The issues to be discussed in CI 576 will emerge as the semester progresses and will be based on student interest and current events in teacher education. In a sense, the curriculum is constructivist in nature—unfolding from and to meet the needs of the students. Obviously the content will be guided somewhat from the reading material provided and suggested by the instructor. In keeping with the conceptual framework of the College of Education, this course is designed to prepare you as a more reflective teacher educator.

**Course Objectives:**

At the conclusion of this course, you will be able to:

1. Discuss and reflect upon the knowledge base in teacher education;
2. Describe a variety of models for delivery of teacher education programs;
3. Discuss the trends and reform movements within teacher education;
4. Identify pros and cons of various teacher education models;
5. Analyze controversial issues in teacher education;
6. Compare and contrast the strengths and weaknesses of different models and conceptions of teacher education;
7. and reflect upon possible future directions for teacher education programs.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Jan. 20</td>
<td>Course Introduction</td>
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<td>General Introduction to and Discussion of Issues in Teacher Education</td>
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<td>Jan. 27</td>
<td>History and Purpose of Teacher Education</td>
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<td>Feb. 3</td>
<td>Accreditation and Standards in Teacher Education</td>
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<td>Feb. 17</td>
<td>What Should Teachers Know? - The Curriculum of Teacher Education</td>
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<tr>
<td>Feb. 24</td>
<td>Where Should Teachers Be Taught? Research on Methods Courses &amp; Field Experiences</td>
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<tr>
<td>March 2</td>
<td>Research on Professional Learning Communities and Professional Development Schools</td>
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<tr>
<td>March 9</td>
<td>Does Difference Make a Difference? - Preparing Teachers for Diverse</td>
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Population/Multicultural Teacher Education

March 16  No Class - Spring Break
March 23  How Do Teachers Learn to Teach? - Pedagogical Approaches in Teacher Education
March 30  How Do We Know What We Know? – Research in Teacher Education
April 6  What Good is Teacher Education? - Value-Added by Teacher Education
April 13  Preparing School Leaders (School Principals)
April 20  Who’s in Charge of Teacher Education? Authority and Licensure Policies
April 27  Clinical Experiences & Student Teaching
May 4  Other Critical Issues in Teacher Education
May 11  Final Exam due

Required Resource; LiveText Account (see course’s D2L site)

Course Requirements: In addition to participating in class discussions, students will be expected to read the material distributed in class for each topic. In addition, each student is expected to read an additional article related to the weekly topic as well as to prepare two questions for each weekly topic. These questions will be incorporated into the class discussion. The last two sessions of the course do not list a topic in order to provide flexibility for additional topics and to allow for some topics to carry over into a second week of discussion.

Position Paper: A position paper will be due no later than May 4. You will be asked to adopt a position or opinion of one of the topics discussed in class and must use citations to support your arguments. The paper is expected to be 5-6 pages so you must be succinct and clear in presenting your position.

Course Evaluation:
Mid-term exam 30%
Final Exam 30%
Position Paper 30%
Class Participation 10%
Statement on Academic Honesty/Plagiarism – See the Morris Library Guide on Plagiarism (http://libguides.lib.siu.edu/plagiarism)

• Statement of SIU Emergency Procedures
SIU is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in every building on campus and in the Emergency Response Guideline pamphlet. It is also available on BERT’s website at http://www.bert.siu.edu/ and on the Department of Safety’s website www.dps.siu.edu. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Resources for additional academic help – Writing Center, Learning Support Services, tutoring, DSS services, etc. Two examples:
**Supplementary Assistance:** With the cooperation of SIU’s Disability Support Services (DSS), each student who qualifies for reasonable supplementary assistance has the right to receive it. Students requesting supplementary assistance must first register with DSS in Woody Hall B-150, (453-5738) or http://disabilityservices.siu.edu/

Notice: If you have any type of special need(s) or disability for which you require accommodations to promote your learning in this class, please contact me as soon as possible. The Office of Disability Support Services (DDS) offers various support services and can help you with special accommodations. You may wish to contact DDS at 453-5738 or go to Room 150 at Woody Hall to verify your eligibility and options for accommodations related to your special need(s) or disability.

• SIU email policy
Official SIU Student Email Policy: http://policies.siu.edu/policies/email.htm
SIU Student Conduct Code:

• _S_a_l_u_k_i_ _C_a_r_e_s_— The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. To make a referral to Saluki Cares click, call, or send:
http://salukicares.siu.edu/index.html; (618) 453-5714, or siucares@siu.edu.