How to use a University Course Outline Template

Everywhere you see yellow brackets, you are allowed to enter text or mark a checkbox.

a. To enter text: Use your mouse to click anywhere within the brackets and begin to type. Once you are done, use your mouse to click to a different set of brackets, and repeat.

b. To mark a checkbox: Place your mouse over the box you would like to select and left-click. If you would like to clear the box, left-click it once more and your selection will be removed.

Course Prefix: [ELE]  
Course Number: [590]

If this is a new course, enter the prefix and level number only (e.g., 500). The Office of Admissions and Records will assign the full number.

Course Title: [Elementary Education: Student Teaching]

If this is a seminar, practicum, internship, student teaching, field study, thesis, dissertation, independent study or special topic, please indicate in the title.

Number of Credit Hours: [ ] Undergraduate [ ] Graduate [ ]

Type of Credit: [ ] Honors [ ] Modular [ ] Fixed

Course may be repeated for a degree: [ ] Yes [ ] No

If yes, indicate the number of times it may be repeated [ ] Maximum Hours [ ]

Grade Mode: [ ] Letter Grade [ ]

Course Length: [ ] 5-6 weeks [ ] 10, 11 or 12 weeks [ ] workshop

(check all that apply)

Delivery Method

This course will be taught in the following format(s): (check all that apply)

[ ] Face-to-Face = (<25% online)

[ ] Blended Online = (51%-99% online)

[ ] Independent/Directed Study

[ ] Blended Face-to-Face = (25%-50% online)

[ ] Online = (100% online)

[ ] Internship/Practicum

Separate Lab to be scheduled: [ ] Yes [ ] No

Course Description: (This is the catalog description and will be used in the course syllabus)

This course concludes the pre-service professional development of elementary education teacher candidates concerning the roles and responsibilities of classroom teaching. It combines university seminars and field experiences over one academic term. The focus of student teaching is to provide active engagement with a cooperating teacher and his/her students. The course increases the candidates' involvement in the profession through study and application to support the education of individuals and groups of learners. Candidates advance their understanding of environments that encourage a community of learners and collegial relationships in the school.

Pre-requisite(s) (List courses or tests ONLY):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELE 500</td>
<td>Elementary Education Practicum I: Teaching and Learning in Diverse Settings</td>
</tr>
<tr>
<td>ELE 505</td>
<td>Instructional Practices in Context: Curriculum, Assessment, and Technology</td>
</tr>
<tr>
<td>ELE 510</td>
<td>Elementary Education Practicum II: Advanced Teaching and Learning in Diverse Settings</td>
</tr>
<tr>
<td>CIL 531</td>
<td>Cross Cultural Education</td>
</tr>
<tr>
<td>EPS 511</td>
<td>Human Learning and Development in Instructional Contexts</td>
</tr>
<tr>
<td>FND 510</td>
<td>Social Justice Perspectives on the History and Philosophy of American Education</td>
</tr>
<tr>
<td>SPE 500</td>
<td>Introduction to Exceptional Children and Adolescents</td>
</tr>
<tr>
<td>CIS 480B</td>
<td>Methods for Teaching Social Studies</td>
</tr>
<tr>
<td>RLR 550</td>
<td>Teaching Comprehension and Content Area Literacy, Grades 1-6</td>
</tr>
<tr>
<td>RLL 538</td>
<td>Literacy Methods: K - 6</td>
</tr>
<tr>
<td>MHE 480B</td>
<td>Methods for Teaching Elementary School Mathematics</td>
</tr>
</tbody>
</table>
To create a bulleted list, click in between the brackets where you wish to create the list. Begin the bulleted list by clicking on the Bullets button located in the Home Tab and start typing.

Course-Level Outcome(s) (CLO) for this course:
The student who successfully completes this course will:

The course is designed to complete the process of orienting candidates to five interrelated areas of teaching and learning (Teaching and Students, Teaching and the Environment, Teaching and Instruction, Teaching and the Curriculum, and Teaching and the Profession). These five areas are developed throughout the professional sequence of the program. This allows candidates to progress developmentally as they attain and maintain the necessary knowledge, performance, and dispositions to complete the classroom profession.

The course is the third and final course in a sequence of field experiences. Candidates are supervised and evaluated by a university supervisor while in the field-based classroom. Additionally, candidates continue building their electronic portfolios during the course. It is these portfolios that continue to serve as the repository of artifacts documenting the professional growth experienced by the candidates.

Teaching and Students
- Candidates provide opportunities that support all students’ intellectual and personal development.
- Candidates address the diversity of students and their learning needs.

