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| For Academic Affairs and Research Use Only |
| Proposal Number | EBS12 |
| CIP Code:  |  |
| Degree Code: |  |

**NEW OR MODIFIED COURSE PROPOSAL FORM**

**[x ] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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| **[ X ]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

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| \_\_\_Joanna Grymes**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** Enter date…**Department Curriculum Committee Chair** | \_\_\_Amanda Lambertus\_\_\_\_\_\_ 3/13/2023**COPE Chair (if applicable)** |
| \_\_\_Nicole Covey\_\_\_\_\_\_\_\_\_ Enter date…**Department Chair** | \_\_\_\_\_\_\_Mary Jane Bradley \_ 03/31/2023**Head of Unit (if applicable)**   |
| \_\_\_\_\_\_\_\_\_Joanna M Grymes\_ 02/17/23**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| \_\_\_Mary Elizabeth Spence\_\_\_\_ 02/06/23**Office of Accreditation and Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| \_\_\_Mary Jane Bradley\_\_\_\_\_\_ 2/24/23**College Dean** | \_\_\_\_\_\_ Len Frey\_\_\_\_\_\_\_\_ 4/20/23**Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (if applicable)**   |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Nicole Covey, ncovey@astate.edu, 972.3767

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

FALL 23..

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)** *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **ELED**  |
| **Number\*** |  | **4204** |
| **Title** (include a short title that’s 30 characters or fewer) |  | **Residency Internship I Elementary Education** **Residency Internship I ELED**  |
| **Description\*\*** |  | **Performance-based residency designed to build upon prior knowledge and further develop pedagogical knowledge and skills, content, and application of content knowledge, and further the pre-service teacher resident's development. Prerequisites: Admission into Teacher Education Program, Acceptance into Residency program; ELED 3103, ELED 3113, ELED 3143, RDNG 3223, ELSE 3643. Corequisites, ELED 4012, ELED 4112, ELED 4122, ELED 4132, ELED 4142 , RDNG 4103. Fall, Spring.** |

 ***\**** Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*.

\*\*Forty words or fewer (excepting prerequisites and other restrictions) as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(Indicate all prerequisites. 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).

1. **Yes**  Are there any prerequisites?
	1. If yes, which ones?
	2. Perquisites: Admission to Teacher Education program, Acceptance into Residency program, ELED 3103, ELED 3113, ELED 3143, RDNG 3223, ELSE 3643

Corequisites; ELED 4102, ELED 4112, ELED 4122, ELED 4132, ELED 4142, RDNG 4103

* 1. Why or why not?

This is a pre-capstone internship course completed along with other courses; this semesters block of courses brings the student into the classroom applying content coursework being taken the same semester (methods courses, classroom management, reading assessment and instruction).

1. **Yes**  Is this course restricted to a specific major?
	1. If yes, which major? BSE Elementary Education
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

FALL, SPRING

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Internship/practicum

1. **Proposed grade type [Modification requested? Yes/No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard letter

1. NO Is this course dual-listed (undergraduate/graduate)?
2. NO Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

 Enter text...

 **b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

 Enter text...

1. NO Is this course in support of a new program?

a. If yes, what program?

 Enter text...

1. NO Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

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

3 days each week at placement, 2 days each week at A-State for corequisite methods and pedagogy courses

Week 1: Observe and assist teacher

 Week 2: Observe and assist teacher

 Week 3: Begin teaching few lessons

 Week 4: Begin teaching few lessons

 Week 5: Begin teaching few lessons

 Week 6: Begin teaching few lessons

 Week 7: Teach ½ of the day

 Week 8: Teach ½ of the day

 Week 9: Teach ½ of the day

 Week 10: Teach all day

 Week 11: Teach all day

 Week 12: Teach all day

 Week 13: Teach all day

 Week 14: Teach all day

 Week 15: Teach all day (Summative Evaluation completed)

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

Residents (teacher candidates) will be placed in a public school classroom to observe and transition to teaching the class for a 15 week semester.

