The University Of Toledo

New Graduate Course Proposal

* denotes required fields


Department*:  Curriculum and Instruction

2. Contact Person*:  Rebecca Schi  Phone:  530-2504  (xxx - xxxx)  Email:  Rebecca.Schi  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)*:  CI  6950  Please input 2-4 characters for Item 3 Subject Area. Please input the 4-digit numeric code for Item 3.

4. Proposed title*:  Student teach  Character not allowed.

Proposed effective term*:  201240  (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  ☑  ☐

Approval of other academic unit (signature and title)

Is the course offered at more than one level?  ☑  ☐

Yes  ☑  ☐

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:  3  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:

  a. Activity Type *

    Primary*  Secondary  Tertiary

    Field  --SelectType--  --SelectType--

  b. Minimum Credit Hours *

    3  Please Enter Only Numbers

  Maximum Credit Hours *

    3  Please Enter Only Numbers

    3  Please Enter Only Numbers

    3  Please Enter Only Numbers
c. Weekly Contact Hours *
8. Terms offered:
- Fall
- Spring
- Summer

Years offered:
- Every
- Alternate
- Year
- Years

9. Are students permitted to register for more than one section during a term? Yes

May the courses be repeated for credit? Yes

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

C or higher in Cl 6250, or Cl 6260, or Cl 6270, or Cl 6280 admission to SECE or MIDD LAMP program required

\[ 0 \to 100 \text{ Max.} \]

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

Co-requisites (must be taken together):

\[ 0 \to 100 \text{ Max.} \]

12. Catalog Description* (75 words Maximum)
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:  
Department Chairperson:  
College Curriculum Authority or Chair:  
College Dean:  
Graduate Council:  
Dean of Graduate Studies:  
Office of the Provost:  

Administrative Use Only

(YYYY/MM/DD)
CI 6950 Student Teaching and Internship: LAMP

Instructor: Dr. Rebecca Schneider
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Phone: 530-2504
Office: 2000KK Gillham Hall

Instructor: Dr. Jenny Denyer
Email: Jenny.Denyer@utoledo.edu
Phone: 530-2472
Office: 2000BB Gillham Hall

Program Webpage: http://alcot.utoledo.edu

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: CI 5980 LAMP advanced methods; CI 5980 LAMP internship

Objectives

Activities and Evaluation
Your performance will be evaluated on the following tasks.

Contexts for Teaching & Learning
While you are learning to teach in one specific context, we believe it is important for you to have the opportunity to visit other teaching and learning contexts. In order to do this, you will make two different visits across the year: one in December 2011, and one in May 2012. For each visit you will create a plan for how you will host one of your colleagues in your school. This plan will include goals for your visitor’s learning, experiences you will engage the visitor in and what kinds of preparations you will need to do prior to the visit. After each visit you will write a reflection about what you learning form visiting a colleague’s school and what you learned from hosting your colleague in your school. You will receive more specific guidelines for planning and reflecting on these visits.

Academic Language Analysis
Teachers must be conscious about how they create opportunities for their students to learn content by paying attention to the "academic language" that students will encounter in each of the disciplines. This language includes texts and text structures, ways of talking, and specialized vocabulary. Considering the language demands that students will face is an important part of teachers' planning and reflection. As you prepare for teaching Cycle 3, you will create a plan for how you will support students as they encounter these language demands in your unit. After you have taught the unit, you will analyze your video and student work samples to determine the extent to which the supports were successful as well as what additional supports would have been helpful.
Reflection and Action Plan
This is a plan for how you will support all students in learning content in your classroom. This will include reflection on the influence of your students and your mentor teacher on your learning (thank you letter), goals and rationale for personal learning about teaching and learning (next steps...), and your plans for initiating the school year (e.g. setting up room, year, getting to know students, first unit ideas). Your action plan should address national teaching goals including creating a productive learning environment for all students in your content area.

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. A grade of PR will be given only under extreme conditions and with agreement of the instructor. Interns must earn a grade of C or better on each assignment in order to earn a passing grade for the course.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Percent of Grade</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Contexts for teaching and learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Exchange visit one: plans and reflection</td>
<td>Fall: 15</td>
<td>January 6</td>
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<tr>
<td>• Exchange visit two: plans and reflection</td>
<td>Spring: 20</td>
<td>June 1</td>
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<tr>
<td>Academic language analysis</td>
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<td></td>
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<tr>
<td>• Planning for language support (curricular materials)</td>
<td>20</td>
<td>January 23</td>
</tr>
<tr>
<td>• Analyzing language support (video and work samples)</td>
<td>20</td>
<td>March 2</td>
</tr>
<tr>
<td>Reflection and Action Plan</td>
<td>25</td>
<td>June 8</td>
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<tr>
<td>• Thank you letter to mentor (what have you learned from them and their students)</td>
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<td>• Goals and rationale for personal learning about teaching and learning (next steps...)</td>
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<td>• Plans for initiating the school year (setting up room, year, getting to know students, first unit ideas)</td>
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