



To: Undergraduate Council
From: Alicia R. Crowe, ADED Coordinator
Date: September 14, 2007
Re: Revision of ADED 42292 – Field Work Practicum

I am submitting a proposal to modify the field course, ADED 42292. Attached are the transmittal memo, proposal summary, curriculum change proposal (CCP) for a course change, the revised basic data sheet, and a copy of the original basic data sheet for your review.

We are requesting to modify the catalog description, the grade rule, and the course outline.

This change does not change hours. It does not impact other programs or staffing.

This change has been approved by the program on August 21, 2007 and by the TLCS Curriculum Committee in September 2007.

I appreciate your time and consideration.

Thank you.

Transmittal memo
Revision of ADED 42292 Field Work Practicum

Rationale for revision

The faculty in ADED would like to revise the course description and course outline in the BDS to more accurately reflect the course as it has evolved over the last 10 years.

Currently the course is grade with a S/U rule. After program evaluations and discussions over the last few years, we would like the students' grades to show the difference among the students that perform exceptionally well (earning an A) and those who are proficient and acceptable but not exceptional.

Impact on students in this unit and in other units or programs

There is no impact on other units or programs.

Impact on other courses (impact if prerequisite to other courses, impact if change in course level, etc.) There is no impact on other courses for this change.

Curricular bodies that have reviewed and approve this action

ADED Program August 2007

TLCS Curriculum Committee September 2007

Attached you will find: 1) the proposal summary, 2) the Certification of Curriculum Proposal, 3) the New Basic Data Sheet, and a copy of the old BDS.

Proposal Summary

Title: Revision of ADED 42292 Field Work Practicum

Subject Specification: This proposal requests that the course ADED 42292 be revised with regard to catalog description and grading rule.

Background Information: In 1997 this course was created to provide teacher candidates with a powerful field experience before student teaching. At that time, the current catalog description and grade rule were put into place. After program evaluations over the last few years we have decided that we need to change the course from a S/U grading rule to a letter grading rule to help us represent the variation in quality of work during this course. We also would like to update the catalog description to most accurately reflect the course description. These changes will have not impact on other programs, staffing, or scheduling. There will be no fiscal impact. The impact on students will be that the course will go from being an S/U course to a letter grade. Currently students must earn the equivalent of a B or better (a minimum of an 80% on each assignment and fulfill all hour requirements) to earn an S in the course. In the future this will become the B grade and an A will allow us to recognize the students who truly excel. We would also like to update the course outline to reflect the slight modifications made over the last 10 years.

Alternatives and Consequences:

Specific Recommendation and Justification: 1) Change the grade rule from S/U to letter grade, 2) edit the catalog description, and 3) update the course outline.

Timetable and Actions Required:

Program Approval: August 21, 2007,

Anticipated Departmental Approval: September 7, 2007

Anticipated Approval by Undergate Council: September 14, 2007

Effective Fall 2008

KENT STATE UNIVERSITY

CERTIFICATION OF CURRICULUM PROPOSAL

Preparation Date **27-Aug-07** Curriculum Bulletin _____
Effective Date **Fall 2008** Approved by EPC _____

Department **TLCS**
College **EH - Education, Health and Human Services**
Proposal **Revise Course**
Course Subject **ADED** Course Number **42292**
Course Title **Practicum**
Minimum Credits **3** Maximum Credits **3**

Checked items are new or revised	<input type="checkbox"/> Subject	<input type="checkbox"/> Cross-Listed / Slash
	<input type="checkbox"/> Number	<input checked="" type="checkbox"/> Grade Rule
	<input type="checkbox"/> Title	<input type="checkbox"/> Credit by Exam
	<input type="checkbox"/> Title Abbreviation	<input type="checkbox"/> Course Fee
	<input type="checkbox"/> Credit Hours	<input type="checkbox"/> Liberal Education Requirements (LER)
	<input type="checkbox"/> Prerequisites	<input type="checkbox"/> Writing-Intensive
	<input type="checkbox"/> Description	<input type="checkbox"/> Diversity
	<input type="checkbox"/> Schedule Type	<input checked="" type="checkbox"/> Other Catalog Description; Course outline

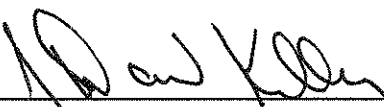
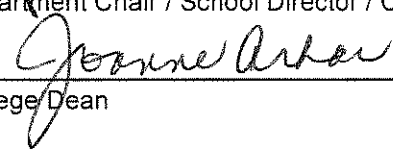
Describe impact on other policies, programs or procedures (e.g., encroachment and duplication issues; enrollment and staffing considerations; need, audience, prerequisites):

There is no impact on other programs, enrollment, or staffing considerations.

