, Observation Log, Participation (small groups, cultural events, community service and festival)
Professional Responsibilities; Classroom Environment	1,2	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Observation Log, Participation (observation and teaching), Journal, * Reflective Paper
Planning and Preparation; Instruction	2,5	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Journal, Observation Log, Participation (cultural events, community service and festival)
Planning and Preparation; Instruction	2	3, 4, 6, 7, 8	Participation (cultural events, community service and festival)
Planning and Preparation	1,3,5	1, 2, 5, 9, 10	Participation (cultural events, community service and festival)
Planning and Preparation	2	3, 4, 6, 7, 8	Journal, Observation Log, Participation (small groups, professional development)
Professional Responsibilities; Instruction; Classroom Environment	2	3, 4, 6, 7, 8	Supervised interaction with school personnel and learners, Participation (Professional Development, Small Groups)
Professional Responsibilities	1,3,5	1, 2, 5, 9, 10	Observation Log, Journal,

		*Reflective Paper
*Key Assessment		

III. Course Outline

Class Hours

Class hours are broken down as follows:

Observation and Teaching in Schools:	56 hours
Large Group meetings (including orientation and Professional Development):	9 hours
Small Group meetings	6 hours
Community Service Project	12 hours
Cultural Field Trips	16 hours
TOTAL	99 hours*

* This total does not include preparation time which is done outside of structured class time, nor does it include informal cultural trips.

Course activities include readings and small group and large group discussions related to teaching English Language Learners (ELL) and children with special educational needs (see Course Calendar below). Additionally, students have direct experience working with ELLs and children with special educational needs as noted in the Course Calendar below.

English Language Learners (ELL)

ELL Readings and discussions:	4.5 hours
Total ELL contact time:	66.5 hours
TOTAL ELL TIME	71 hours

Children with special educational needs (EDEX)

EDEX Readings and discussions:	4 hours
Total EDEX contact time:	56 hours
TOTAL EDEX TIME	60 hours

Course Calendar

Monday, Week One

8:00-4:00 p.m.	Depart from IUP, arrive at LaSalle, check in to the LaSalle Dorms.
4:00-6:00 p.m.	Orientation to the Philadelphia School District. Welcome by Regional Superintendents Discussion: "Getting Your Mind Right" (ELL .5 hour) Program Overview and Expectations

Tuesday, Week One

8:00 a.m.-5:00 p.m. Field Trips to the Constitution Center and the Art Museum

6:00-7:00 p.m. Small Group Meeting -- Topic: "Preparing for the urban classroom"

Wednesday, Week One through Friday Week One

7:15 a.m-3:45 p.m. Observe and teach in the schools (21 hours in classrooms that include English Language Learners and children with special educational needs)

Wednesday, Week One

4:00-5:00 p.m. Large group meeting— Location: LaSalle Theater **(EDEX .5 hour)**
Topic: "First Impressions of the classrooms and schools" Faculty Coordinators

Thursday, Week One

4:00-5:00 p.m. Professional Development Workshop, (Culturally Compatible Teaching)

5:00-6:00 p.m. Small Group Meeting **(ELL .5 hour)**

Friday, Week One

5:30-9:00 p.m. Puerto Rican Cultural Experience
Location: Norris Square Neighborhood Center, 2142 Howard Street
Presenters: Reed Davaz McGowan, Director, Iris Brown, Community Organizer, Tomasita Romero-**Grupo Motivos (3.5 hours ELL contact)**

Saturday, Week One**Norris Square Community Service Project**

8:00 a.m. Work groups leave with for Norris Square

9:00 a.m. Service Learning Projects begin **(4 hours ELL contact)**

1:00-4:00 p.m. Children's and Community Festival in the Park **(3 hours ELL contact)**

4:30 p.m. Depart for LaSalle

Monday, Week Two through Friday, Week Two

7:15 a.m.-3:45 p.m. Observe and teach in the schools (35 hours in classrooms that include English Language Learners and children with special educational needs)

Monday, Week Two

4:00-5:15 p.m. Small Group Meeting (ELL .5 hour)

