

Eastern Illinois University

NEW/REVISED COURSE PROPOSAL FORMAT
 (Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION**1. Course prefix and number, such as ART 1000:**

ELE 1050

2. Title (may not exceed 30 characters, including spaces):

Teaching as a Profession

3. Long title, if any (may not exceed 100 characters, including spaces):

Introduction to Teaching as a Profession

4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:

1-0-1

5. Term(s) to be offered: Fall Spring Summer On demand**6. Initial term of offering:** Fall Spring Summer **Year:** **7. Course description:**

This course is designed to enhance the transition, integration and retention of freshmen and transfer students who wish to pursue a career in Early Childhood, Elementary and Middle Level education. Students will be introduced to the EC/ELE/MLE program, with particular emphasis on the specific skill sets and dispositions necessary for success in the major.

8. Registration restrictions:**a. Equivalent Courses**

- **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).

No equivalent course.

- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. Yes No

b. Prerequisite(s)

- **Identify the prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.**

None

- **Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s).** Yes No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

c. Who can waive the prerequisite(s)?

No one Chair Instructor Advisor Other (Please specify)

d. Co-requisites (course(s) which MUST be taken concurrently with this one):

No co-requisites are required.

e. Repeat status: Course may not be repeated.

Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:

None

g. Degree, college, major(s), level, or class to be excluded from the course, if any:

None

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

None

10. Grading methods (check all that apply): Standard letter CR/NC Audit ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

The grade for this course will not count in a student’s grade point average.

The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

The grade for this course will be removed from the student’s grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

Credit hours for this course will be removed from a student’s hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

- lecture lab lecture/lab combined independent study/research
 internship performance practicum or clinical study abroad
 Internet hybrid other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

- a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
- **EIU graduates will write and speak effectively.**
 - **EIU graduates will think critically.**
 - **EIU graduates will function as responsible citizens.**

Students enrolled in this course will:

1. Understand the requirements for successful completion of the Early Childhood and/or Elementary/Middle Level teacher certification program.
2. Apply information and articulate strategies, interests and goals through reflection.
3. Develop positive teaching dispositions.
4. Analyze and evaluate a variety of opportunities for enriching their academic experience.

- b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**
- **Depth of content knowledge**
 - **Effective critical thinking and problem solving**
 - **Effective oral and written communication**
 - **Advanced scholarship through research or creative activity**

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

- Weekly electronic reflection on the speaker's topic and their role in the preparation of teacher candidates.
- Written report and reflection on the role of dispositions in the teaching profession.
- Active participation in class discussions, group work and class activities.
- Verification of one technology workshop/module/training utilizing on-campus resources.
- Group presentation on the Ballinger Teacher Center and ITC tour, including one electronic teacher resource from Booth Library website or the Tech for Teachers website.

OBJECTIVE	WEEKLY ELECTRONIC REFLECTION (30%)	REPORT ON THE ROLE OF DISPOSITIONS (30%)	ACTIVE PARTICIPATION (10%)	TECHNOLOGY TRAINING (10%)	GROUP PRESENTATION (20%)
1	X	X	X		
2	X	X	X	X	X
3	X	X	X		X
4	X		X	X	X

3. Explain how the instructor will determine students’ grades for the course:

Students will need to participate productively in class, attend class consistently and complete all assignments satisfactorily, demonstrating effective critical thinking, critical writing and reflection.

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

- a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
- b. Describe how the integrity of student work will be assured:
- c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

N/A

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

- a. course objectives;
- b. projects that require application and analysis of the course content; and
- c. separate methods of evaluation for undergraduate and graduate students.

N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

This course is writing-active because it incorporates a variety of informal writing assignments. The following assignments will be evaluated for correctness of factual understanding, quality of analysis and level of detail: Weekly Electronic Reflection, Report on the Role of Dispositions, Technology Training and Group Presentation.

