Code # ED54 (2014) REV2

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

**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 4109

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).

Teaching Internship I

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.

Internship

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.

Instructional practices conducive to successfully teaching and assessing the middle level learner.

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?

Yes – Admission into Teacher Education Program, MLED 3043, MLED 3053, RDNG 4343, Co-requisite: MLED 4042, Two of the following specialty courses: MLED 4002, MLED 4012, MLED 4022, MLED 4032.

b. Why?

This is a course where students need background knowledge in middle level students, assessment procedures, and teaching techniques.

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

Fall

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 . 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 4033

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)

In order to prepare candidates to be future teachers, candidates will be equipped to:

1. demonstrate knowledge of effective classroom management programs and procedures
2. plan and implement effective instructional sequence for middle grade students
3. demonstrate skill in managing classroom settings
4. reflect on practice in order to become more effective in instructional delivery
5. use a variety of instructional approaches and assessment procedures
6. demonstrate appropriate professional conduct
7. collect observational data and compare it to findings in professional literature
8. integrate instruction from content areas or design and implement instruction integrating different content areas?
9. practice meeting the needs of diverse learners

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.

**This course supports the Arkansas Department of Education’s competencies for middle level education.**

**Specifically, the course will address the following Learning to Teach, Teaching to Learn Conceptual Framework** Standards

Professionalism

Diversity

Communication Skills

Curriculum

Subject Matter

Teaching Models

Classroom Management

Assessment

Reflective Teaching

**Specifically, the course will address the following Association of Middle Level Education Standards**

Standard 1: Young Adolescent Development

Element a: Knowledge of Young Adolescent Development

Element b: Knowledge of the Implications of Diversity on Young Adolescent Development

Element c: Implications of Young Adolescent Development for Middle Level Curriculum and Instruction

Element d: Implications of Young Adolescent Development for Middle Level Programs and Practices

Standard 2: Middle Level Curriculum

Element a: Subject Matter Content Knowledge

Element b: Middle Level Student Standards

Element c: Interdisciplinary Nature of Knowledge

Standard 3: Middle Level Philosophy and School Organization

Element a: Middle Level Philosophical Foundations

Element b: Middle Level Organization and Best Practices

Standard 4: Middle Level Instruction and Assessment

Element a: Content Pedagogy

Element b: Middle Level Instructional Strategies

Element c: Middle Level Assessment and Data-informed Instruction

Element d: Young Adolescent Motivation

Standard 5: Middle Level Professional Roles

Element a: Professional Roles of Middle Level Teachers

Element b: Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices

Element c: Working with Family Members and Community Involvement

Element d: Dispositions and Professional Behaviors

**Specifically, the course will address the following InTASC Standards**

The Learner and Learning

Standard 1: Learner Development

Standard 2: Learning Differences

Standard 3: Learning Environments

Content

Standard 4: Content Knowledge

Standard 5: Application of Content

Instructional Practice

Standard 6: Assessment

Standard 7: Planning for Instruction

Standard 8: Instructional Strategies

Professional Responsibilities

Standard 9: Professional Learning and Ethical Practice

Standard 10: Leadership and Collaboration.

c. Student population served.

Students enrolled in the BSE in Middle Level Education

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

This course in an upper level course because it builds on professional education prerequisite coursework.

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.)

Week 1: On campus 4 days and initial visit to internship site: “First Day of School” experience\*

Week 2: On campus 4 days and follow up visit to intern site\*

Week 3: On campus 4 days and follow up visit to intern site\*

Week 4: On campus 4 days and follow-up visit to internship site\*

Week 5: On campus 2 days\*and at internship site 3 days per week. Complete structured observations

Week 6: On campus 2 days\* and at internship site 3 days per week. Complete structured observations and begin assisting classroom teacher and perform non-teaching duties

Week 7: On Campus 2 days\* and at internship 3 days. Teach initial lesson(s)

Week 8: Classroom teacher and intern co-teach all week in the field sire

Week 9: Classroom teacher and Intern co-teach, all week in the field site Seminar day 1

Week 10: On Campus 2 days and in field site 3 days

Week 11: On Campus 2 days and in field site 3 days

Week 12: Teaching full time

Week 13: Teaching full time

Week 14: Transition back to classroom teacher on campus 2 days, Seminar Day 2

Week 15: On Campus 4 days\*, Seminar 3

\* This course is designed to be integrated with 2 methods courses and a classroom management course, where part of the time candidates are in class and other times they are in public schools for the internship.

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

With assistance from a certified classroom teacher (Clinical Supervisor) and a University Supervisor, the Student will demonstrate effective professional practice in a middle level classroom internship.

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

Requires extended time in the 4-8 grade classroom

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

No increased staffing, university supervisors will be required to travel, so a course fee will be required to cover mileage.

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

With assistance from a certified classroom teacher (Clinical Supervisor) and a University Supervisor, the Student will demonstrate effective professional practice in an middle level classroom internship.

21. Reading and writing requirements:

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

None

b. Number of pages of reading required per week: Enter text...

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

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

Collaborative assignments

Research with a faculty member

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 be able to deliver effective lessons to students in selected content areas of grades 4-8 related to their areas of specialization (AMLE Standards 2 and 4)

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

Students will prepare and teach a minimum of ten weeks full time..

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

Students will be evaluated by the clinical supervisor and the university supervisor using the ASU Conceptual Framework aligned rubric.

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  
Directly

* 1. Using Technology

Minimally  
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 4033. Curriculum Applications in the Middle Grades: Field II~~** ~~The application of in­structional practices conducive to successfully teaching and assessing the middle level learner. Requires extended fieldwork. Prerequisites, Admission to the Teacher Education Program, MLED 3002, MLED 3003, MLED 3004, Pre- or corequisite, MLED 3073. Fall.~~

MLED 4109 Teaching Internship I

Instructional practices conducive to successfully teaching and assessing the middle level learner. Prerequisites: Admission into Teacher Education Program, MLED 3043, MLED 3053, RDNG 4343, Co-requisite: MLED 4042, Two of the following specialty courses: MLED 4002, MLED 4012, MLED 4022, MLED 4032. Fall.

Page 436