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-ECS 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-ECS 470: Teaching and Reflection satisfies three unites 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-ECS 463 (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.
Review Committee Checklist:

- Syllabus Statement - statement introduces the student to the purpose and role of the course in the Foundational Studies Program curriculum.

- An appropriate number of Course Learning Outcomes are specified for the course and are clearly designed to support the Foundational Studies Program ULOs.

- Course Learning Outcomes are appropriately designed for level of the course and address both content mastery and skill-based outcomes.

- The types and numbers of assessments planned for the course are appropriate for measuring the content or skills being assessed.

- Course learning activities are likely to promote the achievement of the stated outcomes.

- Course design and materials have considered best practices for accessibility to course materials and ideas by all students (e.g., alternatives to auditory and visual content).

Feedback from Review Committee:

Reviewers agree that this course seems to meet all the review criteria.

CERTIFIED FOR APPROVAL 9-2-2011.

Electronically signed by Vicki Stieha, Director, Foundational Studies Program
Boise State University

Foundational Studies Program Director Signature                Date
## 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>
</thead>
<tbody>
<tr>
<td>ULO 1: Writing</td>
<td>• 1.2 - Adopts and appropriate voice, tone, and level of formality</td>
<td>Conduct, summarize and analyze an individual assessment of student performance.</td>
<td>• Assessment summary (incl. graph &amp; written present level of performance)</td>
<td>Best practice techniques will be applied and may include one or more of the following:</td>
</tr>
<tr>
<td></td>
<td>• 1.3 - Uses the text conventions of writing in the field</td>
<td></td>
<td>• Self-reflection paper focused on assessment process</td>
<td>• Discussing assessment methods and techniques with mentor teacher</td>
</tr>
<tr>
<td></td>
<td>• 1.6 - Controls mechanical feature such as syntax, grammar, punctuation</td>
<td></td>
<td></td>
<td>• Conducting a variety of assessments on a number of children under the supervision of the mentor teacher</td>
</tr>
<tr>
<td></td>
<td>• 1.7 - Uses genres appropriate to the discipline well</td>
<td></td>
<td></td>
<td>• Reviewing assessment summaries written by the mentor teacher</td>
</tr>
<tr>
<td></td>
<td>• 3.1 – Articulate the problems/questions/issue</td>
<td></td>
<td></td>
<td>• Participating in IEP meetings where the mentor teacher explains assessment results</td>
</tr>
<tr>
<td></td>
<td>• 3.2 – Connect and organize evidence/data/reasoning</td>
<td></td>
<td></td>
<td>• Asking questions and receiving feedback on assessment techniques and summaries from mentor teacher and/or university supervisor</td>
</tr>
<tr>
<td></td>
<td>• 3.3 - Evaluate reasoning</td>
<td></td>
<td></td>
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<td>-------------------------------------------------</td>
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</table>
| 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  
• 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 | Use assessment data to develop observable, measurable and relevant goals for individual children with disabilities or delays | • Written goals (observable/measurable/relevant/related to assessment)  
• Self-reflection paper focused on goal development | Best practice techniques will be applied and may include one or more of the following:  
• Discussing goals and objectives (including their specific components and how to prioritize) with mentor teacher and/or university supervisor  
• Assisting mentor teacher in the development of goals and objectives for other children  
• Reviewing goals and objectives written by the mentor teacher  
• Participating in IEP meetings where the mentor teacher explains/develops goals and objectives  
• Asking questions and receiving feedback on goals and objectives from mentor teacher and/or university supervisor |
<p>| ULO 3: Critical Inquiry| | | | |</p>
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<tr>
<td>ULO 1: Writing</td>
<td>• 1.2 - Adopts and appropriate voice, tone, and level of formality.</td>
<td>Use individualized goals to plan and implement intervention strategies within child-directed, routine and planned activities</td>
<td>• Written intervention plan (incl. lesson plans w/ all components – incl. how to address target goals)</td>
<td>Best practice techniques will be applied and may include one or more of the following:</td>
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<tr>
<td></td>
<td>• 1.3 - Uses the text conventions of writing in the field.</td>
<td></td>
<td>• Self-reflection papers focused on intervention development and implementation</td>
<td>• Discussing intervention plans (including specific lesson plans) with mentor teacher and/or university supervisor</td>
</tr>
<tr>
<td></td>
<td>• 1.6 - Controls mechanical feature such as syntax, grammar, punctuation.</td>
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<td></td>
<td>• Assisting mentor teacher in the development of intervention plans</td>
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<td></td>
<td>• 1.7 - Uses genres appropriate to the discipline well.</td>
<td></td>
<td></td>
<td>• Reviewing intervention plans written by the mentor teacher</td>
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<td></td>
<td>• 3.1 – Articulate the problems/questions/issue</td>
<td></td>
<td></td>
<td>• Implementing intervention plans written by the mentor teacher</td>
</tr>
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<td></td>
<td>• 3.2 – Connect and organize evidence/data/reasoning</td>
<td></td>
<td></td>
<td>• Asking questions and receiving feedback on intervention plans from mentor teacher and/or university</td>
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| **ULO 1: Writing**      | • 1.2 - Adopts and appropriate voice, tone, and level of formality. | Develop data collection tools to monitor individualized goals that are easy to use, and informative for decision-making about target goals | Written plan for collecting data (incl. data tools) | Best practice techniques will be applied and may include one or more of the following:  
• Discussing data collection tools with mentor teacher and/or university supervisor  
• Assisting mentor teacher in the collection of data  
• Reviewing data tools used by the mentor teacher  
• Asking questions and receiving feedback on data collection tools from mentor teacher and/or university supervisor |
| **ULO 3: Critical Inquiry** | • 1.2 - Adopts and appropriate voice, tone, and level of formality  
• 1.3 - Uses the text conventions of writing in the field  
• 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 | Evaluate the impact of interventions on students’ progress toward individualized goals and objectives | • Written analysis of intervention outcomes (incl. graphs)  
• Self-reflection paper focused on intervention effectiveness | Best practice techniques will be applied and may include one or more of the following:  
• Discussing intervention effectiveness with mentor teacher and/or university supervisor  
• Assisting mentor teacher in the summarization and evaluation of intervention data  
• Reviewing data summaries written by the mentor teacher  
• Asking questions and receiving feedback on intervention effectiveness 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.  
                          | • 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.6 - Connects, synthesizes, transforms | Recommend adaptations or modifications to goals and intervention strategies based on collected data | • Written adaptation/modification plan  
                          | • Self-reflection paper focused on adaptations/modifications and cyclical process of intervention | Best practice techniques will be applied and may include one or more of the following:  
                          | • Discussing adaptations and modifications with mentor teacher and/or university supervisor  
                          | • Assisting mentor teacher in the adaptation/modification of intervention plans  
                          | • Reviewing adaptation/modification plans written by the mentor teacher  
                          | • Asking questions and receiving feedback on adaptations/modifications from mentor teacher and/or university |