Tuesday, Week Two

4:00-5:00 p.m. Professional Development Workshop (Parents' Panel)

5:15-6:15 p.m. Small Group Meeting (EDEX .5 hour)

Wednesday, Week Two

4:00-5:30 p.m. Professional Development Workshops, Topic: New Teacher Panel

5:30-6:30 p.m. Small Group Meeting (EDEX .5 hour)

Thursday, Week Two

4:00-5:00 p.m. Professional Development Workshop (Earl Carter)

5:15-6:30 p.m. Small Group Meeting (ELL .5 hour)

Friday, Week Two

4:00-5:30 p.m. Large Group Meeting: Final Reflections (ELL .5 hour, EDEX .5 hour)

Saturday, Week Two

8:00 – 9:00 a.m. Check out, departure, and return to IUP

IV. Evaluation Methods

The final grade will be determined as follows:

Participation (30%): Students will participate in course activities, including: observation, and teaching at assigned schools; attendance and participation in Professional Development Seminars; attendance and participation in large group meetings; attendance and participation in class small group meetings; participation in community service and cultural activities; and attendance and participation on cultural field trips.

Observation Log (15%): All students will maintain a log of all observations and teaching done in the schools. All observation/teaching logs must be signed by the cooperating teacher and turned in to the instructors on the last day of the seminar.

Journal (25%): All students will keep a journal in which observations, reflections, and conclusions are recorded. Journals must be submitted for review to the instructors upon return to IUP.

Reflective Paper (30%): All students will prepare a reflective paper in which they reflect on all aspects of their teaching experience, including: planning and preparation, the classroom and community environment, instruction, and the professional responsibilities of teachers. Reflective papers should also incorporate readings from the course, and classroom experiences should be considered from the perspective of Charlotte Danielson's four domains of teaching and components of professional teaching practice (Danielson, Axtell, Bevan, Cleland, McKay, Phillips, & Wright, 2009). Reflective Papers will be due two weeks following completion of the field experience.

V. Grading Scale

Grading Scale: A = to or >90%, B 80-89%, C 70-79%, D 60-69%, F <60%

VI. Attendance Policy

Student attendance at all course related activities is required. Absences will be excused only in accordance with the IUP Undergraduate Course Attendance Policy.

VII. Required Textbooks, Supplemental Books And Readings

All required readings for this course will come from a collection of articles compiled in a *Philadelphia Urban Seminar Reader*.

Additional reading materials may be provided by the Philadelphia School District, speakers at Professional Development Seminars, or by the instructors.

VIII. Special Resource Requirements

Students will be required to pay for housing in Philadelphia and for all meals, as well as for field trips and cultural experiences. The total cost for these items is about \$350.

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Course Analysis Questionnaire

A. Details of the Course

- A1. This course is an elective for students in teacher preparation programs. This course is not intended to be a Liberal Studies course.
- A2. This course does not require changes in any other course in the department.
- A3. This course has been offered as FDED 481 in Summer 2010. There were two sections with a total enrollment of 46 students.
- 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 several universities, including: Clarion University, Kutztown University, Pennsylvania State University, East Stroudsburg University.
- A7. This course provides a field experience in an urban context where English Language Learners and inclusive classrooms are common. Such field experiences are required by the Pennsylvania Department of Education and the National Council for the Accreditation of Teacher Education, both of which are accrediting authorities for teacher education programs at IUP.

B. Interdisciplinary Implications

- B1. This course will be taught by one instructor.
- B2. The content of this course does not overlap with any other at the University. This course is similar to EDUC 242 but has a more specialized focus dealing with urban education.
- B3. This course is not cross-listed.

C. Implementation

- C1. No new faculty member is required to teach this course. The course will be taught, as it has been taught for the past 17 years, during Summer session only by regular faculty in the Professional Studies in Education Department. This course will be counted as one preparation and three hours of equated workload.
- C2. Other resources:
 - a. Current space allocations are adequate to offer this course.
 - b. No special equipment is needed for this course.