1. **Department staffing and classroom/lab resources**

Existing faculty will teach the course.

1. Will this require additional faculty, supplies, etc.?

NO

1. **Yes / No** Does this course require course fees?

 *If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

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

 This course provides an alternative route for internship for Elementary Education teachers. The Residency Option allows students to be immersed in a partner public school for a semester and fits within the Division of Elementary and Secondary Education’s plan for school residency programs as an optional route to teacher licensure. The goals for the course meet the Arkansas Teacher Standards and mirror the course goals and outcomes for the traditional ELED 4104 Teaching Internship I. The Arkansas Teaching Standards addressed by this course are ATS #1 Learner Development; #2 Learning Differences; #3 Learning Environments; #4 Content Knowledge; #5 Application of Content; #6 Assessment; #7 Planning Instruction; #8 Instructional Strategies; #9 Professional Learning and Ethical Practice; and #10 Leadership and Collaboration.

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

 A primary goal of the Department of Teacher Education is preparing Professionally Emerging Teachers and Emerging Professionals in the fields of early childhood education, elementary education, middle grades education, secondary education, and reading. This residency experience fits well within that context as well as increases our partnerships with area public schools.

c. Student population served.

Senior BSE Elementary Education students admitted to the Residency program .

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

 Upper level: This internship residency experience is the prerequisite to the capstone internship. Students will have completed all but 2 semesters of the program prior to being admitted to the course.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes / No** Do the proposed modifications result in a change to the assessment plan?

 *If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

**Standard #1: Learner Development.** The teacher understands how learners grow and

develop, recognizing that patterns of learning and development vary individually within and

across the cognitive, linguistic, social, emotional, and physical areas, and designs and

implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual

differences and diverse cultures and communities to ensure inclusive learning environments

that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create

environments that support individual and collaborative learning, and that encourage positive

social interaction, active engagement in learning, and self-motivation.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of

inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences

that make the discipline accessible and meaningful for learners to assure mastery of the

content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts

and use differing perspectives to engage learners in critical thinking, creativity, and

collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of

assessment to engage learners in their own growth, to monitor learner progress, and to guide

the teacher’s and learner’s decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every

student in meeting rigorous learning goals by drawing upon knowledge of content areas,

curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the

community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of

instructional strategies to encourage learners to develop deep understanding of content areas

and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing

professional learning and uses evidence to continually evaluate his/her practice, particularly

the effects of his/her choices and actions on others (learners, families, other professionals,

and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership

roles and opportunities to take responsibility for student learning, to collaborate with

learners, families, colleagues, other school professionals, and community members to ensure

learner growth, and to advance the profession.

1. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

Please note: Due to this being culminating Internship course, all Key Assessments (Assessment Measures) will speak to all Standards listed in #19.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #19)** | Capstone Internship/Residency Portfolio-- Our university supervisor-scored portfolios per rubric mean will be within 1.0 difference of the Pearson-scored portfolios per rubric mean on all 15 rubrics. |
| Assessment Measure | The Capstone Portfolio represents a culmination of the Elementary Education program for primary grades. Provides 8 weeks of directed teaching under the supervision of a qualified clinical supervisor in a K - 3 and 4-6 settings. Required application of knowledge, skills and demonstration of appropriate dispositions for teaching. The students completes 3 tasks that encompass: planning, teaching, and assessing student learning in the classroom. |
| Assessment Timetable | Every fall and spring semester |
| Who is responsible for assessing and reporting on the results? | PEP Office Data Assessment CoordinatorDepartment Chair, Teacher EducationElementary Education Program Coordinator |

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| **Program-Level Outcome 1 (from question #19)** | edTPA-- Achieve an overall pass rate of 80% or higher of those assessments submitted to Pearson for scoring. |
| Assessment Measure | edTPA is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom. |
| Assessment Timetable | Every fall and spring semester |
| Who is responsible for assessing and reporting on the results? | PEP Office Data Assessment CoordinatorDepartment Chair, Teacher EducationElementary Education Program Coordinator |

