Academic Policies and Procedures Committees
PROPOSAL FORM -- Part A

Graduate AP&P	Department/Program Proposal # _____
Undergraduate AP&P	
Both (Dual-Listed Courses) Submit simultaneously	Proposed Effective Date: FALL (year) _____

College/Unit   Assoc. Dean _____   Proposer(s) _____ _____

Department/Program _____   Chair _____

1. I want to: Briefly describe the action(s) requested:

2. Rationale for this request:

3. a. List the current catalog copy (including dual- or cross-listed information, if applicable). Attach separate sheet if more space needed.

    b. List the proposed catalog copy (including dual- or cross-listed information, if applicable). Attach separate sheet if more space needed.

    c. Other REQUIRED attachments: see *General Instructions*

4. List the committees, councils, and other groups that have considered this proposal; the action taken; and the date that action was taken.

Area	Action			Date of Action m/d/yyyy
	approved	not approved	not applicable	
Department/Program Faculty (undergraduate)				
Department Graduate Faculty (graduate)				
College Council(s)				
General Education Council				
Professional Education Council				
Honors Council				
Undergraduate Academic Policies & Procedures Committee				
Graduate Academic Policies & Procedures Committee				

5. Contact the Registrar's Office and (for graduate proposals) Graduate School.

Area	Person Contacted	Review Comments	Date of Comments m/d/yyyy
Registrar's Office			
Graduate School			

6. a. Please search the current online bulletin for courses and programs of study affected by this proposed change, including any in your own department. List each course and program in the appropriate table below or, if applicable, choose none. Attach a separate spreadsheet if necessary. (Click here for instructions on searching Online Bulletin.)

Course(s) Affected (number & title)	Program(s) Of Study Affected (program code & title)
None	None

b. List all affected department chairs/program directors (including those from 6a as well as those whose programs may be impacted in ways other than listed above) who have been consulted in the development of this proposal and their response in support or opposition to the proposal. Use of another unit's course requires approval from that unit.

Name	Department/Program	Response	Date of Response m/d/yyyy

7. If changing a course number or adding a course, is the proposed course equivalent to an existing course in Banner?
yes ___   no ___   n/a ___   (*If yes, list the existing and proposed equivalent course below*)

Existing Course		Proposed Course	

8. Is this a General Education course? yes ___   no ___   n/a ___   (*If requesting new general education credit, submit Part C of the AP&P form with an attached syllabus to the Office of General Education*)

9. App State Online:
   a. Does this proposal affect a course or requirement of a distance education program? yes ___   no ___   If yes, has App State Online been consulted? yes ___ no ___ If yes, list the date(s), App State Online contact person, and their response in support or opposition to this proposal:

   b. Mode of delivery: fully online ___   site-based ___
   If you are not sure, contact App State Online.

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PROPOSAL FORM -- Part B (For additions only)

SELECT ONE: Course aa" Egtwkecvg aa   Concentration __   Minor __   Degree __

1. If this is a new course,

    a. Has it been offered as Selected Topics in the last five years?   yes__   no__   If so, how often and what were the enrollments each semester it was offered?

    b. Are there courses from other departments that may cover or partially cover the subject matter of the proposed new course?   yes __   no __   n/a __   *(If yes, list course numbers and titles:)*

2. Projected enrollment: 1st year _____   2nd year _____

3. Projected student clientele:

4. Faculty:
    a. Additional faculty needed:

    b. Names of current faculty qualified to teach the course:

    c. Other and continuing responsibilities of current faculty involved in new degree or course:

5. a. For a new degree, attach the *Letter of Intent* submitted to UNC System Office.

    b. For a new graduate certificate program, attach the *Proposing a New Graduate Certificate* form.

    c. For a new undergraduate certificate program, attach an explanation of the career and/or graduate education opportunities available to students.

6. List estimated costs of the new program or course that cannot be covered by the present budget:

7. Contact your department's Library Liaison. *List the date, person contacted, and their response.*
    (Click here for a list of Library Liaisons.)

8. Resource responsibilities: Has (have) the appropriate dean(s) been consulted in the development of this proposal? yes__ no__ If yes, list the date(s), name(s) and title(s) of person(s) contacted, and their response(s) in support or opposition to this proposal:

9. For a new degree or certificate only, consult Institutional Research, Assessment, and Planning (IRAP) to develop functional learning goals and outcomes. Attach the goals and outcomes to be published on IRAP's website. List the date, person contacted, and their response. Examples of outcomes are found here.