- c. No laboratory supplies are necessary for this course.
- d. Library holdings are adequate.
- e. Students will pay the cost of their accommodation, meals, field trips, etc. while in Philadelphia.
- f. University vehicles will be used to transport students to and from Philadelphia and while in Philadelphia. Funding for vehicles will come from the field placement fee.

C3. No grant funds are necessary.

C4. This course will be offered every Summer in the pre-session.

C5. Up to six sections may be offered at a time, depending on enrollment.

C6. Up to 25 students can be accommodated in each section of this class.

C7. No professional society recommends enrollment limits or parameters for this course.

C8. This course does not involve the use of distance education.

D. Miscellaneous

No additional information is necessary.

A SUMMARY OF THE PROPOSED REVISIONS

The proposed revisions involve revising course objectives to comply with the Pennsylvania Department of Education new standards for early field experiences.

JUSTIFICATION/RATIONALE FOR THE REVISION

Although the existing syllabi already included activities that were consistent with the newly revised Pennsylvania Department of Education standards for early field experiences, it was deemed advisable to make the connections between the course outcomes and those standards more explicit.

OLD SYLLABUS OF RECORD.**LIBERAL STUDIES COURSE APPROVAL FORM AND CHECKLIST.**

Not applicable.

FE 441
FIELD EXPERIENCES IN URBAN CENTERS
Three Credits

May be used as substitute for: ED 499 – 2 credits
 ED 242 – 1 credit
 ED 342 – 1 credit

I. COURSE DESCRIPTION

A. Catalog Description

Provides specialized experience for students desiring to teach in inner-city schools. Aspects to be emphasized include physical characteristics of community, background, and aspirations of children and youth, and specialized teacher competencies: classroom management, planning, instructional materials, teaching strategies, and evaluations. Records of comprehensive experiences in urban areas will be considered in making field experience assignments. Schools selected for student experience will be located in urban settings.

B. Additional Descriptions

The course is designed for urban (Philadelphia) schools. The session is for two weeks immediately following spring semester. The pre-service teacher will be assigned to a cooperative teacher according to major area of study. The course includes evening and weekend sessions.

On-site classroom experiences, panels, seminars, large and small group discussions, presentations, and work projects are coordinated with school personnel, city personnel, community groups, and university faculty. These activities include:

- ◆ observations in various classrooms,
- ◆ planning and teaching mini-lessons or other activities assigned by the cooperating teacher,
- ◆ participating in community work projects,
- ◆ attending professional development as provided by the urban (Philadelphia) school personnel and city administrators,
- ◆ attending cultural events in the communities,
- ◆ participating in university seminars including large group discussions and small group forums held during the course,
- ◆ completing required readings,
- ◆ completing project and written assignments.

C. Relationship of Course of College Conceptual Framework:

The College of Education and Educational Technology centers its education program around teacher preparation, requiring demonstration of commitment, collaboration, and competence with a firm grounding in content. Course instruction includes activities, assignments, and readings that reflect this

conceptual framework. FE 441 provides urban on-site experiences for pre-service teachers to observe, implement, and practice pedagogical strategies required to address the diverse needs of learners. This conceptual framework is experienced at on-site urban schools and cultural centers.

II. GOALS AND OBJECTIVES

A. Goals

1. To provide an on-site, school-based experience in an inner city school.
2. To offer a community/cultural experience through a service learning project in which the student will work side by side with community members.
3. To promote networking and support among education students from various universities who have a focus on urban education through interacting in learning forums.

B. Objectives

(Each objective is aligned with the College of Education and Educational Technology Conceptual Framework.)

