

Proposal Status: Workflow Started

FULL PROPOSAL: Substantive Change(s) to a Course

Title of proposal (must begin with department abbreviation): EDUC 2010 Education in the US

Place an X next to the ones that apply:

<input type="checkbox"/>	Significant modification of course content by the addition or removal of topics embodied in the original course proposal.
<input type="checkbox"/>	Changing the course number by multiples of 1000 (e.g., 1230 to 2230 or 4320 to 3320)
<input type="checkbox"/>	Changing the credit hours awarded for the course
<input checked="" type="checkbox"/>	Changing course prerequisites or corequisites
<input type="checkbox"/>	Creating a new course

Effective date: Fall 2015

Contact information:

Spokesperson Name:Pamala J Carter	Department:SOE
Building:Hunter Hall	Office Number:312B
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Faculty of the originating department approved this proposal on 10.15.14 (date) by a vote of 26 aye votes; 0 nay votes; 10 abstentions; eligible voting members absent

1. Description of proposed changes
Adding EDUC2010L as a co-requisite

2. Rationale for requested change
Include any information and/or data which is being used to justify the change(s)
Lab has been added to this course to further develop student understandings of the professional aspects of education to help them successfully navigate UTC's School of Education program and the state of Tennessee's licensure board of examiners.

3. Current course as listed in the Catalog

Prefix: EDUC	Number: 2010
Title: Education in the US	Credit Hours: 3
Prerequisites:	Co-Requisites:
Cross-listed courses:	

4. Current course description as listed in the Catalog
This course studies organization and historical development of education in the United States, philosophical concepts and their influences on contemporary education, current issues. Field component.

5. Proposed new course as it will be listed in the Catalog

Prefix: EDUC	Number: 2010
Title: Education in the US	Credit Hours: 3
Prerequisites:	Co-Requisites: EDUC2010L
Cross-listed courses:	

6. Proposed new description and program requirements to be listed in the Catalog (catalog copy)

This course examines education in the United States through study of the organizational and historical development of education, the philosophical concepts and influences on contemporary education, and current educational issues. Field component. Co-requisite: Lab 2010L.

7. What is the instructional method for the course (Please select one)?

Lecture - Face-to-face Classroom Instruction

8. How will this course be graded (Please select one)?

Standard letter grade

9. What are the pedagogical objectives of the course?

1. Students will gain a broad overview of public education in the United States.
2. Students will critically examine the relationship between theory and practice in education.
3. Students will examine the role of the teacher and factors influencing instructional practices in today's schools appropriate to all learners, including the role of instructional technology, Common Core, and instructional theories.
4. Students will examine the historical foundations of American education to provide them a basis to analyze and understand current issues affecting K-12 schools.
5. Students will explore social and cultural forces that influence the educational process with specific emphasis on multicultural education and its role in guaranteeing equity for all students.
6. Students will be introduced to the specialized fields of school governance, law, and finance and will become familiar with the concepts, problems, and solutions relevant to those fields of study.
7. Students will be introduced to the policies and procedures for the Teacher Education Program (TEP) admission including checkpoint completion and licensure requirements.

10. Outline the student learning outcomes—a statement of the minimum expectations of students as they complete the course. You must list at least three outcomes.

1. Students will evaluate the state American public education.

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2. Students will compare the relationship between theory and practice verbally and in written work.
 3. Students will develop opinions and viewpoints on instructional practices related to their future classrooms.
 4. Students will compare and contrast the historical foundations of American education to the current issues affecting K-12 schools.
 5. Students will critically analyze the social and cultural forces that influence the educational process.
 6. Students will infer how school law and finance affect K-12 state, district, and school decisions.
 7. Students will identify the key checkpoints and licensure requirements necessary for successful completion in TEP.
11. How will students be assessed on the learning outcomes?
1. Student learning outcome #1 is measured by the midterm and final exams, reflective journals, and the philosophy of education paper.
 2. Student learning outcome #2 is measured by the midterm and final exams, philosophy of education paper, dispositions paper, and the field placement experience and paper.
 3. Student learning outcome #3 is measured by the dispositions paper, philosophy of education paper, reflective journals, and midterm and final exams.
 4. Student learning outcome #4 is measured by the midterm and final exams.
 5. Student learning outcome #5 is measured by the critical analysis paper and midterm and final exams.
 6. Student learning outcome #6 is measured by the midterm and final exams.
 7. Student learning outcome #7 is measured by the successful completion (Satisfactory or No Credit) of EDUC 2010L.
12. If this course changes the program curriculum map, please attach a copy of the updated curriculum map here.
Please see the direction at the end of this proposal for how to upload your curriculum map document.
13. Provide additional information about the course including (a) how often the course is to be offered, (b) who will be the routing instructor or course coordinator, and (c) what steps will be taken by the department to ensure its continued coverage (current expertise and interest within the department).
The course offerings and routing instructor have not changed.
14. Will the proposed changes require a change to the Clear Path Showcase (4-year plan)? If yes, please attach both current and revised clear path documents.
Please see the directions at the end of this proposal for how to upload your clear path document.
15. How will the proposed changes impact the ability of students to complete the degree requirements in a timely manner, and how will the proposed changes impact requirements in other departments or programs?
The lab co-req will provide additional resources and support to help students successfully complete the requirements of the School of Education and State of Tennessee (for licensure).

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16. Will a laboratory/studio fee or other course fee be assessed? If yes, include a rationale for the fee assessment.

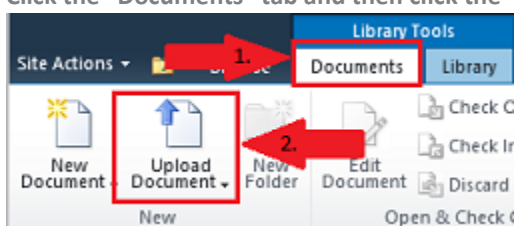
No lab fee will be assessed.

17. Does this change require new resources from the originating department or other departments (including the library)? If yes, please explain.

No new resources are required.

Direction for uploading supporting documents:

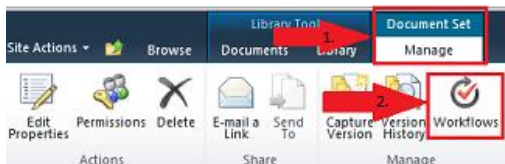
1. To upload your model syllabus to the folder for your proposal go to <https://spaces.utc.edu/sites/UndergraduateProposal>.
2. Next, click on the name of your proposal under "My Proposals".
3. Click the "Documents" tab and then click the "Upload Document" tab.



Important: After completing your proposal you must start the *Curriculum Proposal Workflow*.

To begin workflow:

1. Click on the name of your proposal below.
2. Next, click the "Document Set Manage" tab in the ribbon at the top of the page and select the "Workflows" button.



3. Under "Start a New Workflow" click "Curriculum Proposal Workflow" and then click the "Start" button.

Workflow Sequence for Full Proposal – Course Changes

1. Department Head
2. College Curriculum Committee
3. College Dean
4. Other Areas Affected (If any)
5. Records Office
6. Associate Provost

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7. Provost (if a fee will be assessed)
8. Faculty Senate Curriculum Committee
9. Faculty Senate