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| **Program-Level Outcome 1 (from question #19)** | Praxis II Content Knowledge Exams-- Overall student pass rate of 80% or higher on all 4 content exams. |
| Assessment Measure | The Praxis ® tests measure the academic skills and subject-specific content knowledge needed for teaching. The Praxis tests are taken by individuals entering the teaching profession as part of the certification process required by many states and professional licensing organizations. |
| Assessment Timetable | Every fall and spring semester |
| Who is responsible for assessing and reporting on the results? | PEP Office Data Assessment CoordinatorDepartment Chair, Teacher EducationElementary Education Program Coordinator |

*(Repeat if this new course will support additional program-level outcomes)*

 **Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | Residents will become more skilled at building family relations and promoting individual children’s learning and development. |
| Which learning activities are responsible for this outcome? | Parent Involvement in the classroomSchool and Community Involvement in the classroomTeaching Episodes  |
| Assessment Measure  | Classroom Parent Involvement Project (TASK 4)School Community Involvement Project (TASK 5)Teaching Episodes Formative and Summative Evaluations |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | Residents will demonstrate knowledge of planning and preparation; instruction; professional responsibilities; and classroom environment. |
| Which learning activities are responsible for this outcome? | Planning for Instruction and Assessment in the classroomInstructing and Engaging Students in Learning in the classroomAssessing Student Learning in the classroomTeaching Episodes  |
| Assessment Measure  | Planning for Instruction and Assessment (TASK 1)Instructing and Engaging Students in Learning (TASK 2)Assessing Student Learning (TASK 3)Teaching Episodes Formative and Summative Evaluations |

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| **Outcome 3** | Residents will synthesize knowledge of PLCs and their importance in real world school settings. |
| Which learning activities are responsible for this outcome? | Professional Learning Communities in the schoolsTeaching Episodes |
| Assessment Measure  | Professional Learning Community Assessment III (TASK 7)Teaching Episodes Formative and Summative Evaluations |

**Bulletin Changes**

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| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.** **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  |

**BEFORE**

[**https://catalog.astate.edu/content.php?filter%5B27%5D=ELED&filter%5B29%5D=&filter%5Bcourse\_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur\_cat\_oid=3&expand=&navoid=78&search\_database=Filter#acalog\_template\_course\_filter**](https://catalog.astate.edu/content.php?filter%5B27%5D=ELED&filter%5B29%5D=&filter%5Bcourse_type%5D=-1&filter%5Bkeyword%5D=&filter%5B32%5D=1&filter%5Bcpage%5D=1&cur_cat_oid=3&expand=&navoid=78&search_database=Filter#acalog_template_course_filter)