10. If the course being proposed is not designated as an Internship (INT), Practicum (PRA), Field Experience (FLD), Clinical (CLN) or Student Teaching (ST) experience, but students will be applying their skills in an experiential manner such as providing professional advice to community members or working directly with minors, has General Counsel been consulted regarding liability? yes____ no____ n/a ____

11. For new course, select schedule type:

EDU 2000 Introduction to Learners, Teachers, and Schools (3)
SEMESTER

Welcome Statement and Contact Information (to be developed by individual instructor of the course)

Course Description and Information

As the initial course in the College of Education Core, the purpose of this course is to guide prospective teachers as they explore, examine, and critique the complex relationships among learners, teachers, schools, and educational structures. Prospective teachers will recognize teaching and learning as socially-constructed and context-bound experiences. Ten hours of clinical experience is required. (Offered: Fall, Spring, Summer)

Learning Goals

Foundational Knowledge
- Prospective teachers will examine current and historical roles, expectations, stereotypes, and characterizations that define teaching as a profession.
- Prospective teachers will identify key historical events and patterns (e.g., compulsory education, immigration) that have influenced the development of educational structures in the US.
- Prospective teachers will understand that all knowledge is socially-constructed.

Application
- Prospective teachers will acknowledge and analyze the complex interrelationships that inform interactions among learners, teachers, schools, and society.

Integration
- Prospective teachers will identify the interactions between societal assumptions about the purpose of education and schooling policies, practices, and curricula.

Human Dimension - Self
- Prospective teachers will explore their identities as creators and curators of learning experiences.
- Prospective teachers will see themselves as advocates for quality learning processes for their students, and the teaching profession.

Human Dimension - Others
- Prospective teachers come to see teaching as relational.
- Prospective teachers come to see that the relationships they cultivate with students, parents, and school culture have long-term impact on the classroom and the wider community.

Caring
- Prospective teachers will be inspired and confident in their potential to make a positive contribution to the promise of public education.

Learning How to Learn
- Guided by their own professional questions and needs, prospective teachers will make plans for their professional development.

Teaching and Learning Philosophy (this will be specific to the instructor teaching the course)

Required Readings/Materials
All readings and viewings will be available online through AsULearn.

Common Course Assignment Descriptions and Grading:

- **How We Got Here (10 points)**
  The purpose of this project is to understand that schools are social institutions with complex, culturally constructed, and contextualized histories. Students examine and question their own identities and educational experiences and situate these within multiple historical narratives about schooling. Students will create multimodal representations of their investigations.

- **Cultural Inquiry Project (40 points -- 20 points data collection, 20 point data analysis/ presentation)**
  The purpose of the Cultural Inquiry Project is to allow prospective teachers to build on their questions from the How We Got Here project. Students will investigate the connections among teachers, learners, schools, and the communities in which those schools exist. Prospective teachers will choose a focus for their inquiry and develop interview questions and field note guides to use in local communities to investigate topics chosen by the class. Prospective teachers will apply foundational knowledge and develop/exercise skills in data collection (interviewing and observing, document review) and analysis, including group presentations reporting significance of findings.

  - Weeks 1-3: Designing the project and data collection tools and protocols
  - Weeks 4-9: Collecting individual data
  - Weeks 10-12: Working with groups to create presentation
  - Week 13-14: Group presentations

- **Teacher Identity Reflection Paper (20 points)**
  The purpose of the final course reflection paper is to provide an opportunity for students to synthesize and articulate their current thinking about their identities as teachers. They will use examples from the course, the *How We Got Here* Investigation, and personal *Cultural Inquiry Project* presentation as well as what they learn from others. This paper is transitional in that it

marks the moment when students begin shifting identities from college students to prospective teachers.

- **Community of Practice: Class Preparation and Participation (up to 30 points)**
  The discussions and interactions that take place in the classroom are an integral part of this course. At times you will be asked to read, write, or view something outside of class in order to be prepared for a discussion or activity. Class participation will also include oral and written feedback on other students' work.

  The sum of your points will translate into a letter grade:
    95-100 = A
    90-94=A-
    87-89=B+
    84-87=B
    80-83=B-
    77-79=C+
    74-77=C
    70-73=C-
    Below 70=F

- **A minimum grade of " C" is required in this course for entrance to Teacher Education**

Tips for Success in the Course/Campus Resources
- Communicate with your professor regularly and especially as you have needs.
- Be sure to use campus resources that you might need to help with your assignments. The Writing Center , Belk Library, and the IMC are great resources.
- Add assignments and due dates to your calendar and plan ahead. Set up appointments for interviews and other aspects of assignments which involve other people.
- Create a folder on your computer or in your Google drive to create and save all assignments for this course (and each of your courses).

