Report of the University Curriculum Committee

October 13, 2006

The University Curriculum Committee recommends approval of the following:

Changes in Courses

**KNFB 450. Supervised Student Teaching.**

Credit hours From: (0-36). Credit 9. To: (0-30). Credit 6.

College of Liberal Arts Department of European and Classical Languages and Cultures

**MODL course prefix to EURO.**

Course prefix change

<table>
<thead>
<tr>
<th>From</th>
<th>To</th>
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<tbody>
<tr>
<td>MODL 220</td>
<td>EURO 220. Contemporary French Culture.</td>
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<tr>
<td>MODL 223</td>
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<td>EURO 240. Contemporary Russian Culture.</td>
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<tr>
<td>MODL 323</td>
<td>EURO 323. Immigration and Ethnicity in Contemporary France.</td>
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Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of Health and Kinesiology

2. Course prefix, number and complete title of course: KNFB 450 Supervised Student Teaching

3. Change requested:
   a) Prerequisite(s): From ____________________________ To ____________________________
   b) Withdrawal (reason) ____________________________
   c) Cross-list with ___________________________________________________________________
      Cross-listed courses require the signatures of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underline change(s). Attach a course syllabus.

4. Complete current course title and current course description:

5. Complete proposed course title and proposed course description (not to exceed 50 words):

6. a) As currently in course inventory:

   Prefix | Course # | Title (exclude punctuation) |
   -------|----------|----------------------------|
   KNFB   | 450      | Supervised Student Teaching |
   Lect.  | Lab      | SCH | Subject Matter Content Code | Admin. Unit | FICE Code |
   0 0 3 6 | 0 9 1 3 9 9 9 9 9 2 0 1 8 | 1 4 0 2 | 0 0 3 6 3 2 |

   b) Changed to:

   Prefix | Course # | Title (exclude punctuation) |
   -------|----------|----------------------------|
   KNFB   | 450      | Supervised Student Teaching |
   Lect.  | Lab      | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code |
   0 0 3 0 | 0 6 1 3 9 9 9 9 9 2 0 1 8 | 1 4 0 2 0 7 - 0 8 | 0 0 3 6 3 2 |

   Approval recommended by: ____________________________ Level: 4

   Head of Department Date
   Head of Department (if cross-listed course) Date
   Submitted to Coordinating Board by: ____________________________ Date
   Dean of College Date

   Director of Academic Support Services Date
   Effective Date

   To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-877-7250.

   OAR/AS 5/04
Department of Health and Kinesiology  
KNFB 450  
Supervised Student Teaching

Instructors: To be arranged  
Website: http://stpe.tamu.edu

Catalog Description: Observation and participation in an accredited public school classroom; techniques of teaching student’s teaching fields, and appropriate instructional strategies for assigned student population. Prerequisites: admission to teacher education program and to student teaching.

General Requirements: The student teaching semester is composed of three main divisions. The first includes pre- student teaching meetings that occur on the TAMU campus. Student teachers are required to attend all of these classes and to complete all assignments given during that week by the Chair of Field Experiences. The second division consists of the weeks (12 total) spent at the assigned public school. The specific assignments that are to be completed during those weeks are explained in the pages of the student teaching manual (see departmental web site). The cooperating teacher and the TAMU supervisor guide the student teacher during this time. The first day of student teaching at your school is the first day of school for the district in your given semester. The final component of the experience is also spent on the TAMU campus. This day is composed of debriefing sessions and evaluation of the student teaching experience. Student teachers are required to attend all of these sessions.

Specific Requirements: The primary requirement for the final KNFB 450 grade will be your teaching performance. Student teachers will be evaluated by both the mentor teacher and the university supervisor based on the key tenets of effective teaching. The mentor teacher will conduct weekly written evaluations, a midterm, and complete a final evaluation form. These data will be integrated into the university supervisor’s assessment to determine a final score (60 points). The notebook (see manual) will be assessed on criteria established in the grading rubric and is worth 20 points. Similarly, criteria for the project and write up (10 points) and unit plans (10 points) are covered in the manual and accompanying rubric.

