

APPROVED

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APR 10 2012

COLLEGE OF GRADUATE STUDIES

The University Of Toledo

New Graduate Course Proposal

* 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.

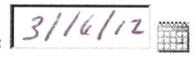
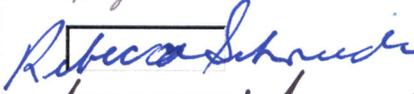
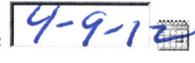
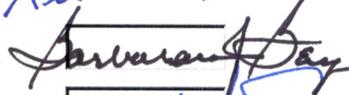
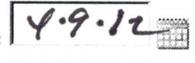
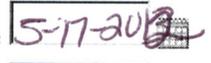
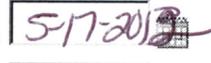
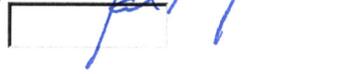
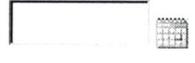
12. Catalog Description* (75 words Maximum)

Part 1 of full time, supervised classroom teaching; for LAMP middle childhood and AYA licensure only. Prerequisite: C or higher in CI 6210, 6220, 6230, or 6240. Co-requisite: CI 6170

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 6270 Mathematics Student Teaching and Internship
3 Credit Hours

Instructor:

Office:

Office Phone:

Email:

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

Prerequisites: Admission to the LAMP Cohort program and successful completion of CI 6130 Mathematics Methods of Teaching and CI 6230 Mathematics Practicum

Corequisite: CI 6170 Mathematics Advanced Methods of Teaching

Overview of CI 6270: Mathematic Student Teaching and Internship

This course provides an opportunity for candidates to reflect on their teaching experience and develop as professionals. During the semester emphasis will be placed on your learning about teaching and on your developing identity as a teacher.

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 and other assessment information to inform planning and teaching—both present and future.

Course Materials:

No purchased books are required for this course.

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 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 advanced methods and internship experience semester you will be demonstrating readiness to teach by completing four critical performances across two cycles of teaching. Each critical performance must conform to all requirements described by the University of Toledo and must be completed satisfactorily in order to pass the course. Critical Performances are denoted 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-	

Activities, Evaluation and Assessment Scheme for Internship

For AYA candidates, the required items will be submitted to your content specific-methods instructor. Middle Grades candidates will submit assignments using the following scheme:

Cycle 3 Content Instructor receives cover letter/resume (A); First half of semester to midterm online journal (B); Cycle 3 Field Instructor Evaluations (C); and Cycle 3 Mentor Teacher Evaluations (D).

Cycle 4 Content Instructor receives writing sample/peer interview (A); Second half of semester to finals online journal (B); Cycle 4 Field Instructor Evaluations (C); and Cycle 4 Mentor Teacher Evaluations (D).

	Percent of Grade	Due Date
<p>A. Presenting professionally for a teaching position Candidates will prepare a professional cover letter and resume that presents the candidate as a professional ready to begin a full time teaching position. Candidates will also participate in a mock interview that will include an impromptu writing sample and a practice interview.</p> <ul style="list-style-type: none"> Cover letter and-resume Impromptu writing sample and peer interview 	10% 15%	
<p>B. Thoughtfulness and Progress in Learning to Teach Each candidate will have an online journal. This is informal writing to help you reflect on and learn from your experiences in the classroom. You will reflect on your learning about teaching. Questions to guide your writing include the following: What do you like about your teaching? What would you like to change? How does your teaching match your teaching philosophy or the teaching standards? How do you help students learn? This includes reflection on teaching you observe, your own teaching, and student learning. Each week you will be given a question to guide your reflection. You will be assessed on the quality of (a) written entries that you make and on (b) your response to feedback. These will be evaluated at midterm and at end of semester.</p>	Midterm: 10% Final: 15%	
<p>C. Field Instructor Evaluation Your field instructor will observe your work in the classroom and evaluate your progress in learning to teach using the college rubrics for planning and teaching, student learning, and professionalism. For Cycle 3 (midterm) and Cycle 4 (final), there will be (at least) 2 observations and a summary evaluation</p>	Midterm: 10% Final: 15%	
<p>D. Mentor Teacher Evaluation Your mentor teacher(s) will observe your work in the classroom and evaluate your progress in learning to teach using the college rubrics for planning and teaching, student learning, and professionalism. For Cycle 3 (midterm) and Cycle 4 (final), there will be (at least) 2 observations and a summary evaluation</p>	Midterm: 10% Final: 15%	March 9 April 27