Tentative Course Timeline:

Dates	Topic(s)	Preparation for Class	In-Class Activities (or Synchronous Meeting)
Pre Week 1	Orientation to Course and Teacher Education	**Reading / Viewing** 1. Read Syllabus closely and carefully and come to our next class prepared to discuss **Doing** 1. Login to AsULearn, update your profile, including a photo, [other	

		activities by instructor to build Community of Practice]	
Week 1	*Human & Course Introductions* *Foundational Knowledge* Roles, Expectations and Stereotypes of education.	**Reading / Viewing** 1. Dewey (1938): ch1, *Experience & Education* 2. Read *How We Got Here* Assignment Description **Doing** 1. Discussion forum post (initial and response)	*Foundational Knowledge* Activity 1: Roles, Expectations and Stereotypes of Education. *How We Got Here* Assignment Overview
Week 2	*Foundational Knowledge* (continued) Roles, Expectations and Stereotypes of Education	**Reading / Viewing** 1. Schwab (1978), Four Commonplaces of Education 2. Read *Critical Inquiry Project* Assignment Description **Doing** 1. Discussion forum post (initial and response) 2. Work on *How We Got Here* Assignment	*Foundational Knowledge* Activity 1 (continued): Roles, Expectations and Stereotypes of Education *How We Got Here* Exploring relationships between personal experiences as K-12 students and broader educational scholarship / theory *Critical Inquiry Project* Assignment Overview
Week 3	*Foundational Knowledge* Events, Patterns, & Structures of Education	**Reading / Viewing** 1. hooks (1994): ch1, *Teaching to Transgress* **Doing** 1. Discussion forum post (initial and response) 2. Work on *How We Got Here* Assignment 3. Identify & Schedule data collection for *Critical Inquiry Project*	*Foundational Knowledge* Activity 2: Events, Patterns, & Structures of Education [e.g. Literature Circles reading & analysis] *How We Got Here* Examining the culturally constructed and contextualized histories of schools. *Cultural Inquiry Project*

			Designing and Planning the Project
Week 4	*Foundational Knowledge* Knowledge as Socially Constructed	**Reading / Viewing** 1. Jenkins, 2009: *Participatory Culture* **Doing** 1. Finalize and submit *How We Got Here* Assignment 2. Identify & Schedule data collection for *Critical Inquiry Project*	*Foundational Knowledge* Activity 3: Knowledge as Socially Constructed [Paideia Seminar] *Cultural Inquiry Project* Data Collection Protocols
Week 5	*Application* Analyzing complex interrelationships between learners, teachers, & Schools	**Reading / Viewing** 1. Kuntz & Petrovick, (2018): *(un)Fixing Education* 2. Read assigned IEP **Doing** 1. Discussion forum post (initial and response) 2. Begin Collecting Data for *Critical Inquiry Project*	*Application* Activity 1: Saving Schools Mock Trial *Cultural Inquiry Project* Data Collection tools
Week 6	*Application* Analyzing complex interrelationships between learners, teachers, & Schools	**Reading / Viewing** 1. Robinson, 2010: *Changing Educational Paradigms* **Doing** 1. Discussion forum post (initial and response) 2. Continue Collecting Data for *Critical Inquiry Project*	*Application* Activity 2: IEP World Cafe *Cultural Inquiry Project* Data Collection tools: practice with observations
Week 7	*Application* Analyzing complex interrelationships between learners, teachers, & Schools	**Reading / Viewing** 1. Little, 2013, *21st Century Learning and Progressive Education: an Intersection* **Doing** 1. Discussion forum post (initial and response) 2. Continue Collecting Data for *Critical Inquiry Project*	*Application* Activity 2 (continued): IEP World Cafe *Cultural Inquiry Project* Data Collection tools: practice with interviews

Week 8	*Integration* Education & Society & The Purpose of Education	**Reading / Viewing** **Doing** 1. Submit final field notes for Cultural Inquiry Project	*Integration* Activity 1: Education & Society *Integration* Activity 2: The Purpose of Education *Cultural Inquiry Project* Sharing and refining Field Notes
Week 9	No classes, Fall Break	No classes, Fall Break	
Week 10	*Human Dimension--Self:* Educational Identities & Advocacy *Inquiry Assignment* Data Analysis	**Reading / Viewing** 1. Film review **Doing** 1. Discussion forum post (initial and response)	*Human Dimension--Self:* Activity 1: Exploring your Identity as an Educator *Human Dimension--Self:* Activity 1: Exploring your Identity as an Advocate *Cultural Inquiry Project* Data Analysis
Week 11	*Human Dimension--Others:* Teaching as Relational within schools	**Reading / Viewing** 1. Lange (2014): introduction, *Kids on Youtube* **Doing** 1. Discussion forum post (initial and response)	*Human Dimension--Others:* Activity 1: Teaching as Relational within schools *Cultural Inquiry Project* Designing presentations
Week 12	*Caring* Contributions to Public Education & Imagining your Future Self *Inquiry Assignment* Refining presentations	**Reading / Viewing** 1. Metzger, 1996; *Calling on the Cosmos* **Doing** 1. Discussion forum post (initial and response) 2. Practice and submit final Cultural Inquiry Project Presentation	*Caring* Activity 1: Contributions to Public Education *Caring* Activity 2: Imagining your Future Self *Cultural Inquiry Project* Refining presentations

