

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*:

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 6180.

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 Schneider Date 3-16-12
Department Chairperson: Reif Chaudet Date 3/16/12
College Curriculum Authority or Chair: Rebecca Schneider Date 4-9-12
College Dean: Barbara J. Day Date 4.9.12
Graduate Council: PLH Date 5-17-2012
Dean of Graduate Studies: PLH Date 5-17-2012
Office of the Provost : _____ Date _____

Administrative Use Only

_____(YYYY/MM/DD)

CI 6280 Science student teaching and internship

Instructor: Dr. Mark Templin

Email: Mark.Templin@utoledo.edu

Phone: 530-8458

Office Hours: 10-12:30 M, W

Office: 2000A Gillham Hall

Overview

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.

Prerequisites

Prerequisite C or higher in CI 6210, or CI 6220, or CI 6230, or CI 6240

Corequisite: CI 6180 Science advanced methods of teaching

Activities and Evaluation

Your performance will be evaluated on the following tasks.

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. This will include a cover letter and resume and an impromptu writing sample and peer interview

Thoughtfulness and Progress in Learning to Teach

Each candidate will be observed in their classroom by their assigned university liaison. To facilitate these visits, candidates will post their school information and schedule on ALCOT, being sure to include the specific class periods you are teaching. Each week candidates will update their description of topics and activities planned for each class they are teaching.

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.

Field Instructor Evaluations

Your field instructor will observe your work in the classroom and evaluate your progress in learning to teach using rubrics for planning and teaching, student learning, and professionalism.

Mentor Teacher Evaluations

Your mentor teacher(s) will observe your work in the classroom and evaluate your progress in learning to teach using rubrics for planning and teaching, student learning, and professionalism.

Assessment Scheme: Assignments are due on the dates noted below. 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.**

	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 	<p>10% 15%</p>	<p>January 27 March 23</p>
<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>	<p>Midterm: 10% Final: 15%</p>	<p>March 9 April 27</p>
<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>	<p>Midterm: 10% Final: 15%</p>	<p>March 9 April 27</p>
<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>	<p>Midterm: 10% Final: 15%</p>	<p>March 9 April 27</p>

For AYA candidates, the required items will be submitted to you 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).