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

There are no other unit affected by this proposal.

REQUIRED ENDORSEMENTS

 _____ Department Chair / School Director / Campus Dean	<u>9 / 13 / 07</u>
 _____ College Dean	<u>9 / 24 / 07</u>
_____ Executive Dean of Regional Campuses	<u> / / </u>
_____ Senior Vice President for Academic Affairs and Provost	<u> / / </u>

BASIC DATA SHEET

All data entered below should reflect revised information.

Preparation Date	Requested Effective Term Fall 2008		
Course Subject	ADED	Course Number	42292
Course Title	Field Work Practicum		
Title Abbreviation	Field Work Practicum		
NOTE: Maximum 30 spaces, with no punctuation or special characters (exception: forward slash "/" is allowed with no spaces before or after the slash)			
Slash Course	/ /	Cross-listed with	Cross-list Banner code _____
	4/5, 4/5/7 or 6/7		NOTE: To be completed by Curriculum Services.
Minimum Credit	1 <input checked="" type="checkbox"/> to <input type="checkbox"/> or	Maximum Credit	4 (e.g., 3 to 3 credits, 1 to 12 credits, 2 or 4 credits)
Contact Hours	<input type="checkbox"/> Lecture	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or Maximum Hours
Per Week	<input type="checkbox"/> Laboratory	Minimum Hours	<input type="checkbox"/> to <input type="checkbox"/> or Maximum Hours
	<input checked="" type="checkbox"/> Other	Minimum Hours	6.50 <input type="checkbox"/> to <input type="checkbox"/> or Maximum Hours
NOTE: Contact hours should be per week.			
Repeat Status	NR - Course may not be repeated		
	If repeats, course limit _____ OR maximum hours _____		
Course Level	UG - Undergraduate		
Grade Rule	B - Letter		
Schedule Type(s)	FLD - Field Experience		
Course Attribute(s)	none		
Credit By Exam	N - Credit by Exam Not Approved		

COMPLETE ONLY WHAT IS APPLICABLE TO THE COURSE

Prerequisite

Course(s) **ADED 32268 (C) or ADED 32275 (C) or ADED 32277 (C) or SEED 32147 (C)**

NOTE: List minimum-grade requirement for course prerequisites if other than "D."

Test Score(s)

Corequisite(s) **ADED 42268 or ADED 42275 or ADED 42277 or ADED 42278**

Registration is by special approval only ☐ Yes ☒ No

NOTE: Checking "yes" means all students must seek approval from department to register.

Restrict Registration

(e.g., VCD majors, East Liverpool Campus, junior level and above, graduate standing, BA-CHEM program)

COMPLETED BY CURRICULUM SERVICES

OBR Program Code _____

OBR Subsidy Code _____

OBR Course Level _____

CIP Code _____

Catalog Description **A minimum 96-hour field experience in a middle or high school. Observations, interviews, designing and teaching of lessons and debriefing. PREREQUISITE: ADED 32268 or ADED 32275 or ADED 32277 or SEED 32147 CO-Requsite: ADED 42268 or ADED 42275 or ADED 42277 or ADED 42278**

Complete the following only if applicable:

Previous Title

Previous Subject

Previous Number

Term Start _____ Term End _____ NOTE: To be completed by Curriculum Services.