Grading scale:  
90-100=A  
80-89=B  
70-79=C  
60-69=D  
Below 60=F

Note: Professionalism in both dress and conduct is an expectation of every student teacher. Please maintain confidentiality at all times. Be prepared to meet the expectations of your mentor teacher- attend faculty meetings, staff development activities, duty assignments and so forth.
ADA Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Disability Services in Room B118 of Cain Hall, or call 845-1637. Helpful information is located at http://disability.tamu.edu.

Plagiarism Statement: As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safety communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.”

Copyright Statement: The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

Aggie Code of Honor: "Aggies do not lie, cheat or steal, nor do they tolerate those who do."

"The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty, integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting the understanding and loyalty to truth and confidence in each other.”

All students are expected to abide by the Aggie Honor Code. Students should be aware of all Honor Council Rules and Procedures on the Honor Council website at www.tamu.edu/aggiehonor.
KNFB 450 Student Teaching Objectives

The following objectives/expectations for student teaching reflect the national guidelines for teacher preparation in physical education as put forth by the National Association for Sport and Physical Education (NASPE). In turn NASPE is a member of and conforms to the standards set by the National Council for the Accreditation of Teacher Education (NCATE).

During the student teaching experience, the preservice teacher will:

1. Employ concepts, assumptions, and learning experiences that promote critical thinking (CT)/problem solving through physical activity.
2. Create and use appropriate instructional cues, prompts, and techniques in the teaching of motor skills and activity.
3. Assess individual and group ability(ies) in order to design instruction that is safe and developmentally appropriate and meets the cognitive, social, and emotional needs of the learner.
4. Identify, select and utilize learning opportunities that are developmentally appropriate and account for individual learning differences among learners.
5. Actively promote and foster learner reflection on physical education content knowledge and hold students accountable for their learning.
6. Identify, select, and incorporate instruction that is sensitive to and meets the varied needs of all learners in the physical education setting.
7. Develop and incorporate a managerial system and set of instructional routines that result in a relatively free flowing and uninterrupted learning environment.
8. Be able to inform students of managerial and instructional information/routines in a variety of ways.
9. Create a learning environment that maximizes student time on task and provides active and appropriate learning experiences.
10. Communicate in ways that demonstrate sensitivity to all learners and be able to model a variety of communication strategies with members of the learning community (students, teachers, parents, etc.)
11. Identify, develop, and implement instructional and program goals and strategies that are based on student developmental levels, learning styles, and safety concerns.
12. Apply disciplinary and pedagogical knowledge when developing a safe learning environment and incorporate learning experiences that are age appropriate, relevant to student needs and interests, and are based on principles of effective instruction.
13. Select and model appropriate teaching styles, curriculum materials, and instructional tasks that facilitate learning in physical education.
14. Use a variety of indirect teaching styles and strategies to encourage learners to view, question, and interpret physical activity from diverse perspectives and help them become both critical/reflective thinkers and physically educated.
15. Develop planning skills that link learner needs to program goals and then be able to adapt lesson implementation when necessary to ensure learner progress, motivation, and safety.
16. Select and utilize varied roles (e.g., assessor, facilitator, supervisor) and effective teaching strategies that link physical activity concepts to learning.

17. Be able to use a variety of developmentally appropriate formal and informal individual/peer assessment techniques that communicate learner progress, provide feedback and can be used to inform curricular and instructional decisions.

