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# The University Of Toledo

APR 10 2012

## New Graduate Course Proposal

COLLEGE OF GRADUATE STUDIES

\* denotes required fields

- College\*: 
  
Department\*:
  - Contact Person\*:  Phone:  (xxx-xxxx) Email:  Please input the correct Contact Person. Please input phone number in this format: xxx-xxxx. Please input the correct Email Address.
  - Alpha/Numeric Code (Subject area - number)\*:  -  <sup>6220</sup> Please input 2-4 characters for Item 3 Subject Area. Please input the 4-digit numeric code for Item 3.
  - Proposed title\*:  Charactor not allowed.
   
Proposed effective term\*:  (e.g. 201140 for 2011 Fall) Please input the 6-digit numeric code for term.
5. Is the course cross-listed with another academic unit?  Yes  No

Approval of other academic unit (signature and title)

Is the course offered at more than one level?  Yes  No

If yes, an undergraduate course proposal form must also be submitted. If the undergraduate course is new, complete the New Undergraduate Course Proposal; if the undergraduate course is existing, submit an Undergraduate Course Modification Proposal.

- Credit hours\*: Fixed:  or Variable:  to  Please Enter Only Numbers for Fixed Credit Hours Please Enter Only Numbers for variable Credit Hours From Please Enter Only Numbers for variable Credit Hours To
- Delivery Mode: Primary\* Secondary Tertiary
  - Activity Type \*
  - Minimum Credit Hours \*  Please Enter Only Numbers  Please Enter Only Numbers  Please Enter Only Numbers
  - Maximum Credit Hours \*  Please Enter Only Numbers  Please Enter Only Numbers  Please Enter Only Numbers

c. Weekly Contact Hours \*

8. Terms offered:  Fall  Spring  Summer

Years offered:  Every Year  Alternate Years

9. Are students permitted to register for more than one section during a term?  No  Yes

May the courses be repeated for credit?  No  Yes Maximum Hours

10. Grading System\*:

- Normal Grading (A-F, PS/NC, PR, I)
- Passing Grade/No Credit (A-C, NC)
- Credit/No Credit
- Grade Only (A-F, PR, I)
- Audit Only
- No Grade

11. Prerequisites (must be taken **before**): i.e. C or higher in (BIOE 4500 or BIOE 5500) and C or higher in MATH 4200

100 Max.

PIN (Permisson From Instructor)  PDP (Permission From Department)

Co-requisites (must be taken **together**):

*CI 6100* 100 Max.

12. Catalog Description\* (75 words Maximum)

Initial field experience for LAMP Middle Childhood and AYA licensure only; experiences include observation, co-teaching with mentor teacher and the design, planning and teaching of units that integrate Social Studies.  
 Co-requisite: CI 6220.

13. Attach a syllabus and an electronic copy of a complete outline of the major topics covered. Click [here](#) for template.

Syllabus: \* File type not allowed.

Additional Attachment 1: File type not allowed.

Additional Attachment 2: File type not allowed.

**Course Approval:**

Department Curriculum Authority: *Rebecca Sanchez* Date *3-16-12*

Department Chairperson: *Jeff Chiriac* Date *3/16/12*

College Curriculum Authority or Chair: *Rebecca Sanchez* Date *4-9-12*

College Dean: *Barbara J. Day* Date *4-9-12*

Graduate Council: *[Signature]* Date *5-17-2012*

Dean of Graduate Studies: *[Signature]* Date *[ ]*

Office of the Provost : *[Signature]* Date *[ ]*

**Administrative Use Only**

(YYYY/MM/DD)

**The University of Toledo**  
**Judith Herb College of Education, Health Sciences, and Human Services**  
**Department of Curriculum and Instruction**

**CI 6220: Social Studies Practicum**  
**Course Syllabus Fall 2011**

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Instructor: Dr. Victoria C. Stewart

Office: Gillham Hall, 2000N

Phone: 419.530.2204

Email: victoria.stewart@utoledo.edu (preferred)

Class Location: Gillham Hall 2400

Day/Time: F: 10:00-12:00

Office Hours: Tuesday 9:30-2:30

LAMP Webpage: <http://alcot.utoledo.edu>

Blackboard 9: <https://blackboard.utdl.edu/>

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**Prerequisites:** Admission to the LAMP Cohort program

**Co-requisite:** CI 6120 Social studies methods of teaching

### **Overview**

In-depth study of methods and materials for teaching social studies. Implementation of secondary curriculum within the context of current technology and the development of critical thinking skills.

