Code # ED53 (2014) REV2

**New/Special Course Proposal-Bulletin Change Transmittal Form**

X **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

**Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to [mmcginnis@astate.edu](mailto:mmcginnis@astate.edu)

|  |
| --- |
| **New Course or**  **Special Course (Check one box)**  *Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.* |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **Department Chair:** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (If applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date… **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

MLED 4073

2. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Key Issues of Teaching and Learning in the Middle Grades

Short Version: Key Issues in Middle Grades

3. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

lecture

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

5. Is this course dual listed (undergraduate/graduate)?

No

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

7. Brief course description (40 words or fewer) as it should appear in the bulletin.

Current and emerging trends in middle grade organization, curriculum development and instructional practices.

8. Indicate all prerequisites and if this course is restricted to a specific major, which major. (If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

a. Are there any prerequisites?

Prerequisites, MLED 4042, MLED 4109, Two of the following specialty courses: MLED 4002, MLED 4012, MLED 4022, MLED 4032. Co-requisite MLED 411V.

b. Why?

Students taking this class will create lesson plans and assessments appropriate for middle grades. The knowledge from these courses will add in their success.

9. Course frequency(e.g. Fall, Spring, Summer). Not applicable to Graduate courses.

Spring

10. Contact Person (Name, Email Address, Phone Number)

Dr. Ron Towery, Arkansas State University, Jonesboro. PO Box 2350, State University, AR 72467. [Rtowery@astate.edu](mailto:Rtowery@astate.edu) . 870-972-3059

11. Proposed Starting Term/Year

Fall 2015

12. Is this course in support of a new program? No

If yes, what program?

Enter text...

13. Does this course replace a course being deleted? Yes

If yes, what course?

MLED 3073

Has this course number been used in the past? No

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

A. Students completing this course will:

* 1. Apply their knowledge of the needs of middle grade learners by creating developmentally and culturally responsive instruction.
  2. Use technology to support instruction by including active learning using technology in both learning materials developments and their own projects.
  3. Evaluate middle grades practices, programs, and curriculum including: interdisciplinary instruction; teacher-based guidance programs; flexible grouping practices; scheduling learning; activity programs; team teaching; working with communities, families, and resource groups.
  4. Synthesize and evaluate subject matters to ensure optimum selection, sequence, presentation, and evaluation of learning.
  5. Describe the behavioral characteristics required of successful middle grades teachers.
  6. Reflect on practice and professional growth as middle grades teacher.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The mission of the Department of Teacher Education encompasses three areas: teaching, service, and research. This course contributes significantly toward the accomplishment of the department’s goal of preparing Professionally Emerging Teachers and Emerging Professionals in the fields of middle level education.

Linkage to ASU Conceptual Frameworks:

1. Educational Foundations: Understands the historical, philosophical, legal, political,

cultural and organizational foundations that shape education.

2. Learners and Learning: Understands learning processes and the developmental characteristics of learners.

3. Educational Practice: Develops, implements, and evaluates curriculum and instruction according to best practices.

4. Diversity/Exceptional Learners: Adapts educational practice to ensure learning on the part of all students.

5. Communication Skills: Communicates effectively, utilizing appropriate interpersonal and language skills.

ISTE Linkage:

1. Teachers plan and design effective learning environments and experiences supported by technology.

2. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

1. Teacher use technology to enhance their productivity and professional practice.
2. Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply that understanding in practice.

NMSA Guidelines Linkage:

This course addresses some or all of the guidelines for the following areas:

1. Young Adolescent Development in the School Context

3.1, 3.2

1. Philosophy and School Organization

4.1-4.6

1. Curriculum, Pedagogy, and Assessment

5.1-5.8

1. Collaboration

6.1

1. Field Experiences
2. 8.1, 8.2

c. Student population served.

Middle Level Education candidates

d. Rationale for the level of the course (lower, upper, or graduate).

This course in an upper level undergraduate course, which is co-listed with MLED 4112. Student enrolled in the course are in their final internship and course content will be integrated with the internship experience.

16. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Weeks 1- 4

A. Teaching in the middle grades.

A1. Middle schools or middle grades

1. The junior high
2. The middle school
3. Failures

4. Effective practices

4.1 Teaming

4.2 Block schedules

4.3 Teacher advisors

4.4 Community resources

A2. Teaching in the middle grades

1. Implementing practices

* 1. Effective behaviors

A3. A brief look at young adolescents

1. Dangers in generalizations
2. Diversity
3. Selected developmental characteristics
4. Learning and thinking styles

Weeks 5-8

B. Middle grade curriculum and organization

B1. Middle grades curriculum

1. Traditional Perspectives
2. Core curriculum and related domains
3. Curriculum integration
4. Exploratory learning

B2. Organization

1. Learning communities
2. Interdisciplinary teams
3. Interdisciplinary strategies
4. Multiage teams

B3. Managing learning environments

1. Creating positive learning environments
2. Classroom management in the middle grades
3. A look at some current management plans
4. Creating your own management philosophy and plan

Weeks 9-12

C. Developing Instruction in the Middle Grades

C1.Planning Instruction

1. Factors

1. Teams and teaming approaches
2. Planning systems
3. Units and integrated instruction
4. Using technology in teaching
5. Including everyone: diversity in action

C2. Delivering Instruction

1. Developmental considerations
2. Teacher roles and behaviors
3. Grouping
4. Lesson design for different outcomes
5. A look at selected strategies
6. Using block schedules effectively
7. Including special learners

C3. Effective teacher behaviors

1. Selected studies
2. Special characteristics
3. Adapting instruction to all students

C4. Assessing learning

1. Terminology, perspectives, and purposes
2. Traditional assessment
3. Authentic/Alternative assessment
4. Reporting assessment
5. Issues

Weeks 13

D. Guiding students and working with communities

D1. Teachers as counselors

1. Functions of guidance programs

1. Team and collaborative approaches
2. Advisor-Advisee programs
3. Special services

D2. Partners in education

1. Working with parents and families
2. Parent education programs
3. Communities and community service

Week 14

E. The Future

1. E.1. The need for change

E.2. Problems and issues

Week 15 Final Exam

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

1. Students will create an Interdisciplinary Unit, complete a mini-research paper on community involvement, and complete their personal middle school mission statement.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

none

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

no

20. What is the primary intended learning goal for students enrolled in this course?

Students will understand the essential characteristics of developmentally appropriate middle school teaching, learning and curriculum.

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Teaching in the Middle School, M. Lee Manning and Katherine Bucher, 4th Edition, Pearson Merrill Prentice Hall and 2011

This We Believe: Keys to Educating Young Adolescents, Association of Middle Level Education, 2010.

b. Number of pages of reading required per week: 20

c. Number of pages of writing required over the course of the semester: 300

22. High-Impact Activities (Check all that apply)

X Collaborative assignments

Research with a faculty member

X Diversity/Global learning experience

Service learning or community learning

Study abroad

Internship

Capstone or senior culminating experience

Other Explain: Enter text...

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

Students will learn the essential characteristics of an effective middle school.

Learning Activity:(For example, what instructional processes do you plan to use to help students reach this outcome?)

Students will study the essential characteristics of a middle school as defined by Association of Middle Level Education.

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Students will be given an instructor-developed exam covering the essential characteristics of a middle school.

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

Minimally  
Indirectly  
Directly

* 1. Thinking Critically

Minimally  
Indirectly  
X Directly

* 1. Using Technology

Minimally  
X Indirectly  
Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

~~MLED 3073. Key Issues of Teaching and Learning in the Middle Grades Presents the current~~

~~and emerging trends in middle grade curriculum development and instructional practices. Ten clock~~

~~hours of fieldwork are required. Prerequisites, Admission to the Teacher Education Program, MLED~~

~~3003, MLED 3004. Summer.~~

MLED 4073. Key Issues of Teaching and Learning in the Middle Grades

Current and emerging trends in middle grade organization, curriculum development and instructional practices. Prerequisites, MLED 4042, MLED 4109, Two of the following specialty courses: MLED 4002, MLED 4012, MLED 4022, MLED 4032. Co-requisite MLED 411V. Spring

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