

APPROVED

The University Of Toledo

RECEIVED

New Graduate Course Proposal

APR 10 2012

COLLEGE OF GRADUATE STUDIES

* denotes required fields

1. College*:

Department*:

2. 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.

3. Alpha/Numeric Code (Subject area - number)*: - Please input 2-4 characters for Item 3 Subject Area. Please input the 4-digit numeric code for Item 3.

4. 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](#).

6. 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

7. Delivery Mode: Primary* Secondary Tertiary
a. Activity Type *

b. 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 (Permission From Instructor) PDP (Permission From Department)

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

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 Mathematics.
Co-requisite: CI 6130

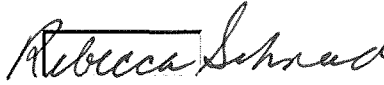
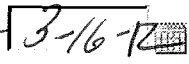

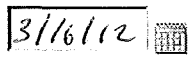
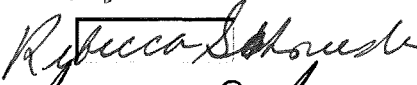

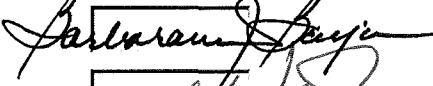
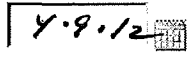

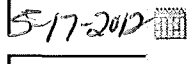




13. Attach a syllabus and an electronic copy of a complete outline of the major topics covered. Click [here](#) for template.

Syllabus: * File type not allowed.


Additional Attachment 1: File type not allowed.

Additional Attachment 2: File type not allowed.

Course Approval:

Department Curriculum Authority:		Date	
Department Chairperson:		Date	
College Curriculum Authority or Chair:		Date	
College Dean:		Date	
Graduate Council:		Date	
Dean of Graduate Studies:		Date	
Office of the Provost :		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 6230 Mathematics Practicum
3 Credit Hours

Instructor:
Office:
Office Phone:
Email:

Office Hours:
Course Website: <http://alcot.utoledo.edu>

Prerequisites: Admission to the LAMP Cohort program.

Corequisite: CI 6130 Mathematics Methods of Teaching

Cohort Objectives and Conceptual Framework

During the semester while in your assigned field placement, emphasis will be placed on exploring appropriate teaching models that reflect the nature, method and content of your domain; the characteristics of students; and the nature of the instructional setting. You will utilize the principles of design in developing lessons, curriculum, and assessments as part of your practicum placement. Emphasis will be placed on exploring first-hand the characteristics of students, 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. Designing instruction, both daily and long term, for teaching the content and processes of your domain in a way that addresses local and national content standards and accounts for the nature of your content and the nature of the learner
2. Planning and modifying instruction based on context, recommended practices, and student learning to meet the needs of various student populations
3. Utilizing specific teaching methods that encourage inquiry and construction of understanding
4. Assessing students' ideas and learning
5. Reflecting on your instructional practices and student learning
6. Developing and presenting a professional manner and disposition

Mathematical Objectives and Conceptual Framework

In your field placement you will focus on

1. implementing instruction that supports students in building conceptual understanding, procedural fluency, and mathematical reasoning skills.
2. experiencing first-hand how students learn, think, and reason mathematically, and
3. learning how to use this information to inform planning and teaching—both present and future.

Course Materials:

No purchased books are required for this course. Materials will be provided by the instructor. Important websites include:

NCTM: <http://www.nctm.org>

Common Core State Standards for Mathematics: <http://www.corestandards.org/>

Ohio Department of Education Academic Content Standards for Mathematics:
<http://education.ohio.gov/GD/Templates/Pages/ODE/ODEDetail.aspx?Page=3&TopicRelationID=1704&Content=110228>

Grading and Policies:

Class Attendance and Participation: You need to be present for each class. Your attendance and participation will be evaluated. For each class you miss, you will lose the equivalent of a letter grade for this portion of your complete grade. Your attendance grade will be lowered one-half of a full letter grade for each time you are tardy to class.

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.

Special Needs: Please contact the instructor if you need special arrangements for taking tests, taking notes, special print, or other considerations that may help you more effectively learn or demonstrate learning.

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

Academic integrity is expected as defined by the *Undergraduate/Graduate catalog*:

Good academic work must be based on honesty. The attempt of any student to present as his or her own work that which he or she has not produced is regarded by the faculty and administration as a serious offense. Students are considered to have cheated if they copy the work of another during an examination or turn in a paper or assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentional or not, if they copy material from books, magazines, or other sources without identifying and acknowledging them. Students guilty of or assisting others in, either cheating or plagiarism on an assignment, quiz, or examination may receive a grade of F for the course involved and may be suspended or dismissed from the university. (*Undergraduate/Graduate Catalog*, 2006-2008, p. 29)

***Critical Performances:** As part of your full licensure program at the University of Toledo you will be completing a series of *critical performances* that are aligned with 4 teaching cycles spread across the academic year. Two of these cycles will be completed in the fall semester. If you are an AYA licensure candidate, both Cycle 1 and Cycle 2 will be completed as part of your mathematical methods (CI 6130) and field experience (CI 6230) courses. If you are a middle grades licensure candidate, you will complete one of your two cycles teaching mathematics and the other cycle teaching in your other content. *Critical performances* are program-based assessments of your readiness to continue at each phase of the licensure program. During the methods (CI 6130) and field experience (CI 6230) courses that you concurrently enrolled in this 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 completely satisfactorily before student teaching. Assignments that have a critical performance embedded with it are indicated with an asterisk.

Grading Scale:

	90-92 B+	80-82 C+	70-72 D+	62 or under F
95-100 A	86-89 B	76-79 C	66-69 D	
93-94 A-	83-85 B-	73-75 C-	63-65 D-	

Practicum Graded Activities and Assignments

- A. ***Assessment of Student Learning (20%)** This is a critical performance to be completed during Cycle Two. Details to be provided in class.
- B. **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 in class.
- C. **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.
- D. **Cycle One Teaching of Instructional 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.
- E. ***Cycle Two Teaching/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.
- F. **Unit Reflections of Teaching (10%)** While teaching your mathematics instructional module and unit, you and I will journal regularly (using ALCOT) as you reflect upon your teaching. Details to be provided in class.