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: _X_ New course ___ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number,** *such as ART 1000*:

    ELE 3050

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

    Learning in Diverse Contexts

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

    Diverse Contexts that Influence the Learning Process

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

    2-1-2

5. **Term(s) to be offered:**   _X_ Fall _X_ Spring ___ Summer   _X_ On demand

6. **Initial term of offering:** _X_ Fall ___ Spring   ___ Summer   **Year:** _2013_____

7. **Course description:**

    The purpose of this course is to provide opportunities for pre-service teachers to identify qualities and potential within themselves to better the lives of children. This course is based on the premise that today's educator must be adept at collaborating with school personnel, family and community to provide a high quality of education for all students. In this course, pre-service teachers will consider how to transition from being a student of teaching to being a teacher of students through careful analysis and understanding of the entire learning dynamic. Students will participate in a minimum of 30 contact hours in a broad spectrum of integrated field experiences to foster growth as a complete educator.

8. **Registration restrictions:**
    a. **Equivalent Courses**
        *   **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).

            N/A

        *   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.

    The prerequisites for this course are ELE 1050 and ELE 2050 or equivalent, and the passing of the Test of Academic Proficiency (TAP) or an ACT composite score (with writing portion) of 22 or higher including

an expectation of Junior standing. For transfer students, concurrent enrollment in ELE 1050 will be permitted with department chair approval.

- 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 __**X**_ 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 _**X**__ Chair ___ Instructor ___ Advisor ___ Other (Please specify)

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

e. **Repeat status:** _**X**__ 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:

   Elementary majors general and middle school options who have met all prerequisites.

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

   N/A

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

   N/A

10. **Grading methods** (check all that apply): _**X**__ 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 _ **X** _ 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.**

      Pre-service teachers enrolled in this course will:
      1. Reflect and articulate a professional development plan which identifies strengths, weaknesses and goals toward becoming a teacher.
      2. Develop and display professional dispositions toward becoming a reflective practitioner.
      3. Differentiate and analyze how family and community environments influence individual children's development and academic learning.
      4. Analyze and reflect on how opportunities to interact with children will help pre-service teachers become better educators.

   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:**

   - Comprehensive written reflective reports on field experience (total of 5)
   - Professional Development Plan
   - Reflective Panel Presentation
   - Letter of Intent
   - Current Event
   - Position Paper (total of 3)

OBJECTIVE	REFLECTIVE	PROFESSIONAL	REFLECTIVE	LETTER OF	CURRENT	POSITION

	REPORTS 35%	DEVELOPMENT PLAN 30%	PANEL PRESENTATION 10%	INTENT P/F	EVENT 5%	PAPER 20%
1		X				
2	X	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 and field observations, attend class and field assignments consistently and complete all assignments satisfactorily and on time, demonstrating effective critical thinking, 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 *.)

   N/A

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
Overview of Children and their Diverse Learning Across Contexts
⇨ The Family: immediate and extended
⇨ The School: assigned classroom/teacher and whole school atmosphere
⇨ Other Environments: religion, daycare and local neighborhood
Teachers Need to Know About the Total Learning Environment

Week 2
Children's Diversity Within Learning Contexts
⇨ Culture
⇨ Ethnicity
⇨ SES
⇨ Language
⇨ Sexual Orientation
⇨ Academic Abilities
⇨ Learning Styles
⇨ "Readiness to Learn"
Teachers Need to Know Their Individual Students

Week 3
Teacher Behavior and Its Influence on Learning
⇨ Memorable teacher characteristics
⇨ Professional teaching dispositions
⇨ College of Education and Professional Studies Dispositions
⇨ Illinois Professional Teaching Standards
⇨ ed-TPA
⇨ Ethical behavior in the profession (both in and out of the school environment)
Children Need Qualified, Caring and Charismatic Teachers

Week 4
Teacher Roles and Responsibilities
⇨ The teacher as an advocate for learning
⇨ Creating more effective learning opportunities
⇨ Strategic partners
⇨ The impact of partnerships on the learning process
⇨ Where are schools required to connect with parents and the community
⇨ Research related to community based processes
⇨ Key elements for service learning
⇨ Types of partnerships
⇨ Interpersonal relationships

Teachers Do More Than Just "Teach Subject Matter"

Week 5
Parent Behavior and its Influence on Learning
- ⇨ Protection
- ⇨ Reassurance
- ⇨ Consistency
- ⇨ Empathy
- ⇨ Patience
- ⇨ Support
- ⇨ Respect
- ⇨ Varying parenting styles

