Boise State University
Foundational Studies Program Course Application Form
Due to the Foundational Studies Program by August 19, 2011

After the Foundational Studies Program has approved a course, departments will continue through the regular department and college procedures. The approved course should be submitted to the University Curriculum Committee by October 1, 2011.

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Instructions:

1. Complete one form per course.
2. Attach this Foundational Studies Course Application Form to the back of the University Curriculum Committee “Request for Curriculum Action” form. Both forms should be submitted to the Foundational Studies Program Office by August 19, 2011.

Part I. Course Information:

Course Number and Title: ED-SPED 470 TEACHING AND REFLECTION

Type of Foundational Studies Course – (Choose One):
[ ] DLS (Disciplinary Lens – Social Science)
[ ] DLL (Disciplinary Lens – Literature and Humanities)
[ ] DLV (Disciplinary Lens – Visual and Performing Arts)
[ ] DLM (Disciplinary Lens – Mathematics)
[ ] DLN (Disciplinary Lens – Natural, Physical, and Applied Sciences)
   Includes Lab: [ ] Yes [ ] No
[ ] CID (Communication in the Discipline)
[x] FF (Finishing Foundations)

Delivery Format(s) – (Check all that apply):
[ ] Face to Face
[ ] Fully Online
[ ] Hybrid
[x] Concurrent Enrollment
[ ] Other (briefly describe):
Part II. Syllabus Statement:

In the space below, include the syllabus statement for this course which will appear on the first page of the syllabus for each section of this course. (Template and examples are appended to this application form.)

Boise State's Foundations Program provides undergraduates with a broad-based education that spans the entire university experience. ED-SPED 470: Teaching and Reflection satisfies three units of the Foundation Program's Finishing Foundations (FF) requirement. It supports the following University Learning Outcomes (ULOs) along with a variety of other course-specific goals.

- ULO 1: Write Effectively
- ULO 3: Critical Inquiry
- ULO 4: Innovation and Teamwork

Part III. Design for Accessibility:

In the space below, briefly describe plans for providing access to course materials and activities (or equivalent alternatives) to all students in adherence with the Americans with Disabilities Act. Although these plans may vary from instructor to instructor, the descriptions provided below should be representative of intended departmental and instructor practices. (See example statements appended to this form.)

This course requires concurrent enrollment with ED-SPED 467 (student teaching). The majority of instructor-student interaction will take place via email, phone and face-to-face meetings. Given the format of student teaching and supervision, students will receive highly individualized support which may include solely phone and face-to-face contact, as needed. Further, any readings or assignment documents posted for students will be checked for readability by a screen reader (the department will ask Academic Technologies to help with a review of these electronic materials).

Part IV. Evidence of Quality Course Design:

Please use the table below (column headings for this table should not be changed) to provide evidence that the course has been carefully designed and is clearly aligned with Foundational Studies Program desired ULOs. All sections of the course should share similar student learning outcomes. Teaching and Learning Activities and Assessment Methods may vary from instructor to instructor. Please use the table to report representative strategies that may be used. Assessment activities used for reporting to the Foundational Studies Program should be consistent across different sections of the course.

Part V. Additional Justification (Optional):

If the brief justification provided to the University Curriculum Committee in the proposal to accompany the "Request for Curriculum Action" is not sufficient to make the case for including the course in the Foundational Studies Program, additional (optional) narrative can be added here.
| Foundational Studies Program Director Signature | Date |
Boise State University  
Foundational Studies Course  

Course Number and Title: **ED-SPED 470 TEACHING AND REFLECTION**  

## Course Design Table

<table>
<thead>
<tr>
<th>Foundation ULO Criteria</th>
<th>Foundation ULO Notions of Exemplary Work</th>
<th>Course Learning Outcomes: By the end of this course, each student should be able to…</th>
<th>Assessment Method: Evidence of Student Learning</th>
<th>Planned Teaching &amp; Learning Activities / Pedagogy</th>
</tr>
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</table>
| ULO 1: Writing          | 1.2 - Adopts and appropriate voice, tone, and level of formality. | Identify and reflect on issues that emerged during the student teaching experience, the resolutions to those issues that the student developed and implemented, and an analysis of the success or lack thereof of those resolutions | Self-reflection papers focused on (a) issues emerging during student teaching, (b) student resolutions to issues, and (c) success or lack thereof of resolutions | Best practice techniques in student teaching and supervision will be applied and may include one or more of the following:  
• Discussing emerging issues with mentor teacher and/or university supervisor  
• Reviewing a variety of assessment, teaching and evaluation materials used by the mentor teacher  
• Participating in school meetings, including IEP meetings, grade-level team meetings, and staff meetings where interventions are planned and problem-solving takes place  
• Asking questions and receiving feedback on teaching strategies from mentor teacher and/or university supervisor |
| ULO 3: Critical Inquiry | 1.3 - Uses the text conventions of writing in the field professionally |  
1.6 - Controls mechanical feature such as syntax, grammar, punctuation.  
1.7 - Uses genres appropriate to the discipline well  
3.1 – Articulate the problems/questions/issue  
3.2 – Connect and organize evidence/data/reasoning  
3.3 - Evaluate reasoning  
4a.1 - Use innovative processes  
4a.3 - Makes a contribution to solving a problem  
4a.5 - Innovative thinking (novel, unique)  
4a.6 - Connects, synthesizes, transforms |  
| ULO 4a: Innovation      |  

Self-reflection papers focused on (a) issues emerging during student teaching, (b) student resolutions to issues, and (c) success or lack thereof of resolutions |  

Best practice techniques in student teaching and supervision will be applied and may include one or more of the following:  
• Discussing emerging issues with mentor teacher and/or university supervisor  
• Reviewing a variety of assessment, teaching and evaluation materials used by the mentor teacher  
• Participating in school meetings, including IEP meetings, grade-level team meetings, and staff meetings where interventions are planned and problem-solving takes place  
• Asking questions and receiving feedback on teaching strategies from mentor teacher and/or university supervisor |
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| ULO 1: Writing          | • 1.2 - Adopts and appropriate voice, tone, and level of formality.  
                          |   • 1.3 - Uses the text conventions of writing in the field professionally  
                          |   • 1.6 - Controls mechanical feature such as syntax, grammar, punctuation.  
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                          |   • 3.2 – Connect and organize evidence/data/reasoning  
                          |   • 3.3 - Evaluate reasoning  
                          |   • 4a.1 - Use innovative processes  
                          |   • 4a.3 - Makes a contribution to solving a problem  
                          |   • 4a.5 - Innovative thinking (novel, unique)  
                          |   • 4a.6 - Connects, synthesizes, transforms  
                          | Synthesize the student teaching experience with both preceding professional education coursework as well as one’s personal life experiences | Professional philosophy of education | Best practice techniques in student teaching and supervision will be applied and may include one or more of the following:  
• Discussing educational theories and issues with mentor teacher and/or university supervisor  
• Reviewing a variety of assessment, teaching and evaluation materials used by the mentor teacher as well as a variety of curriculum materials  
• Participating in collaborative school activities  
• Asking questions and receiving feedback on teaching strategies from mentor teacher and/or university supervisor |