### **Objectives**

During the semester, emphasis will be placed on exploring first-hand the characteristics of students, and the nature of the instructional setting, and enactment of appropriate instructional plans. For teachers this means knowing how to learn from students and enactment to improve practice.

As the result of the course, you will gain experiences in the following:

1. Synthesizing a rationale for teaching content
2. Utilizing specific teaching methods that encourage inquiry and construction of understanding
3. Assessing students' ideas and learning
4. Reflecting on your instructional practices and student learning
5. Developing and presenting a professional manner and disposition

### **This course addresses the following ODE Educator Standards:**

#### **Standard 1: Students**

Teachers understand student learning and development and respect the diversity of the students they teach. A beginning teacher should:

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- 1.2 Understand what students know and are able to do and use this knowledge to meet the needs of all students.
- 1.3 Expect that all students will achieve to their full potential.
- 1.4 Model respect for students' diverse cultures, language skills and experiences.

#### Standard 2: Content

Teachers know and understand the content area for which they have instructional responsibility. A beginning teacher should:

- 2.3 Understand school and district curriculum priorities and the Ohio academic content standards.
- 2.5 Connect content to relevant life experiences and career opportunities.

#### Standard 4: Instruction

Teachers plan and deliver effective instruction that advances the learning of each individual student. A beginning teacher should:

- 4.1 Align their instructional goals and activities with school and district priorities and Ohio's academic content standards.
- 4.3 Communicate clear learning goals and explicitly link learning activities to those defined goals.
- 4.7 Use resources effectively, including technology, to enhance student learning.

#### Standard 5: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students. A beginning teacher should:

- 5.1 Treat all students fairly and establish an environment that is respectful.
- 5.2 Create an environment that is physically and emotionally safe.
- 5.4 Create learning situations in which students work independently, collaboratively and/or as a whole class.
- 5.5 Maintain an environment that is conducive to learning for all students.
- 5.5B Maintain effective classroom management of student behavior, including inappropriate use of technology by students.

#### Standard 6: Collaboration and Communication

Teachers collaborate and communicate with students, parents, other educators, administrators and the community to support student learning. A beginning teacher should:

- 6.1 Communicate clearly and effectively.

Access full version through: <http://esb.ode.state.oh.us/>

#### **Course Materials:**

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NCSS Bulletin 89. Expectations of Excellence: Curricular Standards of Social Studies. Silver Springs, MD: NCSS, 1994. NCSS: <http://www.socialstudies.org/>

Ohio Department of Education Academic Content Standards for the Social Studies:  
<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEPrimary.aspx?page=2&TopicID=1704&TopicRelationID=1706>

**UTAD Account and Blackboard** You will be required to have activated and regularly check you UTAD email. Throughout the course we will also use Blackboard 9 (<https://blackboard.utdl.edu/>) as a web-based site for course activities. More information will be provided in class.

### **Activities and Evaluation**

Evaluations will be based on the following course activities (as well as other in-class and homework assignments). Information will be provided separately for each activity/assessment.

#### **1. Assignments**

While most assignments will be included as part of CI 6120 methods class, there are some that are field based. Field based assignments include:

##### *Teacher Observation/Interview*

During your first two weeks in the field placement you are required to observe mentor teachers as they teach. In addition, create a list of questions to discuss with your mentor teachers in an effort to assist your planning to teach. The end product will be an informal paper describing how these data helped inform planning and teaching.

##### *Student Observation/survey*

This assignment is similar in nature to the assignment described above except that the focus will be the student and instead of a face-to-face interview, candidates will create an interest survey to collect information from students. The end product will be an informal paper describing how the data helped inform planning and teaching.

#### **2. Reflection**

Reflection will begin the first day you enter the field experience. Dr. Stewart will provide prompts for response via Black Board. As candidates transition into the role of classroom teacher, prompts will be removed and reflections will be documented on a daily basis on the lesson plan.

#### **3. Evaluations**

Over the course of the field experience, candidates will be observed and graded by their mentor teacher and field instructor. The grade candidates earn will be reflected in this category.

## **Critical performances**

As part of your licensure program at the University of Toledo you will be completing a series of *critical performances*. *Critical performances* are program-based assessments of your readiness to continue at each phase of the licensure program. During the methods and field experience semester you will be demonstrating readiness to student teach by completing 3 *critical performances*. These include: 1) videotaped lesson with commentary, 2) assessment of student learning, and 3) unit plan. Each critical performance must conform to all requirements described by The University of Toledo and must be completed satisfactorily before student teaching.

