New Course Request

Indiana University

Check Appropriate Boxes: Undergraduate credit [X] Graduate credit [ ] Professional credit [ ]

1. School/Division [Education]
2. Academic Subject Code [EDUC]
3. Course Number [FL00] (must be cleared with University Enrollment Services)
4. Instructor [Melinda Butler]
5. Course Title [Introduction to Teaching]

Recommended Abbreviation (Optional) ____________________________ (Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year): [Fall, 2002]
7. Credit Hours: Fixed at [X] or Variable from ___ to ___
8. Is this course to be graded S-F (only)? Yes [X] No [ ]
9. Is variable title approval being requested? Yes [ ] No [X]
10. Course description (not to exceed 50 words) for Bulletin publication: This introductory course for prospective teachers provides an orientation to the teaching profession. Covers program and state requirements, diversity as it relates to schools, teaching and learning; and presents skills necessary for becoming a successful student/teacher. Includes a service learning component.

11. Lecture Contact Hours: Fixed at [X] or Variable from ___ to ___
12. Non-Lecture Contact Hours: Fixed at ___ or Variable from ___ to ___
13. Estimated enrollment: [150] per semester or which [0] percent are expected to be graduate students.
14. Frequency of scheduling: [Fall/Spring] Will this course be required for majors? Yes [X]
16. Are the necessary reading materials currently available in the appropriate library? Yes [X]
17. Please append a complete outline of the proposed course, and indicate instructor (if known), textbooks, and other materials.
18. If this course overlaps with existing courses, please explain with which courses it overlaps and whether this overlap is necessary, desirable, or unimportant.
19. A copy of every new course proposal must be submitted to departments, schools, or divisions in which there may be overlap of the new course with existing courses or areas of strong concern, with instructions that they send comments directly to the originating Curriculum Committee. Please append a list of departments, schools, or divisions thus consulted.

Submitted by: [Signature]
Department Chairman/Division Director

Date 5-1-02

Approved by: [Signature]
Dean

Date 5-1-02

Dean of Graduate School (when required)

Date

Chancellor/Vice-President

Date

University Enrollment Services

Date

After approval, two copies (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

UPS 724

University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow;
Department/Division—Pink; University Enrollment Services Advance—White

Approved: [Signature]
Chair, Academic Senate Curriculum Committee
Introduction to Teaching  
F100

Instructor: Melinda Butler  
Office: NS 361  
Telephone: 574-237-4546  
Office Hours  
Email: mebutler@iusb.edu

Course Description: 1 Credit Hour Course.  
A freshman level course that provides a general introduction to the teaching profession and to various styles of learning.  
Students will explore educational careers, teacher preparation and professional expectations as well as requirements for teacher certification, in order to be able to make informed decisions regarding their college program as well as their future professional needs.  
Issues of diversity in schools, teaching and learning will be examined. A service learning component will enhance the objectives of this course.


IUSB Teacher Education Handbook

After successfully completing this course, you will be able to:  
Identify motives for wanting to become a teacher.  
Demonstrate understanding of the requirements for admission into the Teacher Education Program (TEP).  
Complete an individual plan of study toward graduation and licensure.  
State current issues in education  
Identify various styles of learning  
Practice characteristics of a reflective practitioner
**Purpose and Goals:**

1. Students will become familiar with teacher licensure laws and options in the state of Indiana in order to make informed career choices.  
   IPSB/ INTASC Standards # 7, 9, 10  NCATE Standard #1

2. Students will understand the requirements and process of preparation for admission into the Teacher Education Program at IUSB and be able to chart their own educational program through graduation. Portfolio will be introduced.  
   IPSB/ INTASC Standards # 7, 9, 10  NCATE Standard #2, 3

3. Students will become aware of current trends and opportunities in the field of education and examine issues of diversity as it relates to the student, their learning, and their future profession.  
   IPSB/ INTASC Standards # 2, 3, 5, 6  NCATE Standard #1, 3

