



FE 700

Introduction to the Life of Curriculum Design and Program Development

Semester: Fall/Winter 2014/2015
Days: Wednesday 1:00 – 3:00
Room: ED 132

Number of credits: 3

Instructor: Marlene Nelson
Email: MNelson@ambrose.edu
Phone: 403 827 2494

Prerequisite:

FE 600, completion of all course work,
Recommendation of all instructors

Office hours: By appointment

Course Description:

FE 700 is a non-credit course. The focus will be on the practice of curriculum design, program planning and implementation. This will include assessment and evaluation of student learning, communication with parents, the use of educational technologies, the development and articulation of a personal professional teaching philosophy, and familiarity with the Teaching Quality Standard. Pre-Service Student Teachers will be given increased responsibility and will progress toward full teaching assignment. This will occur five days a week for nine weeks.
Prerequisite: FE 600, completion of all course work, and the recommendation of course instructors.

Further Course Information:

Outcomes: to provide Pre-Service Teachers (PST) a transitional teaching experience in preparation for a position as teacher over the duration of a 9-week practicum. The PST will gradually assume 100% of the classroom teacher’s responsibilities, developing an understanding of *Curriculum Design and Program Development*. The on-campus portion of FE 700 will provide Pre-Service Teachers the opportunity to collaborate with their cohort regarding their ongoing research project, their experiences in schools, and will encourage them to engage in Shared Praxis to prepare them for their future position as a certificated teacher. They will experience the full life of a teacher, including curriculum design, program development, assessment, communication and management of expectations, with the guidance and support of their mentor teacher.

Purpose: to further develop the Pre-Service Teacher Teachers’ knowledge, skills and attributes in the following areas:
- professional image

Important Dates:

First day of classes: December 3, 2014

Registration revision period: September 14, 2014

Last day to withdraw from course:

Last day to apply for time extension for coursework:

Last day of classes: March 4, 2015

Class Schedule: Wednesdays: 1:00-3:00
December 3, 10,
Jan 7, 14, 21, 28,
Feb 4, 11, 18, 25,
Mar 4

-
- managing time and resources
 - navigating and effectively using ABEd documents such as Program of Studies and IPP's
 - unit and lesson planning
 - classroom management and removing barriers to successful learning
 - assessment, evaluation and communicating achievement
 - teaching contexts
 - effectively meeting the needs of all learners
 - professional development in trends in education
 - developing meaningful opportunity for inquiry
 - further defining and articulating personal philosophy of education
 - preparation for entering the teaching profession in Alberta

Connecting to Seminar:

- 1) Commonplace book/Communication of Learning/Reflections
- 2) 2 or 3 big questions to pursue and reflect upon, cited research
- 3) Understanding Teaching research project:
potential topics:
 - assessment
 - communicating achievement (with students, parents and on reporting documents)
 - discipline (individual, classroom, and school-wide)
 - inquiry-based learning
 - accommodating student needs
 - classroom, school-based and district resources/support/mentors
 - technologies in classrooms, schools, boards, and as a tool for communication
 - role of parents/guardians in their child's education
 - role of admin and learning coaches in schools
 - mentorship
 - child-development theory and the reality of the classroom

Expected Learning Outcomes:

It is the aim of the course that students acquire the following skills:

1. *Build affirmative relationships with children.*

Final Exam: There is no Final Exam for FE 700 SEM

-
-
2. *Apply theories of curriculum, learning, and assessment, to the development of programs*
 3. *Build learning communities.*
 4. *Design lesson or unit plans utilizing teaching strategies that foster student inquiry.*
 5. *Design inclusive learning experiences that recognize and accommodate all children, including those with exceptional learning needs.*
 6. *Engage in shared praxis.*
 7. *Design and implement programs that incorporate attention to cultural realities and diversities.*
 8. *Understand critical and creative thinking as essential to learning in all programs.*
 9. *Demonstrate the essential dispositions that characterize a professional educator from the Ambrose University College Bachelor of Education Program.*
 10. *Address non-academic barriers to learning by applying a variety of management strategies and effective classroom routines.*

The Seminar component of FE 700 will build understanding of life in Alberta schools through collaboration, reflection, research, and shared praxis. Pre-Service Teachers are required to choose 2 or 3 topics in education to research, observe, and reflect upon. This can be done collaboratively or independently, and must be addressed in the Field Reflection Journal, which is to be shared with both the Partner Teacher and the University Consultant. During FE 700 in schools, Pre-Service Teachers are required to give evidence that they have met or exceeded expectations relating to the BEd Program's Ten Core Competencies drawn from the Government of Alberta Ministerial Direction, 4.2.1 Teaching Quality Standards Applicable to the Provision of Basic Education in Alberta, and the descriptors of Knowledge, Skills and Attributes Related to Interim Certification. Written evaluation of the Pre-Service Teacher's achievement of expectations will be completed by both the Partner Teacher and the University Consultant and shared with the Pre-Service Teacher.