During CI 6120/6220 methods and field experience semester you will demonstrate your readiness to student teach by completing 3 CPs. Preparation and completion of the CPs occurs across the methods and practicum experience.

- **CP 1: Teaching Context and Unit Plan (Series of Lessons)**
- **CP 2: Assessment of Student Learning from Unit Plan**
- **CP 3: Videotaped Lesson**

Each critical performance must conform to the requirements as described in *Teacher Performance Assessment Consortium Secondary History-Social Science Handbook* (Stanford University, 2010) and must be completed satisfactorily before student teaching. The CPs align with the Ohio Standards for the Teaching Profession, and the JHCEHSHS conceptual framework. "These performance-based assessments provide evidence of critical knowledge, skills, and dispositions that all beginning teachers must have in order to be effective in their context" (Becoming a Teacher at the University of Toledo (2010), p.10, see [http://www.utoledo.edu/education/Becoming\\_Teacher.html](http://www.utoledo.edu/education/Becoming_Teacher.html) for the complete description).

### **CP 1: Teaching context & Unit Plan (Series of related lessons)**

In order to plan for your students, you must first have an understanding of their community. To address this need CP 1 is a combined assessment requiring you to provide a description of the context in which you will teach. This will include an overview of the community and school, a description of classroom elements, and most importantly, the students. Contextual information will be used to help you best plan to address student needs through your unit plan. There will be two cycles of planning and teaching this semester. We will discuss this assessment at length during this CI 6120.

### **CP 2: Assessment of student learning from lesson plan**

Teach/Re-Teach: A sample assessment you created to evaluate student learning. This assessment includes a commentary, samples of students' work along with the assessment(s), which illustrate your learning and your students' learning.

### **CP 3: Videotape of a lesson with commentary**

Each student will submit teaching videos (digital, 2 segments-each 10 minutes in length) of their teaching, written commentary and student samples from one lesson you teach during your field experience.

### Field Course Graded Activities and Assignments

Reflections of Teaching (10%) While teaching your social studies instructional module and unit, you and I will journal regularly (using Blackboard) as you reflect upon your teaching. Details to be provided in class.

**Cycle One: Planning & Instructional Module [Short 3-5 Days] (15%)** This assignment is focused on the planning of a short instructional module, including approvals from methods instructor, mentor teacher, and field supervisor prior to start date for teaching the module. Detailed description to be provided.

**Cycle One: Engaging Students Reflection [Module/Short 3-5 Days] (15%)** This assignment includes video with reflection in preparation for the formal Videotape with Commentary critical performance that is part of Cycle Two Teaching. The final grade for this assignment also takes into account the evaluations of your teaching provided by the field supervisor and your mentor.

**Cycle Two: Planning Unit [Long 10-15 Days] (20%)** This assignment is focused on the planning of a unit, including approvals from methods instructor, mentor teacher, and field supervisor prior to start date for teaching the unit. Detailed description to be provided in class.

**\*Cycle Two: Engaging Students, Reflection & Evaluation [Long 10-15 Days] (20%)** This is a critical performance. Includes formal submission of the Video With Commentary critical performance. The final grade for this assignment also takes into account the evaluations of your teaching provided by the field supervisor and your mentor.

#### **\*Assessment of Student Learning (20%)**

This is a critical performance to be completed during Cycle Two. Details to be provided in class.

*\*Denotes a critical performance.*

**Assessment Scheme:** Assignments are due on the dates noted below. **You must submit an assignment on time in order to participate in the revision option.** Grades will be lowered by one letter grade for each day an assignment is late unless prior arrangements are made with the professor. The requirements are subject to change and adaptation at the discretion of the professor. **Candidates must earn a grade of C or better on each assignment in order to earn a passing grade for the course.**

Assignments in the field	Percent of Grade	Due Date
Cycle 1: Planning/Teaching Instructional Module [POST teaching] (3-5 days)	15	9/30
• Cycle 1: Engaging Students Reflection • Video with reflection commentary	15	9/30
Weekly/daily reflections	10	ongoing

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Cycle 2: Planning/Teaching Unit (10-15 days) [Post Teaching]	20	12/2
Cycle 2: Engaging Students Reflection <ul style="list-style-type: none"> <li>• Video with reflection commentary</li> <li>• University supervisor evaluation</li> <li>• Mentor teacher evaluation</li> </ul>	20	12/2
Assessment of Student Learning*	20	12/2

