NEW TO IUSB CAMPUS - MATCHING IUB

New Course Request

Indiana University South Bend - Methods Campus

Check Appropriate Boxes:  Undergraduate credit XX  Graduate credit □  Professional credit □

1. School/Division  Education  2. Academic Subject Code  EDUC  
3. Course Number:  M311  (must be cleared with University Enrollment Services)  4. Instructor  
5. Course Title  General Methods for Kindergarten/Elementary Teachers  
Recommended Abbreviation (Optional)  
(Limited to 32 Characters including spaces)

6. First time this course is to be offered (Semester/Year):  Spring 2004  
7. Credit Hours: Fixed at 3 or Variable from ________ to ________  
8. Is this course to be graded S-F (only)? Yes □  No X  Co-requisite: R301  
9. Is variable title approval being requested? Yes □  No X  
10. Course description (not to exceed 50 words) for Bulletin publication:  Explores individualized and interdisciplinary learning methods, measurements and evaluation, teaching process and curriculum development, and the organization of the elementary schools.  

11. Lecture Contact Hours: Fixed at 3.0 or Variable from ________ to ________  
12. Non-Lecture Contact Hours: Fixed at 0 or Variable from ________ to ________  
13. Estimated enrollment: 75 of which 0-5% percent are expected to be graduate students.  
14. Frequency of scheduling: Fall-Spring  Will this course be required for majors? Yes □  
15. Justification for new course:  Meeting new licensing requirements - early childhood/middle childhood.  
16. Are the necessary reading materials currently available in the appropriate library? Yes □  
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:  Contine, Spokane  
Department Chairman/Division Director  
Date  

Approved by:  
Dean  
Date 12-6-02  

Dean of Graduate School (when required)  
Date  
Chancellor/Vice-President  
Date  

Approved:  Education Council  
David W. Kruman  10/3/03  
University Enrollment Services  
Date  

After School/Division approval, forward the last copy (without attachments) to University Enrollment Services for initial processing, and the remaining four copies and attachments to the Campus Chancellor or Vice-President.

Linda Chen  2/3/04  
Senate Currie Comm.
New Course Request  

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

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2. Academic Subject Code: EDUC

3. Course Number: M311 (must be cleared with University Enrollment Services)  
4. Instructor: 

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

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8. Is this course to be graded S-F (only)? Yes [X] No [ ]  
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Submitted by: [Signature]  

Date

Department Chairman/Division Director

[Signature]  

Date

Dean

Approved by: 

[Signature]  

Date 12-6-02

Dean of Graduate School (when required)

[Signature]  

Date

Chancellor/Vice-President

[Signature]  

Date

University Enrollment Services

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UPS 721  
University Enrollment Services Final—White; Chancellor/Vice-President—Blue; School/Division—Yellow; Department/Division—Pink; University Enrollment Services Advance—White
M311 General Methods for Kindergarten/Elementary Teachers (3 cr.)

Course Description:
Explores individualized and interdisciplinary learning methods, measurement and evaluation, teaching process and curriculum development, and the organization of the elementary schools.

Text:

Course Objectives:
Upon completion of this course the student will be able to:
- Describe reflective decision-making and why it is important for teachers (INTASC #9).
- Describe key factors in teacher reflection (INTASC #9).
- Describe the role of a caring learning environment (INTASC #5,10).
- Describe characteristics of students that may influence teaching decisions (INTASC #2,3,4).
- Explain how the mind constructs meaning and the implications for teaching (INTASC #2,3).
- Create curriculum outcomes using content standards (INTASC #7).
- Classify examples of affective, psychomotor, and cognitive goals. (INTASC #1,7).
- Construct concept maps for subjects and interdisciplinary units (INTASC #1,7).
- Define and write clearly stated objectives (INTASC #1,7).
- Explain the roles of assessment through the instructional cycle (INTASC #7,8).
- List common assessment procedures, explain the importance of validity and reliability, and give examples of alternative assessment approaches (INTASC #8).
- Describe elements of constructivist teaching (INTASC #2).
- Describe and practice key components of inductive teaching (INTASC #2,7).
- Design, teach, implement, assess and reflect upon inductive experiences designed to build concepts, inquiry lessons, problem based learning, role-play and simulation (INTASC #7,8,9).
- Describe the levels (Bloom) and effective strategies for questioning and discussion and apply them in lessons (INTASC #2,4,7).
- Use appropriate technology to enhance the depth and quality of learning (INTASC #4,6,7).
- Plan, implement and assess the effects of group learning experiences, various types of centers and contracts (INTASC #4,6).
• Continue to develop and refine your own philosophy of classroom management and continue building strategies that develop the classroom learning community (INTASC #5,9).

**Course requirements are directly linked to the following:**

- Designing and writing lesson plans
- Implementing lessons (with peers in micro-teach sessions and/or with children in field settings)
- Assessing the effectiveness of implemented lessons
- Reflecting and self-assessing after implementing lessons

Additional requirements may include reading, summarizing and reflecting upon professional journal articles. They also may include viewing and reflecting upon professionally prepared videotapes modeling effective teaching strategies.

**Course Topics:**

- Questioning Skills: domains, levels and techniques
- Basic Lesson Planning
- Long-term and short-term planning
- Concept Mapping
- Individualized Instruction: modes of learning, learning styles, varied instructional Strategies
- Assessment Strategies and Rubrics
- Performance Based Assessment
- Reflection and Self-analysis of teaching episodes
- Evidence of Learning Standards
- Cooperative Learning
- Focused Instruction

**Some Suggested References:**


INTERSTATE NEW TEACHER ASSESSMENT AND SUPPORT CONSORTIUM (INTASC) PRINCIPLES

Principle 1: The teacher understands the central concepts, tools of inquiry and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

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

Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

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 7: The teacher plans instruction based upon knowledge of subject matter, students, community, and curriculum goals.

Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

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.