4. Students will become aware of current trends and issues as it relates to schools, classrooms, and education.  
   IPSB/ INTASC Standards # 3, 5, 6,  NCATE Standard # 1, 3, 4

5. Students will practice the characteristics of a reflective practitioner and become familiar with the terminology of the education profession.  
   IPSB/ INTASC Standards # 9, 10  NCATE Standard #1, 3

6. Students will examine how individual differences and learning styles affect learning.  
   IPSB/ INTASC Standards # 2, 3, 5, 6  NCATE Standard #1, 3

7. Students will complete a brief service learning opportunity and reflect on their experience.  
   IPSB/ INTASC Standards # 7, 9, 10  NCATE Standard #3, 4

**Course Requirements**

Students will be evaluated on the following:

1. Active participation in class. This assumes consistency in attendance and includes preparation of assigned readings, critical reflection on course content as evidenced in asking and responding to questions, participation in class discussion and interaction with others in small group settings.
2. Portfolio entries
3. Development of a course of study and the completion of a Progress Projection Sheet.
4. Five hours of documented service learning.
5. Written Reflection Papers
Meeting the Standards in F100

NCATE Standards
Standard 1 - Knowledge, Skills, and Dispositions
   Explore components of successful teaching
   Identify personal strengths/weaknesses in light of "effective teaching"
   Explores issues related to education

Standard 2 - Assessment System and Unit Evaluation
   Portfolio Development will begin.

Standard 3 - Field Experiences and Clinical Practice
   Service Component provides a beginning experience in working with children
   Begin portfolio development

Standard 4 - Diversity
   Introduction to diversity issues through classroom activities, service
   component and on campus presentations
   Identify... own issues concerning teaching of diverse students
   Explore learning styles

IPSBS Standards
Principle 2 - Understands how children learn
   Dispositions - Appreciates individual variation and respects diversity.
   Uses students' strengths as basis for growth

Principle 3 - Understands how students differ in their approach to learning
   Dispositions - Appreciates and values human diversity, respects students as
   individuals, sensitive to cultural norms

Principle 6 - Fosters interaction in the classroom
   Dispositions - Appreciates cultural dimensions of communication and seeks to
   foster culturally sensitive communication.

Principle 7 - Plans instruction
   Dispositions - Values long and short term planning, open to adjustments

Principle 9 - Reflective Practitioner
   Dispositions - Refines teaching abilities; recognizes responsibility for supporting
   professional practices; consults with other adults
INTASC Principles

Principle #3 - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Principle #5 - The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self motivation.

Principle #6 - The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle #9 - The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle #10 - The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support students’ learning and well being.
Course Content

I. Introduction to the World of Teaching
   Class Overview
   Professional Portfolio introduction

II. Identify Motives for Teaching
    The Mountains and the Mole Hills
    Examine what is required to be a successful teacher.
    Service Component - working in a diverse setting

III. Resources
     Teaching Organizations; Literature
     Writing Center; Computer Lab; Library

IV. Diversity in the Teaching Profession
    Supply and Demand - salary in Indiana
    Fields in Teaching - Early Child.; Elem.; Middle; Sec. Spec., Substituting? Para?
    Diversity in Schools - Bias and Discrimination Issues

V. Toward Becoming a Teacher
    Teacher Preparation - What it takes
    State Requirements/ Licensing/ Certification
    Teacher Education at IUSB
    Overview of STEPS and course work needed to complete program

VI. Today's Classrooms -
    Teaching in today's classrooms, issues and expectations
    Current teaching trends and issues
    -- video
    Portfolio Development

VII. Diversity of "Self"
    Identifying strengths/ weaknesses
    How understanding one's own diversity can make a better teacher

VIII. Diverse Learners
      Multiple Intelligences; Learning Styles
      Study Strategies; Time Management; Goal Setting
References


Grant, Gerald. (1988.) *The World We Created at Hamilton High*. Cambridge, Mass.: Harvard University Press,


Harvard Univesity Press.  


Online http://www.nbpts.org/standards/know_do/intro.html

Teaching Tolerance  
http://www.tolerance.org/index.jsp