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the

course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Course Content

Week 1

- ⇒ Department expectations of those who wish to pursue a career in Early Childhood, Elementary and Middle Level education
- ⇒ Expectations of the profession

Week 2

- ⇒ The role of positive teacher dispositions – Module 1 of Dispositions Training
- ⇒ Ethical teacher behavior in the school environment and in the community
- ⇒ Faculty/Staff Talk 1: The Department Chair

Week 3

- ⇒ Role of content mastery in teacher education
- ⇒ Importance of pedagogical knowledge
- ⇒ Faculty/Staff Talk 2: Content Areas and Pedagogy

Week 4

- ⇒ Research EIUs professional resources at the Ballenger Teacher Center at Booth Library, the Instructional Technology Center in Buzzard and the online TechTalk4Teachers website
- ⇒ Consider ways to gain proficiency in technology from a teacher’s perspective
- ⇒ Faculty/Staff Talk 3: Booth Library

Week 5

- ⇒ The role of positive teacher dispositions – Module 2 of Dispositions Training
- ⇒ Watch video clips of teachers and children interacting in classrooms
- ⇒ Faculty/Staff Talk 4: Stories from the Field

Week 6

- ⇒ Research professional student organizations for prospective teachers
- ⇒ Explore opportunities to gain experience working with children in a variety of settings
- ⇒ Faculty/Staff Talk 5: Campus Involvement

Week 7

- ⇒ Learn about EIUs Study Abroad/Study Away Programs
- ⇒ Consider education with a global perspective
- ⇒ Faculty/Staff Talk 6: Leaving the Familiarity of Home

Week 8

- ⇒ Learn about opportunities at EIU to engage in research
- ⇒ Watch video clips of EIU students who have completed research
- ⇒ Faculty/Staff Talk 7: Research Conducted by Faculty in the Early Childhood, Elementary and Middle Level Education Department

Week 9

- ⇒ The role of positive teacher dispositions – Module 3 of Dispositions Training
- ⇒ The importance of staying current in the field
- ⇒ Ways to foster habits of lifelong learning
- ⇒ Faculty/Staff Talk 8: Publications and Conferences

Week 10

- ⇒ Current trends in curriculum development
- ⇒ Exploration of the Common Core Standards
- ⇒ Faculty/Staff Talk 9: How Policy Shapes Teaching

Week 11

- ⇒ Role of the teacher in the classroom
- ⇒ Current trends in teacher assessment
- ⇒ Faculty/Staff Talk 10: The Danielson Model

Week 12

- ⇒ Current trends in educational reform
- ⇒ How schools respond to the challenges of meeting the needs of all diverse learners
- ⇒ Faculty/Staff Talk 11: Response to Intervention Framework

Week 13

- ⇒ The role of positive teacher dispositions – Module 4 of Dispositions Training
- ⇒ Action planning and networking
- ⇒ Group panel presentations

Week 14

- ⇒ Good decision-making
- ⇒ Ways to stay connected to the department
- ⇒ Importance of communication with advisor
- ⇒ Group panel presentations

Week 15

- ⇒ Next steps in professional preparation
- ⇒ State of Illinois Testing requirements
- ⇒ Eastern Illinois University Field Experience requirements
- ⇒ Group panel presentations

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

The intent of this course is to enhance recruitment and retention of EC/ELE/MLE majors by giving students an identity to the department and the field of education very early on in their college career. For transfer students, it will provide a means to help transition them to Eastern Illinois University through early and positive department contact.

- a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**

N/A

- b. **If the course or some sections of the course may be technology delivered, explain why.**

N/A

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This course is required of all new or newly declared education majors. Therefore the 1000-level (entry level) course designation is appropriate.

3. If the course is similar to an existing course or courses, justify its development and offering.

N/A

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

This course will be required of all Early Childhood, Elementary/General or Middle School option majors, special education dual, and Post Baccalaureate students seeking teacher certification.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

This course may be assigned to any qualified full-time faculty with the Early Childhood, Elementary and Middle Level Education Department.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:

N/A

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. Text and supplementary materials to be used (Include publication dates):

N/A

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: 8/16/12

Date approved by the college curriculum committee:

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS:

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

**Student
Success
Center**

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

**Career
Services**

<http://www.eiu.edu/~careers/>

581-2412

**Disability
Services**

<http://www.eiu.edu/~disabltv/>

581-6583