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OFFICE OF THE PROVOST
SEP 22 2004

PROCESS A NON-GENERAL EDUCATION - CURRICULUM PROPOSAL

SCC #04-05- 36 R

LIBRARY RESOURCE FORM REQUIRED

Deadlines

October 8, 2004 to be implemented Fall 2005 - February 11, 2005 to be implemented Spring 2006

PROPOSAL TITLE: Elementary Education Clinical Seminar

Sponsor(s): Robin McBee E-Mail: mcbec@rowan.edu Ext: 4736
Janet Moss E-Mail: moss@rowan.edu Ext: 3806

DEPARTMENT: Elementary/Early Childhood Education

COLLEGE: Education

If Liberal Arts & Sciences CHECK: History/Humanities Math/Sciences Social/Behavioral Sciences

UNDERGRADUATE GRADUATE

THE ATTACHED NON-GEN-ED PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED

- New non gen-ed course
- Short-term non gen-ed course
- Minor curricular changes (fewer than three) to:
 - Existing non gen-ed course
 - Non gen-ed degree requirements
 - Major
 - Minor, specialization, concentration, track, certificate program

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair: [Signature] Date: 9/24/04
 *Department Curriculum Chair: [Signature] Date: 9/24/04
 Academic Dean: [Signature] Date: 10-6-04

* Department Curriculum Committee is Committee of the whole, with Department Chair as Chair

COLLEGE CURRICULUM COMMITTEE

OPEN HEARING Date: 12/30/04 Approved Not Approved

COLLEGE CURRICULUM CHAIR: [Signature]

Senate Curriculum Chair Signature: [Signature] Date: Senate Announcement 12/10/04

Comments _____

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: 12/1/04

Approved Not Approved

Date: 1/7/05 REGISTRAR Course Description Received & Approved - Hegis Taxonomy & Course # 0802445

Registrar Signature: [Signature]

NOTIFICATION FORWARD

- SCC Chair
- Academic Dean
- Department Chair
- Registrar
- IR
- CAP
- VP Student Affairs
- Others

DB/B
TM 2/1/05

COURSE PROPOSAL

Details

- a. **Course Title:** Elementary Education Clinical Seminar
- b. **Sponsor(s):** Robin McBee, Associate Professor, Elementary/Early Childhood Education
- c. **Credit Hours:** 1 semester hour
- d. **Course Level:** Undergraduate Senior, New Course 0802.4##
- e. **Prerequisites:** Admission to Clinical Practice (New Course 0802.4##)
Co-requisite: Clinical Practice in Elementary Education (0802.4##); Technology in Education (0833.4##)
- f. **Suggested time and scale of implementation:** This course will be offered in Fall 2005. The course will be offered every Fall and Spring

Curricular Effect

- **Offerings:**

This course would replace the current 1-credit course *Student Teaching Seminar* with the current Elementary Education Program by the Department of Elementary/Early Childhood Education. Following the established practice there is no impact on other departments. This course is designed to be taken concurrently with a 10-credit *Clinical Practice* (new course: 0802.4XX) course offered by the Elementary/Early Childhood Education Department and a one-credit technology course, to be offered by the Department of Secondary Education/Foundations of Education. The co-requisite course is a field-based internship in an elementary classroom. Scheduling and staffing of all three senior level courses will need to be coordinated.
- **Adequacy:**

No additional staff are required.
- **Recommended Library Resources:**

Current library holdings are adequate; however, the following resources might be added:
Bullock, A. A. & Hawk, P.P. (2001). *Developing a Teaching Portfolio: A guide for preservice and practicing teachers*. New Jersey: Merrill Prentice-Hall.

Baird, B. (1999). *The Internship, Practicum, and Field Placement Handbook. A Guide for the Helping Professions*. New Jersey: Prentice Hall.

Barry, N. J. and Worden, T. (1994, February). Portfolios in pre-service teacher education: views from interns, university supervisors, and educational employers. Paper presented at Eastern Education Research Association, Sarasota, FL.

Henry, M. A. and Beasley, W. W. (1989) *Supervising Student Teachers the Professional Way!* Terre Haute, IN: Sycamore Press.

Kellough, R. D. (1999). *Surviving Your First Year of Teaching: Guidelines for Success*. New Jersey: Merrill.