Teaching and the Environment
- Candidates demonstrate an awareness of the ability to maintain a classroom environment conducive to learning.
- Candidates utilize effective modes of communication (verbal, nonverbal, written, and/or technological).
- Candidates develop an awareness of the need to organize and manage time, materials, and physical space in order to provide active and equitable engagement of students as learners.
- Candidates develop an awareness of behavior management that promotes positive behavior for all students.

Teaching and Instruction
- Candidates possess the skills of planning and teaching lessons appropriate for the students, subject, and curriculum.
- Candidates demonstrate the ability to incorporate assessment in their teaching.
- Candidates develop an awareness of how assessment informs teaching decisions.

Teaching and Curriculum
- Candidates understand and demonstrate the central concepts, tools of inquiry, and structures of content and create meaningful integrated learning experiences that develop all students’ competence in subject matter and skills for various developmental levels.
- Candidates develop an awareness of creating meaningful learning experiences that develop students’ competence

To create a numbered list you have two options.

a. Type the number you wish and then the text that goes with it. Once you are ready to move on to the next number press the ENTER key to proceed to the next line and repeat the process. **Note:** If you would like to have a space between the numbers as in the example shown, you must press **SHIFT+ENTER** once, then the **ENTER** key again.

b. OR: Type your different outcomes/objectives and after every sentence press the ENTER key twice to move on to the next objective/topic. Once all topics are complete, select all the text within the brackets and select the numbering button located in the Home Tab.

At minimum, students are expected to have the following technology competencies:

1. Ability to word process course documents.
2. Ability to access and utilize their NLU student email account, including sending and receiving email messages, opening and reading email attachments, etc.
3. Ability to access and utilize internet resources.
4. Ability to access and utilize the Desire to Learn (D2L) Course Management System.
5. Ability to access and utilize Livetext (program portfolio).
Please note that textboxes allow for expansion and are able to run across pages. As you type, if the information does not fit within the current page, it will run across the next page in a separate textbox automatically.

Course Materials/Supporting Resources:


You are allowed to simply type your name and date as an acceptable signature for approval. If you desire to enter your electronic signature you must click within the brackets that apply to you. Select the Picture icon in the Insert Tab and locate your electronic signature file within the browser. Resize your signature as necessary to keep the formatting of the document as close to its original as possible.
To complete the Course Level Outcomes (CLO’s) table, click where indicated and begin typing. The text within each cell will wrap in accordance with the width of the cell. Typing the ENTER key will add another line to the current cell. In order to move to the next cell within the table you must click where you wish to enter the text. If the information does not fit within the page, the row will move to the next page in the same manner as text boxes as explained previously.

In the case that you do not have enough space to type all of your CLO’s within the amount of cells provided by the template, please contact the Provost Office Administrator to add more cells to your document.

<table>
<thead>
<tr>
<th>Course-Level Outcomes</th>
<th>IPTS / ISBE</th>
<th>Other External Standards</th>
<th>Assessments to evaluate candidate performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching and Students (CLO)</td>
<td>2013 IPTS a1A, a1B, a1F, 2013 IPTS b1E, b1G</td>
<td>2007 ACEI 1, 2011 InTASC 1h, 1j, 1k, 2011 InTASC 2d, 2e, 2i, 2m, 2011 InTASC 6l</td>
<td>Competency Appraisal (InTASC performances and Critical Dispositions)</td>
</tr>
<tr>
<td>Candidates provide opportunities that support all students’ intellectual and personal development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching and the Environment (CLO)</td>
<td>2013 IPTS a1A, a1B, a1F, 2013 IPTS a2A, a2B, a2C, a3D, a2G</td>
<td>2011 InTASC 1h, 2011 InTASC 2i, 2m, 2g</td>
<td>Competency Appraisal (IPTS Knowledge and Performance) Competency Appraisal (InTASC Critical Dispositions)</td>
</tr>
<tr>
<td>Candidates demonstrate an awareness of the ability to maintain a classroom environment conducive to learning</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Candidates develop a commitment to teaching as a profession</td>
<td></td>
<td></td>
<td>Competency Appraisal (IPTS Knowledge) Competency Appraisal (IPTS Performance) Competency Appraisal (InTASC Performances, Essential Knowledge and Critical Dispositions)</td>
</tr>
</tbody>
</table>
For Reviewers: If you find the need to make a comment on the document for future edits or consideration, please follow the following directions.

1. Go to the Review Tab
2. Highlight the text you wish to comment on. Please note that you can only comment in fields that can be edited.
3. To comment on a checkbox you must click on the checkbox. If you change the value of the checkbox, make sure to change it back to its original value. Click on the blue border with the three dots.

4. Click on the New Comment icon.
5. Type your comment in the comment box that appears.
6. Click anywhere outside of the comment box on the document to continue your review.

To remove a comment, simply click on the comment box you wish to remove and select the Delete icon within the Review Tab.