Content Outline (include contact hours for each section)

Contact
Hours

Outline

96.00

Field Time

observations of teachers, interviews of members of the school community, teaching lessons, meetings of the cooperating teacher in the field, the course instructor, and the ADED 42292 student for consultation and feedback on the student's teaching and other professional practice

10.00

Debriefing sessions with other members of the course and the instructor

Total Contact Hours

Textbook(s) Used in this Course

no text

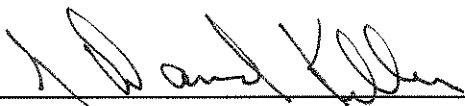
Writing Expectations

reflection papers, reports of interviews, unit plans, reports of analysis of student learning -- see general syllabus that is attached

Instructor(s) Expected To Teach

Instructor(s) Contributing to Content

REQUIRED ENDORSEMENT



 Department Chair / School Director / Campus Dean

9 / 26 / 07

General Syllabus for Practicum ADED 42292
Fall 2007

Website: <http://www.ehhs.kent.edu/TLCS/programs/ADED/practicum.htm>

Purpose of Practicum: Practicum (ADED 42292) is an important part of the one-year internship in the secondary licensure program. It complements your second specialty methods courses and student teaching with a fall placement at your student teaching site. During this time you will gradually get to know different aspects of what it means to be a teacher. You will begin by examining the culture of the community in which your school resides (Assignment 1). Understanding where your students come from will help you understand how to make lessons more meaningful for them. You will then complete interviews with selected members of the school that will be very important during this year, the intervention specialist and the disciplinary principal (Assignment 2). These conversations will help you meet these individuals, learn about their expectations, and how you can fit within the school. You will get more involved in the school and your classroom in various ways depending on your subject area (Assignments 3 & 4). During September and October, with your mentor, you will decide what to focus your teaching time on. After doing this, you will design a pre-assessment to see where your students are (Assignment 5) and to help you develop the unit you will teach in *November*. You will teach the two-week unit that you will have planned for your methods course (Assignment 6). You will teach this unit, monitor and reflect on student learning (Assignment 7), video tape yourself and analyze the video (Assignment 8), and get feedback from students on your teaching (Assignment 9). These items will help you begin to understand and think about specific aspects of the multifaceted world of teaching in a focused manner. These assignments have been ordered in a specific fashion to increase your involvement in the school in a conscious, deliberate way, as well as to fit with your developmental needs as a growing professional.

Practicum Requirements: During the fall semester, you will be required to spend a minimum of 96-hours, this is equivalent to 6 hours per week for 16 weeks, at your student teaching school. In the beginning you can arrange times with your teacher to get a variety of experiences. For about six weeks (last 2 weeks of October and all of November), arrange visits for the same time (same periods) each day so that you get to know your students well enough to relate to them when you teach your unit. Your mentor teacher¹ will be aware of your responsibilities as they will receive a package of information detailing your requirements for the program but feel free to share the url listed above and the syllabus so they can see it at any time. In addition to the 96-hours in field you will also have 5-6 scheduled classes (2 hrs each) held with your practicum instructor (possibly different from your university supervisor). The dates and times for these classes will be announced through e-mail or your methods class. You must complete all 96 hours of practicum and you must receive an 80% on each assignment in order to pass this 3-credit course. You may resubmit any assignment that is under the required percentage but you may not omit any assignment even if your average without that assignment is 80%.

Each subject area reserves the right to plan for the scheduling of the practicum. Please see your subject area person for details.

¹ Cooperating Teacher (some will call him or her the Mentor): This is the person you work with in your middle or high school classroom.

You will each be assigned a *University Supervisor*² who will make three (3) visits this fall and then continue to observe you during Student Teaching. The University Supervisor has received a packet and is aware of your assignments and obligations. He/She will make (1) an initial visit with you and your co-operating teacher at your school site, (2) one visit to observe you teaching, and (3) a meeting at the end of the experience to prepare for spring.

In addition to the University Supervisor, your *Practicum Instructor*³ will come out to observe you teaching a lesson of your unit, meet with you on campus for the on-campus seminars, and read, provide feedback, and grade the course assignments. The purpose of the observation will be to give you feedback on your lesson. This is critical information for you to have and a safe time in your practice to receive it.

You need to make sure that the appropriate person is aware of the dates and times when she/he can watch you teach.

Practicum Assignments:

Below is a brief list of the specific assignments in this course. All of these assignments have been designed to help you develop specific skills and/or knowledge. You must successfully complete all assignments with an 80% grade, meet the 96-hour requirement for this course, and demonstrate appropriate professional behaviors in order to receive a passing grade. Any assignment may be resubmitted but no assignment may be omitted.