18. Model the teacher as reflective practitioner role in order to critique, assess, and revise one’s teaching.

Rationale for Requested Change to KNFB 450

Because the teacher preparation has moved to a field-based approach the number of hours a student spends in student teaching has been reduced. This reduction in the number of credit hours will also bring the student teaching credit hours in line with other programs in the college as well as help in reducing the total number of hours required for the degree.
TEXAS A&M UNIVERSITY  
Department of European and Classical Languages and Cultures

Memorandum

Date: September 19, 2006

To: Linda F. Lacey, Director, Academic Support Services

From: C. F. Konrad, Assistant Head

Re: Change of MODL course prefixes to EURO

Dear Linda,

Attached is a copy of the original memo of January 19, 2006, requesting the prefix change from MODL to EURO for all MODL courses taught by the Department of European and Classical Languages. The change request was approved by the Undergraduate Instruction Committee on January 25 (electronic vote) and by the Liberal Arts Council on February 8, 2006 (see copy of agenda and minutes attached).

However, due to the re-structuring of our Russian lecture courses, MODL 337, 341, and 342 will now be withdrawn altogether, and replaced by new courses. The prefix change request to go forward to the University Curriculum Committee should therefore include only the following courses:

MODL 220 to EURO 220. Contemporary French Culture.

MODL 223 to EURO 223. French Culture and Society in French Literary Masterpieces in Translation.

MODL 230 to EURO 230. Contemporary German Culture.

MODL 232 to EURO 232. Exploratory German Language and Culture.

MODL 240 to EURO 240. Contemporary Russian Culture.

MODL 311 to EURO 311. Diversity Issues in Classical Studies.

MODL 323 to EURO 323. Immigration and Ethnicity in Contemporary France.

I deeply appreciate your help in placing those items on the agenda for the September 29 UCC meeting.
TEXAS A&M UNIVERSITY
Department of European and Classical Languages and Cultures

Memorandum

Date: 19 January 2006

To: Prof. Claude Gibson, Chair
   Undergraduate Instruction Committee
   College of Liberal Arts

From: C. F. Konrad, Assistant Head

Re: Change of MODL course prefixes to EURO

When the Department of Modern and Classical Languages split into the Department of Hispanic Studies and the Department of European and Classical Languages in 2004, the courses holding an MODL prefix were essentially left orphaned, since no attempt was made, in preparation of the departmental split, to divide those courses between HIS and EURO, according to content. Instead, the College of Liberal Arts has been the department of record for courses with the prefix MODL since 1 September 2004. But Liberal Arts is not, of course, teaching them: with two exceptions (MODL 221 and 222, frequently taught by the English Department), MODL courses are taught exclusively by either HIS or EURO faculty. By now, this situation is creating considerable confusion and inconvenience—we cannot, for instance, manage enrollment limits on SIMS, or directly force students, for an MODL course taught by our departments.

EURO requests, therefore, that the MODL prefix be replaced with a EURO prefix for those courses actually taught by our department. No change would occur in Course Content, Number, or Description. The courses affected would be the following:

220. Contemporary French Culture.

223. French Culture and Society in French Literary Masterpieces in Translation.

230. Contemporary German Culture.

232. Exploratory German Language and Culture.

240. Contemporary Russian Culture.


323. Immigration and Ethnicity in Contemporary France.

337. Russian Drama.
341. Russia’s Artistic Heritage.


Four of the courses listed above (MODL 223, 323, 341, and 342) are currently approved for the International and Cultural Diversity element of the Core Curriculum; MODL 341 and 342 are also approved for the Visual and Performing Arts element. Presumably, a prefix change for those courses will require approval of the Core Curriculum Committee as well. Three courses are currently crosslisted (MODL/RUSS 337, MODL/RUSS 341, MODL 342/ RUSS 401); we would want the crosslisting to remain in effect after the change from MODL to EURO.

I am submitting this request to you in the hope that the Committee may be able to consider those changes en bloc on the basis of this memorandum, without the need for a full Change-in-Course proposal for each course. If that is not possible, my department will be happy to provide whatever further documentation you require. I should be most grateful for your action in this matter.

cc: Linda F. Lacey, Director, Academic Support Services