\*Critical performance

### Grading and Policies

#### \*\*Electronic Assessment System (EAS)\*\*

The University of Toledo electronic assessment requirements correspond with the requirements of this course. Candidates will complete the assessment CP's described above and upload the documents by the due dates (see EAS website for dates). Documents may be submitted early, however, any document not uploaded in its entirety by the due date will result in a failing grade for that assessment. Any EAS assignment not submitted by the final day of regular class will also result in an "F" for that assignment. This means you will need to double-check your work and uploads to avoid any mistakes, incomplete files or other problems connected with technology. Earning a "1" for any part of the assessment will result in failure of the entire assessment. In the event this occurs, you will have two additional attempts to correct your work. If you fail a TPA related EAS assessment, you will also fail this course.

**Assignment Due Dates and Grading:** For any late assignment, the grade will be lowered one letter grade for each day the assignment is late unless prior arrangements are made with the professor. Keep this in mind since a candidate must earn a grade of C or better on each assignment in order to earn a passing grade for the course.

**Academic dishonesty:** Review The University of Toledo's Policy on academic dishonesty, which can be accessed through <http://www.utoledo.edu/dl/students/dishonesty.html>. Understand fully the ramifications of plagiarism, cheating, etc. Examples of infractions include: turning in assignments that include work that include words, ideas, etc., that belong to someone else and are not properly cited; handing in an assignment that has been also used in another course without prior approval from both instructors; and more!

**Disabilities:** The Rehabilitation Act of 1973, Section 504 and the Americans with Disabilities Act (ADA), provides for equal access to education for all students. If you require assistance, accommodations are available through the Office of Accessibility, located in Rocket Hall 1820, telephone (419) 530.4981. More information is available through <http://www.utoledo.edu/studentaffairs/accessibility/index.html> . Review The University of Toledo's Policy on disabilities, which can be accessed through <http://hsc.utoledo.edu/depts/aec/disabled.html>. The University of Toledo's Policy on learning disabilities, which can be accessed through [http://www.utoledo.edu/studentaffairs/accessibility/docs/spec\\_learn\\_disab.html](http://www.utoledo.edu/studentaffairs/accessibility/docs/spec_learn_disab.html)

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## Assistance

For assistance with your writing, please contact the Writing Center located in Carlson Library, [Room 1005 (419) 530-4939, <http://writingcenter.utoledo.edu>]. The Writing Center provides one-on-one tutoring for students desiring assistance with their work. Students using the services are encouraged to bring the assignment, a copy of their work, as well as anything that may be necessary to complete the assignment.

## Resources (available online):

- American Historical Association. <http://www.historians.org/teaching/index.cfm>
- Center for Civic Education. <http://www.civiced.org/>
- Federal Resources for Teaching Excellence. <http://www.free.ed.gov/>
- Interstate New Teacher Assessment and Support Consortium. (1992). Model standards for teacher licensing and development: A resources for dialogue. <http://www.ccsso.org/content/pdfs/corestrd.pdf>
- Interstate New Teacher Assessment and Support Consortium. (1992). Next steps: Moving toward
- performance based licensing in teaching. <http://www.ccsso.org/content/pdfs/nextstep.pdf>
- Michigan Department of Education. Michigan K-12 Curriculum and standards webpage. <http://www.michigan.gov/mde/0,1607,7-140-28753---,00.html>
- National Board for Professional Teaching Standards. (2001). NBPTS standards for adolescent
- and young adult social studies. [http://www.nbpts.org/the\\_standards](http://www.nbpts.org/the_standards)
- National Council for Geographic Education (NCGE). <http://www.ncge.org/>
- National Council for History Education (NCHE). <http://www.nche.net/>
- National Council for the Social Studies (NCSS). <http://www.socialstudies.org/>
- National Council on Economic Education. <http://www.ncee.net/>
- Ohio Department of Education (2002). Academic Content Standards for K-12 Social Studies
- Online:
- <http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=335&ContentID=852&Content=51520>

## References:

National Council for the Social Studies, Washington, DC. (2004). *Program Standards for the Initial Preparation of Social Studies Teachers. National Standards for Social Studies Teachers. Volume II.* 2004 Revision.

Ohio State Dept. of Education, Columbus. Div. of Curriculum, Instruction, and Professional Development. (2002). *Ohio Department of Education K-12 Social Studies Academic Content Standards.* Web site: <http://www.ode.state.oh.us>.