Summary of Requirements:

	General Due Date	Assigned Due Date
#1 Visual Essay	Late September Meeting	
#2 Interviews	Late September Meeting	
#3 Subject Specific	Mid to late October	
#4 Subject Specific	Mid to late October	
#5 Pre-Assessment	Two weeks before your unit is due	
#6 Unit Plan	Two weeks before you begin teaching	
#7 Report on Analysis of Student Learning	No later than two weeks after you finish teaching	
#8 Video Analysis of Your Own Teaching	No later than one week after you video tape	
#9 Student Evaluations of your Teaching	No later than two weeks after you finish teaching	
#10 Time Sheet	No later than December 12	

² University Supervisor: The individual that represents the Office of Clinical and Field Experiences and who will remain with you all year.

³ Seminar or Practicum Instructor: This is the individual that represents ADED. For some of you this is the same person as the University Supervisor, for others it is not.

Brief Description of Assignments: *Please see the longer descriptions for detailed instructions.*

1. Visual Essay: Investigate the culture of the school and community. Collect information by (1) traveling around the community viewing your students' environments--homes, businesses, recreation areas, etc, (2) meeting with members of the administration (principal, department chair, guidance counselor, etc.) and teachers, (3) attending a faculty meeting, board of education meeting, viewing some extra curricular activities (football game, clubs), participating in lunch room discussions. Prepare a visual essay that explains what you have learned about the culture and how that will help you as a teacher. (You can use a PowerPoint slideshow, create a website, or some other form to create a visual essay.)

2. Interview 1: Intervention Specialist/Special Education teacher

- Set up an appointment with the intervention specialist or special education teacher who deals with your content in the school. Using the questions from the website, interview them on their role in the education of special needs students.
- The final product should include the original interview (hand written is OK for this part), and a short reflection for each interview synthesizing what information you have learned about student support and your role at this school in helping students with needs. 2-3 pages

Interview 2: Disciplinary Principal (usually the vice principal)

- The second interview will be with the administrator in charge of disciplinary concerns. Using the attached questions, interview them on their role in the disciplinary process within the school.
- The final product should include the original interview (hand written is OK for this part), and a short reflection synthesizing what information you have learned about discipline within this school and your role in enforcing those behavior rules, regulations, and consequences. 2-3 pages

IF THERE ARE OTHER KSU STUDENT TEACHERS IN THE SCHOOL YOU MAY ALL INTERVIEW HIM/HER TOGETHER SO THE PRINCIPAL ONLY HAS TO DO ONE INTERVIEW.

3. & 4 *These assignments will be different for different areas and will be available on the subject specific syllabus.*

5, 6, 7, and 8 The Two Week Unit

5. Pre-Assessment: Devise and administer a means to assess your students' knowledge (understanding of a concept, skill, or attitude) related to your focus. Then analyze the data and make plans for using what you learned for your planning (assignment 6).

6. The Plan: The *format for your unit will be presented in methods class* and adapted to the needs of your school situation and wishes of your mentor teacher. You should be using all you have been learning thus far in the two methods courses and other courses to plan a powerful unit. This unit should apply constructivist ideals and best practices, and incorporate technology in some way. You should also include at least one lesson in which an alternative grouping approach is used. Ideally you will have the opportunity to teach at least one of your lessons a second time to another class during the day but this is dependent on your mentor teacher and his or her schedule. Include both the formal and informal measures that you will use in assessing student learning and evaluating the student work. Traditionally this means the construction of a test or other evaluation to determine the extent students attained the subject-oriented

goals of your unit. Other possibilities would be to assess students through a writing assignment, a project, or group presentation.

7. Assessment of Student Learning and Reflecting on the Experience as a Whole: Keep a journal related to student learning for each day that you teach. At the end you will review this journal, analyze student performance on the summative assessment, draw conclusions about what you have learned from the experience about your students' learning and implications for future practice.