Children Need Positive Role Modeling From Their Parents

Week 6
Peers and Their Influence on Children's Learning
- ⇨ Positive (friendship, support, forgiveness, trust, belonging, inclusion, positive peer pressure)
- ⇨ Negative (bullying, hurtful teasing, violence, isolation, negative peer pressure)

Children Need Acceptance From Their Peers

Week 7
Other Adults in the Community That Influence Children's Learning
- ⇨ Protective Agencies (9-1-1, police, fire, DFS, social workers, doctors)
- ⇨ Local Government Structure (mayor, school board, principal)
- ⇨ Legal Structure (local laws, court system, children's advocacy)
- ⇨ Community Traditions (parades, annual festivals, fund raisers, community picnics)
- ⇨ Religious Influences (synagogue/church/mosque, rabbi/minister/imam, prayer/worship)

Children Learn By Observing Others

Week 8
Informal Learning Environments in the Community
- ⇨ Library
- ⇨ Museum
- ⇨ Zoo
- ⇨ Movie theatre
- ⇨ Local/State/National Parks
- ⇨ Live theatre
- ⇨ Amusement Parks
- ⇨ Video games
- ⇨ Television

Children Learn From the Things Around Them

Week 9
Interactions with Other Children in Group Settings
- ⇨ Girl/Boy Scouts
- ⇨ Boys and Girls Club
- ⇨ Athletic teams
- ⇨ Interest clubs (book, chess, cooking, etc,)
- ⇨ Band/Choir

⇒ Theatrical

⇒ Religious activities

Children Learn From Interacting in Group Settings

Week 10
Philanthropic Modeling
⇒ Charity car washes

⇒ Community bake sales

⇒ Charity walk/run Participant

⇒ Visits to the nursing home

⇒ Helping in the soup kitchen

⇒ Donating to charitable causes

Children Learn From Society About Self-Giving

Week 11
Creating Collaborative Relationships
⇒ Shared vision

⇒ Skilled leadership

⇒ Process orientation

⇒ Cultural diversity

⇒ Membership-driven agenda

⇒ Multiple sector representatives

⇒ Accountability

Children Learn Cooperation and Compromise by Watching Successful Adults

Week 12
Making Students and Parents your Partners in Learning
⇒ The Epstein model of *Six Types of Involvement*

Parenting
Communicating
Volunteering
Learning at home
Decision making
Collaborating with the community

Students Benefit From Collaborative Efforts Among the Adults

Week 13
How to Plan to be a Professional
⇒ Start now

⇒ Think about goals you can set for yourself now and determine what skills/support you will need to successfully reach those goals

⇒ Develop positive teacher habits

⇒ Be open to new experience, engage in lifelong learning and challenge yourself to step out of your comfort zone when necessary

What You Can Do For Yourself to Become Better Prepared

Week 14
Habits of Reflection
⇒ Understanding reflective thinking

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⇨ Four Modes of Thinking (Danielson, 1992; Grimmett, Erickson, Mackinnon, & Riecken, 1990): Technological, Situational, Deliberate, Dialectical
⇨ Importance of being a reflective practitioner
⇨ Reflection to change practice
⇨ How has your experience shaped/influenced the person you are today?
⇨ What is your educational philosophy?
⇨ How would you describe children and/or the stage of childhood?
How Dispositional Habits Begun Now Will Lead to Automaticity in the Future

Week 15
The Skill of Collaboration
   ⇨ Colleagues
   ⇨ Parents
   ⇨ Administration
   ⇨ Community
How the Quality of Your Interactions with Others Influence How Your Students Perceive You as a Teacher

PART IV: PURPOSE AND NEED

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

     The rationale for developing this course is driven by the need to prepare teacher candidates for newly designed standards-based requirements. New expectations have a greater emphasis on diverse learners and learning contexts, the ability to display critical thinking and writing skills, and providing evidence of understanding the contextual needs of all learners.

    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 Elementary majors General/Middle School Options in the department. Given the developmental scaffolding of previous field experiences in the schools, the prerequisites required for this course are justified.

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

      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.**

This course will be required of all Elementary General/Middle School Options special education dual, and Post baccalaureates Teacher Certification and will not serve as an elective course for any other degree program.

      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.**

        N/A

      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 faculty member within 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:**

Purchasing the software program "LiveText" is a requirement of this course. If not already completed, a fingerprint background check is required prior to participating in community field experiences.

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):**

Hiranandani, V. (2012). *The whole story of half a girl.* New York: Delacorte Press.

Mali, T. (2012). *What teachers make: In praise of the greatest job in the world.* New York: Putnam.

Stoecker, R. & Tryon, E. A. (2009). *The unheard voices: Community organizations and service*

learning. Philadelphia: Temple University Press.

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.

N/A

PART VII: APPROVALS

Date approved by the department or school:

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).

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