Upon successful completion of the course, the university pre-service teacher will:

- ◆ be aware of urban myths and stereotypes and compare/contrast these with realities experienced in the classroom and community. ((Collaboration; Competence)
- ◆ describe possible roles for community/parental involvement in the education process. (Commitment; Collaboration; Competence)
- ◆ understand how poverty affects the teaching/learning process and identify strategies to see, understand, value, and apply the diverse knowledge students acquire from their daily home and community experiences. (The Learner; Competence)
- ◆ recognize how the instructional/curricular program needs to build on student strengths and meet student needs. (Content; The Learner)
- ◆ recognize the importance of building on students' strengths and learning styles. (Content; The Learner; Collaboration)
- ◆ recognize effective and non-effective forms of classroom management techniques. (The Learner; Collaboration; Competence)

- ◆ join in dialogue with speakers and presenters on urban education issues. (Commitment; Collaboration; Competence)
- ◆ participate in cultural activities of the area through interaction with community residents and by working collaboratively on a community service-learning project. (Content; Commitment; Collaboration; Competence)
- ◆ join in networking and support with education students from other universities who has a focus on urban education. (Commitment; Collaboration; Competence)

III. READINGS, TEXTS

A. Required Readings

Articles on Urban Education; Philadelphia Urban Seminar. This course packet will be provided by instructors and paid from fees.

School District of Philadelphia Edison Cluster “We Have a Brighter Idea!” This packet of materials also provided by instructors and paid with course fee.

B. Additional Readings

Handouts, journal articles, and text excerpts on urban education, multicultural education, instruction, and learning.

Readings distributed by the Philadelphia School District.

IV. COURSE REQUIREMENTS AND GRADING POLICY

A. Attendance

Students are expected to attend all scheduled events. This includes being in the assigned school and classroom each day during school hours and attending all professional development meetings. These meetings, held by school personnel, city personnel, and university faculty include: seminars, presentations, panel discussions, large and small group forums. Also, students are required to be at all service-learning community projects, including Friday evening, Saturday all day, and Saturday evening. Sunday cultural trips are optional.

No girlfriends, boyfriends, or significant others should plan to visit you during this two week period. The course requires involvement full time, including weekends.

B. Assignments

1. *Attendance and participation* at all course events, including time in schools, meetings, and service-projects.

2. *Daily Journal Entries.* These texts need to be rich narratives describing your personal transformative process as you experience working with children and community members in a urban area. Be reflective, ask questions of yourself. If necessary, struggle with what you are observing to make sense of things. Remember the multiple perspectives with which events and people can be viewed, in other words, be short on judgements, and be long (elaborate) on understanding. Do not judge the cooperative teachers, children, or others in the schools, instead write to understand what is happening.

- ◆ Due: one week after course is completed
- ◆ Neat writing or typed
- ◆ Make a copy for yourself as these journals will not be returned.
- ◆ Mail or drop-off on campus to one of your professors.

3. *Reflection Paper.* Interweave your many experiences in a well-written paper. Write about your experiences in/with (1) the classroom; (2) the readings (course packet and handouts); (3) the service-learning projects; (4) the after-school presentations, group work, and forums; and (5) the community. Cite at least three of the required readings in your paper.

- ◆ Due: one week after course is completed
- ◆ Typed
- ◆ 4-8 pages of text
- ◆ Cover page with course and number, your name, date, name of professor
- ◆ Cite at least three of the readings.
- ◆ Make reference page of your citations.
- ◆ Mail or drop-off on campus to one of your professors.

V. COURSE OUTLINE/SCHEDULE OF EVENTS

DAY ONE: SUNDAY

Arrive at Philadelphia; check-in
Large Group Meeting – School Assignments

DAYS TWO THROUGH FIVE – MONDAY - FRIDAY

On-site field experience each day according to assignment.
(in school with teacher and class of students)

Afternoon and evening meetings, seminars, etc.

FRIDAY – ETHNIC DINNER/CULTURAL EVENTS

DAY SIX – SATURDAY

Service Learning Projects – all day with community members
ETHNIC MEAL AND TRADITIONAL MUSIC (Puerto Rican)

DAY SEVEN – SUNDAY

Community Religious Options

Optional Field Trips in Philadelphia

DAYS EIGHT THROUGH ELEVEN – MONDAY – THURSDAY

Continue on-site field experience each day according to
assignment

Afternoon and evening meetings, seminars, etc.

Small group presentations on selected topics related to urban
education

DAY TWELVE – FRIDAY

Check-out and departure

VI. BIBLIOGRAPHY

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