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| **Elementary Education** |
|    | •  [ELED 480V - Special Topics](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4411) **Sem. Hrs:** **Variable** |
|    | •  [ELED 1001 - Introduction to Technology](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4393) **Sem. Hrs:** **1** |
|    | •  [ELED 2113 - Child Growth and Learning](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4394) **Sem. Hrs:** **3** |
|    | •  [ELED 3003 - Human Growth and Learning](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4395) **Sem. Hrs:** **3** |
|    | •  [ELED 3103 - Effective Assessment in Elementary Grades](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4396) **Sem. Hrs:** **3** |
|    | •  [ELED 3113 - Children’s Literature in Elementary Grades](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4397) **Sem. Hrs:** **3** |
|    | •  [ELED 3143 - Integrating the Curriculum and Instructional Strategies for Elementary Students](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4398) **Sem. Hrs:** **3** |
|    | •  [ELED 3163 - Characteristics of and Differentiation of Instruction for Diverse Learners](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4399) **Sem. Hrs:** **3** |
|    | •  [ELED 3183 - Technology in the Elementary Classroom](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4400) **Sem. Hrs:** **3** |
|    | •  [ELED 4053 - Teacher-Made Materials for Use in Learning and Interest Centers](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4401) **Sem. Hrs:** **3** |
|    | •  [ELED 4102 - Methods of Teaching Language Arts in Elementary Grades](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4402) **Sem. Hrs:** **2** |
|    | •  [ELED 4104 - Teaching Internship I, Elementary](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4403) **Sem. Hrs:** **4** |
|    | •  [ELED 4112 - Methods of Teaching Social Studies in Elementary Grades](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4404) **Sem. Hrs:** **2** |
|    | •  [ELED 4122 - Methods of STEM, Mathematics](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4405) **Sem. Hrs:** **2** |
|    | •  [ELED 4132 - Methods of STEM, Science](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4406) **Sem. Hrs:** **2** |
|  | **•**[**ELED 4142 - Classroom Management for Elementary Grades**](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4407)**Sem. Hrs: 2****ELED 4204 – Residency Internship I Elementary Education Sem Hrs: 4****Performance-based residency designed to build upon prior knowledge and further develop pedagogical knowledge and skills, content, and application of content knowledge, and further the pre-service teacher resident's development. Prerequisites: Admission into Teacher Education Program, Acceptance into Residency program; ELED 3103, ELED 3113, ELED 3143, RDNG 3223, ELSE 3643. Corequisites, ELED 4012, ELED 4112, ELED 4122, ELED 4132, ELED 4142, RDNG 4103. Fall, Spring.** |
|    | •  [ELED 4216 - Teaching Internship II](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4408) **Sem. Hrs:** **6** |
|    | •  [ELED 4226 - Teaching Internship III](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4409) **Sem. Hrs:** **6** |
|    | •  [ELED 4613 - Techniques of Behavior Management](https://catalog.astate.edu/preview_course_nopop.php?catoid=3&coid=4410) **Sem. Hrs:** **3** |
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Before <https://catalog.astate.edu/preview_program.php?catoid=3&poid=527>

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| Elementary Education, (Kindergarten - Grade 6 License), BSE |
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A complete 8-semester degree plan is available at <https://www.astate.edu/info/academics/degrees/> |
| UNIVERSITY REQUIREMENTS:See [University General Requirements for Baccalaureate degrees](https://catalog.astate.edu/content.php?catoid=3&navoid=67#university-general-requirements-for-all-baccalaureate-degrees)FIRST YEAR MAKING CONNECTIONS COURSE:* [UC 1013 - Making Connections](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**

GENERAL EDUCATION REQUIREMENTS:* See [General Education Curriculum for Baccalaureate Degrees](https://catalog.astate.edu/preview_program.php?catoid=3&poid=447) **Sem. Hrs: 35**

Students with this major must take the following:* [PHSC 1203 - Physical Science](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
* [PHSC 1201 - Physical Science Laboratory](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **1**
* [BIOL 1003 - Biological Science](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
* [BIOL 1001 - Biological Science Laboratory](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **1**
*
* [ENG 2003 - World Literature to 1660](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
* ***OR***
* [ENG 2013 - World Literature since 1660](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
*
* [HIST 2763 - The United States to 1876](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
* ***OR***
* [HIST 2773 - The United States since 1876](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
*
* [HIST 1013 - World History to 1500](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
* ***OR***
* [HIST 1023 - World History since 1500](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
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* [POSC 2103 - Introduction to United States Government](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
* [COMS 1203 - Oral Communication](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3** (Required Departmental Gen. Ed. Option)

