

New Graduate Course Proposal

Course Title

Course Title: * New Teachers Collaborative: Principles of Progressive Education

Proposed Banner Abbreviation: * NTC: Princpls of Progrssv Educ

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name: * Lisa Moison/Anne Howard

Members of the Graduate Curriculum Committee:

Annette Sullivan (Chair), Lyndsey Benharris, Rob Shapiro, Meg O'Hearn-Curran, Laurie Link, Nermin Bayazit, Phil Saisa, Anne Howard

Department / Unit Developing: Education ☒

Chair of Department for Program: Denise Sargent ☒ Chair Email: Denise Sargent dsargent5@fitch.edu ☒

Academic Dean of Department or Program: Nancy Murray ☒ Academic Dean E-mail: <Dr. Murray> nmurray5@fitch.edu ☒

Course Information

Course Description

In the Progressive Education Seminar, teacher participants work with colleagues to explore foundational texts and ideas associated with progressive education and to reflect on and apply these theories to their own practice. This seminar is organized in three sections, each exploring a series of Essential Questions and focusing on one or more of the Ten Common Principles of the Coalition of Essential Schools. The first section explores the Purpose and History of Progressive Education, expanding teachers' understanding of the first common principle, "Learning to use one's mind well." Participants will explore ideologies and pedagogies that underlie progressive education and see how these ideas have developed over time. Through the discussion of seminal texts, reflective journals, peer observations and synthesis paper, teacher participants will examine how Theodore R.Sizer, the Coalition of Essential Schools, and Parker are placed within a larger educational context. The second section, titled Adolescent Learning, allows teachers to examine common principle number four, "Personalization." In this section, teachers will work together to learn about adolescent development and consider how students think, feel, and act in relation to their development. They will think specifically about "risk-taking" in and outside the classroom. Through continued use of reflective journaling and observations, as well as the interpretation of student ethnographic data, teachers will continue to synthesize their learning through writing as they examine how students learn and how this impacts our thinking and understanding as educators. The final section of this course shifts towards the work of educators, examining the design of the Progressive Constructivist Classroom. Teacher participants will examine their role in designing student-centered, inquiry-based lessons and broaden their understanding of the second and fifth common principles, "Less is more" and "Student-as-worker, teacher-as-coach." Participants will learn the "what" and "how" of constructivism by engaging in hands-on and authentic learning themselves. They will also become familiar with contemporary research on foundational ideas that support these instructional beliefs.

Rationale and expected outcomes of offering the Course

Participants will apply their understanding to their own work by revising a relevant piece of instruction. At the end of the course, participants will reflect on their learning in a final, evidence-based synthesis paper. Woven throughout all sessions is the intentional focus on collaboration and reflective practice, developed through the close examination of student and teacher work products. Readings directly relate to the daily work at school sites, and participants learn from examining their own practice through classroom visits, videos, and debriefs. Teacher participants are expected to be authentically engaged in seminar and to complete assigned readings, activities and reflections, which will require time outside of seminar meetings.

Number of Credits: * 3

Discipline Prefix or Prefixes: * EDUC

Brief rationale if more than one prefix:

Level of Course:

* ☐ 7000

☒ 8000

☐ 9000

Brief rationale for level choice::

Course is taken in year two of the Initial Licensure program.

The course will be:

☒ Requirement

☐ Elective

Elective or Requirement Note/Special:

Required in the FW Parker Charter/NTC Initial Licensure program.

Is there a similar undergraduate course?

* ☐ Yes

☒ No

Does this course affect offerings in any other department or program?

* ☐ Yes

☒ No

Course Enrollment

Expected Average Enrollment:

* 10-12

This course is a replacement for:

Course # / Name

EDUC 7082E, Topics: New Teachers Collaborative: Princ

Has the course been offered previously as a "Topics" course?

* ☒ Yes

☐ No

How often / when was it offered as a Topics course?

3+

Is this an Extended Campus Course?

* ☒ Yes

☐ No

Which semester will this course be offered for the first time?:

* Fall 2021

How often thereafter to be offered?:

Once a year

Course Requirements

Prerequisite course(s) if any:

Additional Requirements

Laboratory Hours:

Fieldwork Hours: x

Pre-Practicum Hours: x

Practicum Hours:

Other Requirements (specify):

Syllabus Upload

New Course Syllabus Upload:

Signatures

Click on the **Submit Form** button at the bottom of the page after you have signed the form.
You should receive an email confirmation that your signature has been completed.

Requester Signature

Date

Department Chair Approval

Date

Academic Dean Signature

Date

SGOCE Dean Signature

Date

Approval of the Graduate Council

Date

Approval of the President

Date