



Name: Anna Luci Wymer

Submission Date: 11/14/2014



Organization: Admin Affairs & Graduate Education

**Course Catalog Update**

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Course Catalog Update Information:

STU0004

**Reference Number:** CCU007815

**Date:** 23-OCT-14

**Level:** 2.00 of 2.00

**Currently On The Worklist Of:** Catherine Hackney, chackne1

**Owner:** Office of Curriculum Services, 330-672-8558 or 330-672-8559, curriculum@kent.edu

<b>Basic Course Data</b>		
<b>Change type:</b> Establish		
<b>Faculty member submitting this proposal:</b> Barber		
<b>Requested Effective Term:</b> 201580		
<b>Campus:</b> Kent		
<b>College:</b> EH-Education, Health and Human Services		
<b>Department:</b> LDES-Lifespan Development and Educational Sciences		
<b>Course Subject:</b> SPED-Special Education		
<b>Course Number:</b> 80092		
<b>Course Title:</b> Practicum in College Teaching		
<b>Title Abbreviation:</b> College Teach Prac		
<b>Slash Course and Cross-list Information:</b>		
<b>Credit Hours</b>		
<b>Minimum Credit/Maximum Credit:</b> 3 to 3		
<b>Contact Hours: Lecture - Minimum Hours/Maximum Hours:</b>		
<b>Contact Hours: Lab - Minimum Hours/Maximum Hours:</b>		
<b>Contact Hours: Other - Minimum Hours/Maximum Hours:</b> 9 to 9		
<b>Attributes</b>		
<b>Is this course part of the LER, WIC or Diversity requirements:</b> No		
<b>If yes, course attributes:</b> 1. 2. 3.		
<b>Can this course be repeated for credit:</b> No Repeat	<b>Course Limit:</b>	<b>OR Maximum Hours:</b>
<b>Course Level:</b> Graduate	<b>Grade Rule:</b> F-Satisfactory/unsatisfactory (S/U)	
<b>Rationale for an IP grade request for this course (if applicable):</b>		
<b>Schedule Type(s):</b> 1. PRA-Practicum or Internship 2. 3.		
<b>Credit by Exam:</b> N-Credit by exam-not approved		
<b>Prerequisites &amp; Descriptions</b>		
<b>Current Prerequisite/Corequisite/Catalog Description:</b>		
<b>Catalog Description (edited):</b> This course will provide the student supervised experience in design, delivery, and evaluation of a college course in special education. The student will demonstrate skills learned in the pre-requisite course (SPED 70094) under the supervision of a designated special education faculty member.		
<b>Prerequisites (edited):</b> Doctoral Standing, Prerequisite-Corequisite (SPED 70094)		
<b>Corequisites (edited):</b> Prerequisite-Corequisite (SPED 70094)		
<b>Registration is by special approval only:</b> Yes		
<b>Content Information</b>		
<b>Content Outline:</b>		
Content Hours per Course Topic	Topic Description	
15	Design instructional plans that match course objectives	
48	Participate in instructional activities: (a) administration of tests; (b) grading	

15	of tests, given answer key including key concepts on essays; (c) identification of supplementary readings; (d) assistance in preparation of audiovisual and other instructional materials; (e) assistance in scheduling; and (f) presentation of lecture or leading of group discussion Assist in the design of assessment strategies and rubrics to evaluate course products, performance, and knowledge.
15	Assist in the development of teaching materials, handouts, and other resources.
15	Prepare instructional plans and teaching of selected course topics
8	Hold a preconference session with faculty member prior to instruction and present faculty with instructional objectives, plan, and assessment. Develop observation instrument for faculty to provide student with feedback.
10	Plan and develop a module of instruction for the web to enhance instruction and integrate technology into instruction.
9	Keep a reflective journal focused on experiences and insights in the instructional design, delivery, and assessment of the class.
<a href="#">Display/Hide Delimited Course Outline</a>	
<b>Total Contact Hours:</b> 135	
<b>Textbook(s) used in this course:</b> McKeachie, W., & Svinicki, M. (2013). McKeachie's Teaching Tips. Belmont, CA: Wadsworth	
<b>Writing Expectations:</b> The student will keep a reflective journal focused on experiences and insights in the instructional design, delivery, and assessment of the class.	
<b>Instructor(s) expected to teach:</b> Bedesem	
<b>Instructor(s) contributing to content:</b> Barber, Harjusola-Webb	
<b>Proposal Summary</b>	
<b>Explain the purpose for this proposal:</b>	
The purpose of this proposal is to establish a practicum within the current doctoral program focusing on the preparation of doctoral students in competencies related to college teaching. This course will prepare doctoral students to teach college level courses in the area of special education. Learning Outcomes include: 1. Identify, sequence, and elaborate content in the area of special education for delivery in a college course 2. Select methods and materials to motivate adult learners of diverse cultural groups 3. Prepare a syllabus and other learning materials for a college course 4. Select appropriate techniques to present course content, including lecture, discussion, demonstration, media presentations, and guest speakers 5. Maintain a classroom climate conducive to learning through interactions with students as individuals and groups 6. Develop formats for evaluating course content and instructor effectiveness 7. Maintain accurate student records for assignment of course grades Course Requirements (In Class): The student will engage in instructional activities such as: (a) lead class discussions, (b) present content in ways that engage students, and (c) assess student progress. Course Requirements (Out of Class): The student will engage in planning and personal development activities such as: (a) design instructional plans that match with the objectives of the course, (b) develop materials, handouts, and other resources for the class, (c) plan and develop online learning module to enhance instruction and integrate technology into instruction, and (d) keep a reflective journal about experiences and insights in the instructional design, delivery, and assessment of the class.	
<b>Explain how this proposal affects program requirements and students in your unit:</b>	
This proposal will establish a teaching practicum requirement for the doctoral program. Students in the doctoral program will extend skill learned in College Teaching through a structured, supervised college teaching experience.	
<b>Explain how this proposal affects courses, program requirements and student in other units:</b>	
This proposal will not affect courses, program requirements and students in other unites.	
<b>Explain how this proposal affects enrollment and staffing:</b>	
This proposal will not affect staffing because the student will teach the college course under the supervision of the faculty member that is the instructor of record.	

**Units consulted (other departments, programs or campuses affected by the proposal):**

This proposal will not affect other departments, programs or campuses.

**Comments (500 Character Maximum):**

NOTE: Please do not use the following restricted characters: (~ \* / \ --)

Approve

Return To Initiator

Return To Prior Approver

Deny

**Comments:**

Date	User	Comment
11/13/2014	Susan M. Augustine	Approved per Mary Dellmann-Jenkins 11-13-2014

**History:**

Date	User	Status
11/13/2014	Susan M. Augustine	Approved
11/13/2014	Brian R Barber	Submitted
10/23/2014	Susan M Augustine	Returned For Edit
10/23/2014	Brian R Barber	Submitted