Week 13	*Inquiry Assignment* Activity 8: Organizing & Articulating data *Inquiry Assignment* Activity 8 (Continued): Organizing & Articulating data	**Reading / Viewing** 1. Review classmates' *Cultural Inquiry Projec*t Presentations **Doing** 1. *Cultural Inquiry Remix* discussion forum	*Cultural Inquiry Project* Student presentations
Week 14	*Inquiry Assignment* Activity 9: Analyzing data & Expressing Findings	**Reading / Viewing** 1. Review classmates' *Cultural Inquiry Projec*t Presentations 2. Read *Teacher Identity Reflection* assignment description **Doing** 1. *Cultural Inquiry Remix* discussion forum (continued)	*Cultural Inquiry Project* Student presentations *Teacher Identity Reflection* Assignment Overview
Week 15	*Learning how to Learn* Activity 1*:* Converging Identities as Learner, Soon-to-be-Teacher, and Caring Citizen	**Reading / Viewing** 1. **Doing** 1. Work on *Teacher Identity Reflection*	*Teacher Identity Reflection* Exploring philosophies of teaching
Week 16	*Learning how to Learn* Activity 2*:* Making Plans for your own Professional Development Writing a Letter to Yourself	**Reading / Viewing** **Doing** 1. Submit Teacher Identity Reflection on TK20	*Teacher Identity Reflection* Writing philosophies of teaching *What's Next* Parting thoughts
Final Exam Week	**Final Exam Time: Epic Finale** **Inquiry Assignment**: Sharing Teacher Identity Reflections		

UNIVERSITY POLICIES & OTHER STATEMENTS

This class adheres to the following policies instituted across all courses at ASU:
https://academicaffairs.appstate.edu/resources/syllabi-policy-and-statement-information

Academic Integrity Code

Printable PDF of the Complete Academic Code (PDF, 417 KB)

Statement on Student Engagement with Courses
Printable PDF of the Statement on Student Engagement with Courses (PDF, 48 KB)

RCOE Commitment to Inclusive Excellence
The Reich College of Education Core at Appalachian State University is committed to supporting our students and fostering an environment that is free of bias, discrimination, and harassment in the classroom and in the broader university community. We are a faculty that strives to model reflection, advocacy, and care for our community in order to work toward an equitable, democratic, and sustainable society. We value student participation in this process. Anyone who feels that the courses, programs, or department fall short of this commitment is encouraged to engage in dialogue with course instructors and/or other program faculty.

Please visit https://titleix.appstate.edu for information related to Appalachian State University's Title IX and http://academicaffairs.appstate.edu/syllabi for the most up-to-date policies on students with special needs, academic integrity, religious observances, and student engagement with courses.

Supporting All Students
Appalachian State University is committed to maintaining a safe learning environment for all students, regardless of sex, sexual orientation, gender, gender expression, and gender identity. To meet this commitment, and to comply with state and federal laws, Appalachian faculty are required to formally report instances of interpersonal violence, such as sexual harassment, relationship violence, stalking, and retaliation, to the Office of Title IX Compliance. Those impacted by interpersonal violence will be provided support, resources, and applicable information. Please visit https://titleix.appstate.edu/ or call (828) 262-2144 for more information.
This course affirms people of all gender expressions and gender identities. If you prefer to be called a different name than what is indicated on the class roster, please let me know. Feel free to correct me on your preferred gender pronoun. If you have any questions or concerns, please do not hesitate to contact me.

Food Insecurity
Food insecurity is defined by the USDA as "a lack of access to enough food for an active, healthy life." Food insecure categories include: reduced caloric intake, reduced food quality, lack of variety in diet, disrupted eating patterns, and hunger. Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, the RCOE houses a food pantry in the James Center and App State also has a food pantry located in East Hall.
https://sustain.appstate.edu/initiatives/food-pantry/