Code # ED56 (2014) REV

**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)

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| --- |
| **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.* |

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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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.)

TE 2003

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).

Introduction to Education

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 and Lab

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

Standard Letter grades

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.

Provides prospective educators with an introduction to teaching in a pluralistic society, and an understanding of the historical multicultural, sociological philosophical, legal, political, curricular dimensions of American education. Students will be assigned a field placement that matches their licensure area.

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?

None

b. Why?

Introductory class for Teacher Education majors

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

Fall and 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 . 870-972-3059

11. Proposed Starting Term/Year

Fall 2015

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

If yes, what program?

No

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

If yes, what course?

MLED 2033, ECH 2033

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)

Licensure changes from ADE with a number of the teacher education programs moving to K-12. This will in the near future be a comprehensive introductory course for all levels of teaching (PK-12).

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 3: Middle Level Philosophy and School Organization

Element a: Middle Level Philosophical Foundations

Standard 5: Middle Level Professional Roles

Element a: Professional Roles of Middle Level Teachers

Element c: Working with Family Members and Community Involvement

Element d: Dispositions and Professional Behaviors

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

DEVELOPMENT, LEARNING AND MOTIVATION

1.0 Development, Learning, and Motivation

INSTRUCTION

3.1 Integrating and applying knowledge for instruction

3.2 Adaptation to diverse students

3.3 Development of critical thinking and problem solving

3.4 Active engagement in learning

3.5 Communication to foster collaboration

ASSESSMENT

4.0 Assessment for instruction

PROFESSIONALISM

5.1 Professional growth, reflection, and evaluation

5.2 Collaboration with families, colleagues, and community agencies

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

The Learner and Learning

Standard 2: Learning Differences

Standard 3: Learning Environments

Instructional Practice

Standard 6: Assessment

Standard 7: Planning for Instruction

Professional Responsibilities

Standard 9: Professional Learning and Ethical Practice

c. Student population served.

Teacher Education Candidates

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

This is a lower level course because it is an introductory course to the fields of education

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**: Introduction and orientation to the course , the following weeks will be used to discuss the textbook and observations.

**Week 2**: Chapter 1: Why Teach?

**Week 3:** What is a school and what is it for?

**Week 4:** Chapter 9 What are the philosophical foundations of American education?

**Week 5** Chapter 3: Who are the today’s students in a diverse society?

**Week 6**: What are the social problems that affect today’s students?

**Week 7:** Read Discuss “Letter from a Birmingham Jail”: Dr. King

**Week 8**: Chapter 5: What is taught?

**Week 9**: Chapter 6 What makes a teacher effective?

**Week 10**: What are the ethical and legal issues facing teachers?

**Week 11**: Discuss the issues and challenges from the classroom and non/classroom observations

**Week 12**: What is the history of America’s struggle for educational opportunities?

**Week 13:** What are your job options in education?

**Week 14**: What does it mean to be a professional**?**

**Week 15**: Final Exam**.**

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

Three examinations, one philosophy of education paper, four classroom observation papers and two non/classroom observation papers

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

The lab involves the students attending an assigned school for 8 days over 8 weeks. The length of the observation is 2-3 clock hours per visit.

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 different aspects of the teaching profession.

21. Reading and writing requirements:

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

Kevin Ryan and James Cooper, (2103). Those Who Can, Teach, 13th Edition. Wadsworth Cengage Learning, Boston, MA>.

b. Number of pages of reading required per week: 30-50 depending on the length of the chapters

c. Number of pages of writing required over the course of the semester: 16-20 pages

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: Field observations required

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 understand the different aspects of the teaching profession.

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

Students will read relevant articles and will observe public school teachers in a field experience.

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

Students will demonstrate their understanding of the teaching profession on a final exam, which will be graded by the instructor using a 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 2033. Introduction to Teaching: Field Experiences I An overview of the purposes~~

~~and functions of education. The complex role and responsibilities of a teacher begin to be examined within the school setting. Thirty clock hours of elementary classroom observation required. Prerequisite, 15 semester hours. Cross-listed with ECH 2033. Fall, Spring.~~

TE 2003 Introduction to Education

Provides prospective educators with an introduction to teaching in a pluralistic society, and an understanding of the historical multicultural, sociological philosophical, legal, political, curricular dimensions of American education. Students will be assigned a field placement that matches their licensure area. Fall, Spring.

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