Outline:

Seminar Session 1: Introduction

Overview of seminar schedule and discussion of expectations and conditions needed for success in both the seminar and during the Field Experience. Review the part of the Field Services Handbook relating to FE 700, and Ten Core Competencies.

Seminar Session 2: The Child as Learner

Discussion of Maslow's Hierarchy of Needs, developing relationships, power and control, teaching as a moral

enterprise.

Seminar Session 3: Program Development

Making connections: principles of learning, curriculum, program development, and creating a classroom learning environment.

Seminar Session 4: Assessment of Learning

Formative and summative assessment, standardized assessment, understanding and interpreting results, learner and classroom profiles, IPP's, report cards, and other methods of communicating with parents.

Seminar Session 5: Effective Management Skills

Data management (attendance, student progress), time management (effective classroom delegation), stress management (life/work balance, interacting with others in difficult situations, the art of tact and diplomacy), and the value of a mentor.

Seminar Session 6: Classroom Management

Positive behaviour supports (environmental, verbal, sensory), functions of behaviour (developmental vs. trauma), positive behaviour support plans, use of restraints and time-outs, parent communication.

Seminar Session 7: Educational Technologies

SMART Board technology, assistive technology and software, other uses for technology in education.

Seminar Session 8: Collaborative Models: It Takes a Village

Teacher-parent-child, school community including administration, school board and community resources and supports (English as a Second Language, Family Violence, Family Support for Children with Disabilities(FSCD), Child and Family Services (CFS) Alberta, Children's Hospital (ACH).

Seminar Session 9: Teacher as Professional

ATA Code of Professional Conduct, Alberta Education School Act and Regulations (Teaching Quality Standard)

Seminar Session 10: Marketing for a Career in Education

Resume development, e-portfolio, interview skills, Principals'/Hiring Boards' perspectives.

Seminar Session 11: FE 700 Call Back

Opportunity for cohort and faculty to discuss successes and challenges of the Field Experience and Seminar. The Call Back is mandatory; students are requested to take the time to thoughtfully reflect on their experience, what went well and how it could be made better. This benefits the BEd program development by providing the faculty insight into what is working and what needs modification.

Requirements:

Completion of FE600, completion of all assignments in all courses and the recommendation of faculty.

The Seminar is based on shared praxis, collaboration, reflection and conversations regarding success in the field experience. **Attendance at each session is required.** In order to support the professional development of every member of the cohort, participation and respectful discourse are expected. If a session must be missed, it is expected that the instructor will be informed prior to class.

Attendance:

Attendance at each session is required.

Evaluation:

There are no examinations of a formative or summative kind in this Seminar. Success will be based on the demonstration of professionalism, including attendance, engagement, reflection and collaboration as assessed according to the rubric below. FE 700 is a **pass/fail** course.

Professionalism Assessment Rubric used for Course Grading *

Grades:

exceeds requirements,
meets requirements,
working toward meeting requirements,
unsatisfactory progress.

Attended class and arrived on time

Completed the assigned readings

Engaged in class discussion and online forums

Acted in a professional manner as per Competency 9

Contributed documents to cohort resources

*Please see Field Experience Handbook for detailed rubric descriptors

Textbooks:

There are no textbooks for FE 700 SEM, there may be required readings posted in Moodle. It is the personal responsibility of the student to check Moodle regularly.

Policies:

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (Cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, it is highly recommended that they forward all messages from the Ambrose account to the other account.

During the **Registration Revision Period** students may to enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty. These courses will not appear on the student's transcript. Courses should be added or dropped on the student portal by the deadline date, please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a Request to Withdraw from a Course by the **Withdrawal Deadline**, please consult the List of Important Dates. Withdrawal from courses after the Registration Revision period will not be eligible for tuition refund. A grade of "W" will appear on the student's transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Students, who find a conflict in their exam schedule must submit a **Revised Examination** Request form to the Registrar's Office by the deadline date, please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a "**Course Extension**" from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date, please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control".

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Students are strongly advised to retain this syllabus for their records.

E-Portfolio

The Ambrose B.Ed. Programme is, in addition to preparing you to teach, designed to prepare you for the hiring process following graduation with information and learning activities building the needed skills for both presentations and position interviews. One of the ways for you, as prospective teachers, to 'stand out' from the crowd is through the development and presentation of an e-portfolio. An e-portfolio is, therefore, a graduate requirement of the Bachelor of Education program due in your final semester of study. Each course provides opportunity to build this living document that includes such elements as a resume, teaching philosophy, and documented work with children. In particular, this course and its assignments will provide opportunities for continued enhancement of the e-portfolio by providing you with material from your Field Experience to insert under a tab that includes sample Lesson or Unit Plans, photos of student work (with parental permission), and specific exemplars of the Ten Core Competencies. You may also want to consider the opportunity to develop a relationship with your Partner Teacher and/or an Administrator in the event that they are willing to provide a letter of reference, and perhaps be a reference for future employers.