8. Teaching Video Tape/Assessment: Tape one or more lessons from your teaching time. This should be a lesson from your unit. You will watch the tape and use the guides for Assignment 8. **[ALSO save this video for your Spring Class. You will be required to use it for a Praxis III assignment.]**

9. Students' assessment of your teaching: Toward the end of the semester, after you have finished teaching have the students who you taught fill out an assessment of your teaching using the provided evaluation form or a supervisor approved one. You will then organize/tabulate and analyze the results in order to draw conclusions as to your effectiveness as perceived by the students. Also, compare these with other evaluations of your teaching (i.e., your mentor teacher, your practicum instructor, your university supervisor) to derive implications for your essay. Incorporate some graphics/tables representing the results of your findings.

10. Time Sheet: A time sheet documenting your time in the school that is signed by you and your mentor teacher.

Disability Statement:

University policy 3342-3-18 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Disability Services (contact 330-672-3391 or visit www.kent.edu/sds for more information on registration procedures)."

Students who are not officially registered for a course by published University deadlines are not eligible to attend class sessions or to receive credit or a grade for the course.

Alicia-
I was unable to save this
so you could have access to
it the file.

ADED 42292

ACADEMIC AND STUDENT AFFAIRS
CERTIFICATION OF CURRICULUM PROPOSAL
COLLEGE OF EDUCATION

CURRICULUM BULLETIN NUMBER: 174
DATE PROPOSAL APPROVED BY EPC: 11/26/98
EFFECTIVE SEMESTER/YEAR OF PROPOSAL: FALL 1998
DATE OF PREPARATION: 11/20/97

PURPOSE OF COURSE PROPOSAL: Establish new course.

TITLE: Field work practicum

DEPT: ADED

NUMBER: 42292

CREDIT HOURS: 01-04

Previous Course Information

TITLE:

DEPT:

NUMBER:

CREDIT HOURS:

Asterisked items are new or revised.

*Title	Credit by Exam
*Title Abbreviation	*Lecture Hour
Number/Slash	Lab Hour
*Prerequisite	---If applicable---
Credit Hours	Course Fee
*Description	LER Status (G)
CIP/HEGIS	WIC (W)

Describe proposal's impact on courses and program/requirements:

Adhere to state licensure standards.

Surnames from support, duplication and encroachment memos:

REQUIRED ENDORSEMENTS:

CHAIR/DIRECTOR/CAMPUS DEAN Doni Jones 11/20/97

COLLEGE/SCHOOL DEAN Walter 11/20/97

PROVOST Jois Muir 11/21/98
cdimascio

Kent State University

COLLEGE OF EDUCATION

Basic Data Sheet ADED 42292

Preparation Date: 11/20/97

Effective Semester:

Yr.: 97

Asterisked (*) items are new or revised.

Title: Field work practicum

Number Slash

Title Abbreviation:

LER

WIC

Field work practicum

Credit

FVD

LecHr

LabHr

CBR

Course Fee

01-04

F

EN

\$ 0.00

HEGIS

Prerequisite:

Permission junior or senior standing.

*Catalog Description:

Designed to meet the individual needs of education students who require additional field clinical experiences prior to student teaching.

Donna Paul
04

For course revision, enter previous title, abbreviation, number and credit.

Previous Title:

Previous Title Abbreviation:

Number

Credit

Dani R. ...
Chair, Director, School Dean, or Campus Dean

ADED 42292

Writing expectations and basis for student evaluation:

Instructor(s) contributing to the preparation of this sheet:

Hrs.

Textbook(s) used in this course:

SECONDARY EDUCATION PRACTICUM (ADED 42292)

REQUIREMENTS

The Practicum (ADED 42292) is an important part of the one-year internship that has been created for the new secondary education licensure program. The other major parts of this senior year internship are the two special methods courses and, of course, student teaching. It has been designed to provide you with an opportunity to prepare for and engage in student teaching over an extended period of time.

During the fall semester you will be expected to spend approximately six hours per week at your student teaching school. It is essential that you reserve a 1-1.5 hour block of time during each school day for the entire semester. The regular time for your visit will depend on your class and cooperating teacher's schedules. The key is that your visitation should be consistent in order to get the depth necessary to know the students and content in order to prepare to plan and teach your unit plan.

