

Course & Curriculum Committee Meeting Agenda
May 9, 2024 at 1:00 p.m.
TTC 2520

Present: M. Adams, A. Marsh-Peek, S. Hubbell, M. Dunneback, C. Pruis, J. Brady, B. Talsma, A. Nord, A. Moore, H. Parmelee, B. Reynolds, S. Meyers, M. Raines, G. Fredericks, P. Grohs, K. Naatjes, S. Postula, N. Anderson

Absent: P. Eagan, J Wagner, D. Wagner, W. deDie, N. Bergan, T. Sypris, J. Abbott, R. Kraas, B. Lindenberg, A. Quinones, K. Lavender

Guests: A. Fontaine, C. Almeda

- 1) Call to Order at 1:15pm
- 2) Approval of Meeting Minutes from April 12, 2024 APPROVED as is
- 3) Business Matters
 - a) Items for Consideration
 - i) EDU – Education
 - (1) Course Changes (Effective: 202530)

(a) EDU 110: Teaching Lab Seminar I, 1-1-0 (Lecture/Discussion)
Change: Strategy to 1-0.5-1 (Lecture/Discussion – Field Work)
Course Description: This course is clinically based. It is the first clinical course that teacher candidates take during their first year (first or second semester) as students pursuing a transfer degree designed for teaching candidates. The course is designed to engage teacher candidates in developing a deeper awareness of the needs of K-12 learners in classroom settings. It is specifically designed to assist teacher candidates in four areas: 1) to demonstrate familiarity with learners by observing classroom interactions over a minimum of 5 times for a minimum of 2 hours each time, 2) to be able to identify supports for socio-emotional learning in classroom settings through analysis of case studies, video, and real-time classrooms, 3) to assist the classroom teacher with addressing student needs, and 4) to keep a set of substantive field notes and reflections about each classroom visit to be used in seminar discussion about building classroom community, classroom organization, classroom practice, and classroom diversity, equity, and relationship building. This course provides candidates 10 hours of field experience. **Prerequisite:** Reading, Writing, and Math - minimum benchmarks are required

(b) EDU 111: Teaching Lab Seminar II, 3-3-0 (Lecture/Discussion)
Change: Strategy to 3-2-2 (Lecture/Discussion – Field Work)
Course Description: This is the second in a series of clinically based courses offered that teacher candidates take during their first year or second year as students pursuing a transfer degree designed for teaching candidates. The course is designed to engage teacher candidates in

developing a deeper awareness of the needs of the four content areas (English language arts, mathematics, science, and social studies) and is specifically designed to assist teacher candidates in six areas: 1) learning to build classroom community, equity, and relationships with children, 2) learning to plan for, teach, and assess English language arts learning in a preK-3 classroom setting, 3) learning to plan for, integrate, and assess English literacy learning, science, and/or social studies into the teaching of those English language arts lessons, 4) learning to plan for, teach, and assess mathematics learning in a preK-3 classroom setting, 5) learning to plan for, integrate, teach, and assess social studies, science, and/or technology into the teaching of mathematics, and 6) learning to engage in thoughtful self-observation at the conclusion of each lesson that they teach, focusing on improving their practice for the lessons yet to be taught. This course provides candidates 16-20 hours of field experience. **Prerequisite:** EDU 110

(c) EDU 112: Teaching Lab Seminar III, 3-3-0 (Lecture/Discussion)

Change: Strategy to 3-2-2 (Lecture/Discussion – Field Work)

Course Description: This is the third in a series of clinically based courses offered that teacher candidates take during their first year or second year as students pursuing a transfer degree designed for teaching candidates. The course is designed to engage teacher candidates in developing a deeper awareness of the needs of the four content areas (English language arts, mathematics, science, and social studies) and is specifically designed to assist teacher candidates in six areas: 1) learning to build classroom community, equity, and relationships with children, 2) learning to plan for, teach, and assess English language arts learning in a 3-6 grade classroom setting, 3) learning to plan for, integrate, and assess English literacy learning, science, and/or social studies into the teaching of those English language arts lessons, 4) learning to plan for, teach, and assess mathematics learning in a 3-6 grade classroom setting, 5) learning to plan for, integrate, teach, and assess social studies, science, and/or technology into the teaching of mathematics, and 6) learning to engage in thoughtful self-observation at the conclusion of each lesson that they teach, focusing on improving their practice for the lessons yet to be taught. This course provides candidates 16-20 hours of field experience. **Prerequisite:** EDU 110

(d) EDU 113: Experiences in Secondary Ed, 3-3-0 (Lecture/Discussion)

Change: Strategy to 3-2-2 (Lecture/Discussion – Field Work)

Course Description: This will place the teacher candidate in structured educational clinical rotations under the supervision of qualified mentor teachers. This course meets once each week with a second day in off-campus field work. Teacher candidates will spend two hours per week in the field, visiting both middle school and high school classrooms in the public schools. Rotations will focus on the complex processes that encompass teaching and learning; focusing on effective practices to meet the needs of all students. Students will develop competence in classroom observation skills and effective communication strategies. It seeks to support and extend candidates' practical understanding and knowledge about teaching and learning in diverse educational settings, and to support the development of a

professional identity through self-reflection. This Course provides candidates with 16-20 hours of field experience. **Prerequisite:** Writing and Reading – minimum benchmarks are required.

C. Almeda and A. Fontaine presented the need for the strategy change within EDU 110-113 to better align with requirements of HLC demonstrating how candidates are spending their time within the courses. Updated course descriptions to highlight that each course provides candidates with specific number of hours of field experience.

After discussion MOTION to approve, SECONDED and CARRIED without additional comments to endorse the recommended course strategy changes.

4) Information Items

- a) Course & Curriculum Task Force update presentation by A. Moore.
Task Force was designed to clean and clear up procedure. This is working document. Pilot in the Fall, then by Winter the plan is to have the procedure posted on the web as well as a physical booklet for those who want one.

5) Other

6) Next Meeting: September 13, 2024 at 1:00pm in TTC 4370/4380

7) Adjournment at 1:44pm