McCarney, S. B. (1989). *The Student Teacher's Guide*. Columbia, Missouri: Hawthorne Educational Services.

Nelson, J. L., et al. (1996). *Critical Issues in Education: A Dialectic Approach*. NY: McGraw-Hill Companies.

Zubizarreta, J. (1994, December). Teaching portfolios and the beginning teacher. *Phi Delta Kappan*, 76:4, pp. 323-6.

- **Short Term Evaluations:** None

Rationale

Teaching is a relationship, a way of being with and relating to others, and not merely an expression of having mastered a set of delivery skills (Bullough & Gitlin, 1995). Furthermore the core standards developed by our national professional and accrediting agencies and incorporated into our college's conceptual framework states that teachers should be reflective practitioners; should continually reflect on and evaluate how their choices and actions affect others, including students, parents, and other professionals; and should actively seek out professional growth opportunities. This capstone seminar is designed to provide pre-service elementary teachers with a supportive atmosphere that builds relationships with peers and mentors while offering an opportunity to synthesize the pre-service components of students' academic preparation with actual experience, emerging issues in the field of education, and the transition students are making into the profession. It is in this course that students develop a holistic concept of their philosophy of teaching; gather and present evidence of their comprehensive knowledge, skills, and dispositions expected of the profession; and demonstrate knowledge of current critical and contemporary issues facing educators and those who hold a stake in elementary education. This course will strengthen and complete the Learning Community process which was begun in the course: *Teaching: An Introduction to the Profession* and will support the focus of the newly developed program for the College of Education.

Essence of the Course

a. Objectives of the Course

The teacher candidate will be able to:

- Prepare a written philosophy of teaching, which reflects their knowledge of standards, issues, and practice in the field;
- Prepare an electronic portfolio which presents and analyzes representative samples of their work throughout their professional course of study as well as evidence of their meeting all of the New Jersey Teacher Performance Standards; and
- Reflect on their work both orally and in writing.

b. Topical Outline/Content

- Creative approaches in curriculum and instruction
- School law/teacher rights and responsibilities/certification/licensing
- Importance of addressing exceptionality and linguistic, socioeconomic, cultural, and gender diversity
- Contemporary trends in education (e.g. literacy, cooperative learning, collaborating with others, critical thinking, problem-solving, site-based management, schools of choice, standardized testing, standards-based curriculum development, inclusion, etc.)
- Professional ethics and standards of practice for teachers
- Increased role and use of technology in the classroom
- Health and safety in schools
- Transmission of values in schools
- Strategies for measuring student learning assessment;
- School violence and effective classroom management
- School reform; and
- Preparing for interviews, presenting yourself, and searching for jobs

c. Evaluation of Students and Grading Procedures

Students will be evaluated on their ability to synthesize their skills and knowledge demonstrated through discussion, written assignments and portfolios.

d. Course Evaluation

The procedures that will be used to assess the success of the course in meeting the goals and objectives of the College of Education and the Elementary Education Specialization are: Student course evaluations (SIRs) and appropriate departmental and program curriculum review processes.

Results of Consultations

The following departments in the College of Education have been consulted:

Department of Reading, Cindi Hasit
Secondary Education/Foundations of Education, Holly Willett
Special Education Services/Instruction Department, Sandra McHenry

See Appendix for results of consultations.

Additional Information

Endnotes

R. V. Bullough, Jr. & A. Gitlin. (1995). *Becoming a Student of Teaching*. New York: Garland Publishing
INTASC, 2002

Catalog Description

Elementary Education Clinical Seminar 0802.4##

This capstone senior seminar provides elementary education candidates with a supportive atmosphere in which to synthesize the pre-service components of their academic preparation with actual experience, emerging issues in the field of education, and their transition into the profession. Candidates develop a philosophy of teaching; gather and present evidence of their comprehensive knowledge, skills, and dispositions expected in this profession; and demonstrate knowledge of current critical and contemporary issues facing educators and those who hold stake in education. Interviewing skills and a professional portfolio will be developed. An associated field component (Clinical Practice) is required as a co-requisite.

Prerequisites: Acceptance into Clinical Practice

Co-requisites: Clinical Practice in Elementary Education (New Course: 0802.4XX); Technology in Education (New Course: XXXX.4XX)

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