Your cooperating teacher has been contacted regarding our expectations and requirements for the Practicum and has accepted you as a student teacher knowing of this extended and in-depth experience. Your primary contact people during the Practicum will be your methods instructor and college supervisor who will both visit you during the semester at your student teaching site. Your supervisor will probably be with you during next semester's student teaching experience.

Below is a list of a variety of planning, instructional, management and assessment learning experiences we anticipate will be accomplished during the Practicum and reported as part of a portfolio you will keep during your internship year:

1. **Investigate the culture of the school and community.** Travel around the community to get a sense of your students' environment - homes, businesses, recreation areas, etc. Meet with members of the administrative staff (principal, department chair, guidance counselor, etc.) and teachers. Attend a faculty meeting and extra-curricular activities if possible. Describe and characterize the culture of the community and school and derive implications for your teaching.

2. **Shadow study and interview one special needs student.** You and your cooperating teacher should decide on a student to follow for a morning or afternoon (ideally for the entire

school day!) with his or her permission, of course. The emphasis is for you to observe and analyze how teaching styles affect students of special needs (or students from different cultural backgrounds). Be sure to interview the student. Briefly describe the various experiences and analyze the relationship of teaching to the needs of special or multicultural students as you perceive them.

3. Teach small groups of students. With your cooperating teacher's advice, arrange to meet with a small group of 2-4 students at a time when they are not in class (study hall or before/after school hours) to teach them specific topics or issues, for example. Perhaps you will have an opportunity to help prepare them for proficiency tests. We expect that this opportunity will occur more toward the middle of the semester after you get a chance to know the students. Identify the components of your lesson plan, summarize students' reaction to your lesson and self-assess your instructional impact on the students during this learning experience.

4. Observe and analyze the instructional methods of at least three teachers. Your cooperating teacher should suggest the names of teachers in your teaching area for you to observe. This would also be a good opportunity to observe a teacher at either the middle or high school, depending on the level at which you are student teaching. You are analyzing different instructional methods (discussion, inquiry, lecture, small groups, simulation, etc.) for the purpose of getting ideas for your unit plan. Summarize each of the observations with a focus on the methods and speculating as to their effectiveness in terms of enhancing student learning.

5. Design and teach a two-week unit under your cooperating teacher's direction. The format for your unit will be presented in methods class and adapted to the needs of your school situation and wishes of your cooperating teacher. The goal is for you to apply constructivist ideals and best practices, and incorporate technology in some way. You should also include at least one lesson in which an alternative grouping approach is used. Ideally you will have the opportunity to teach at least one of your lessons a second time to another class during the day. Turn in your unit plan.

6. Videotape or audiotape one of the lessons and perform a self-analysis of the performance. Your cooperating teacher will be instrumental in helping you to arrange this. After observing the tape (minimum of 30 minutes), write an analysis of your performance with a focus on the learning climate you created, management of time and students' behavior, application of instructional methods and students' reactions to your efforts and style.

7. Create a whole class assessment that would be administered for the unit taught. Traditionally this means the construction of a test or other evaluation to determine the extent students attained the subject oriented goals of your unit. Another possibility would be to assess students through a project or some other alternative assessment. Your cooperating teacher will be instrumental in helping you to make a decision. Turn in the assessment form along with a summary of how well the students performed.

8. Create and have administered a summary assessment of your teaching after the unit has been taught. One popular form is a student questionnaire which would be administered by your cooperating teacher. Tabulate and analyze the results in order to draw conclusions as to your effectiveness as perceived by your students. Also be sure to obtain the evaluative comments from your cooperating teacher. Analyze both sources to derive implications for your future role as a student teacher.

9. Visit and analyze the organizational/management approaches used by at least three teachers. For this requirement, ask your cooperating teacher to suggest teachers to observe from a variety of disciplines including at least one from the middle school or high school in your school district at which you are not student teaching. Note the range of specific discipline problems and the strategies used by the teachers to deal with them. Be sure to note those strategies used by the teachers for dealing with special needs. Synthesize these ideas into a cohesive personal management plan.

You should develop a portfolio during the Practicum that will consist of 1-2 page reports on each of these requirements. Use a word processor to succinctly and neatly report the nine divisions of your portfolio. It is due the last week of the semester.