PROFESSIONAL EDUCATION REQUIREMENTS:Courses denoted below with an asterisk (\*) require admission to the Teacher Education Program.* [ELED 2113 - Child Growth and Learning](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
* [ELED 3103 - Effective Assessment in Elementary Grades](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3** \*
* [ELED 3113 - Children’s Literature in Elementary Grades](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3** \*
* [ELED 3143 - Integrating the Curriculum and Instructional Strategies for Elementary Students](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3** \*
* [ELED 3163 - Characteristics of and Differentiation of Instruction for Diverse Learners](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3** \*
* [ELED 3183 - Technology in the Elementary Classroom](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3** \*
* [ELED 4102 - Methods of Teaching Language Arts in Elementary Grades](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **2** \*
* [ELED 4104 - Teaching Internship I, Elementary](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **4** \*
* **or**
* **ELED 4204, Residency Internship I Elementary Education Sem. Hrs: 4\***
* [ELED 4112 - Methods of Teaching Social Studies in Elementary Grades](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **2** \*
* [ELED 4122 - Methods of STEM, Mathematics](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **2** \*
* [ELED 4132 - Methods of STEM, Science](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **2** \*
* [ELED 4142 - Classroom Management for Elementary Grades](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **2** \*
* [ELED 4216 - Teaching Internship II](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **6** \*
* [ELED 4226 - Teaching Internship III](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **6** \*
* [ELSE 3643 - The Exceptional Student in the Regular Classroom](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
* [RDNG 3203 - Foundations of Reading Instruction](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3** \*
* [RDNG 3223 - Content Area Reading and Writing in Elementary School](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3** \*
* [RDNG 4103 - Literacy Assessment, Diagnosis and Development](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3** \*
* [TE 2003 - Introduction to Education](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**

Sub-total: 59ADDITIONAL REQUIREMENTS:* [ARED 3702 - Children and Art](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **2**
* [GSP 3203 - Science for Teachers](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
* [MATH 2113 - Mathematics for School Teachers I](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
* [MATH 2123 - Mathematics for School Teachers II](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
* [MATH 3133 - Mathematics for School Teachers III](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
* [MUED 3612 - Music and Methods for the Classroom Teacher](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **2**
* [PE 3802 - Physical Education for Teachers of Young Children](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **2**
* Additional General Education Laboratory Science Elective AND Lab **Sem. Hrs: 4**

Select one of the following:Additional Social Science content elective* [GEOG 2613 - Introduction to Geography](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
* [GEOG 3603 - World Regional Geography](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
* [ECON 2313 - Principles of Macroeconomics](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
* [ECON 2333 - Economic Issues and Concepts](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**

Sub-total: 25LICENSURE REQUIREMENT:* [HIST 3083 - History of Arkansas](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**

TOTAL REQUIRED HOURS: 125 |

After

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| Elementary Education, (Kindergarten - Grade 6 License), BSE |
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A complete 8-semester degree plan is available at <https://www.astate.edu/info/academics/degrees/> |
| UNIVERSITY REQUIREMENTS:See [University General Requirements for Baccalaureate degrees](https://catalog.astate.edu/content.php?catoid=3&navoid=67#university-general-requirements-for-all-baccalaureate-degrees)FIRST YEAR MAKING CONNECTIONS COURSE:* [UC 1013 - Making Connections](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**

GENERAL EDUCATION REQUIREMENTS:* See [General Education Curriculum for Baccalaureate Degrees](https://catalog.astate.edu/preview_program.php?catoid=3&poid=447) **Sem. Hrs: 35**

Students with this major must take the following:* [PHSC 1203 - Physical Science](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
* [PHSC 1201 - Physical Science Laboratory](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **1**
* [BIOL 1003 - Biological Science](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
* [BIOL 1001 - Biological Science Laboratory](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **1**
*
* [ENG 2003 - World Literature to 1660](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
* ***OR***
* [ENG 2013 - World Literature since 1660](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
*
* [HIST 2763 - The United States to 1876](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
* ***OR***
* [HIST 2773 - The United States since 1876](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
*
* [HIST 1013 - World History to 1500](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
* ***OR***
* [HIST 1023 - World History since 1500](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
*
* [POSC 2103 - Introduction to United States Government](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
* [COMS 1203 - Oral Communication](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3** (Required Departmental Gen. Ed. Option)

PROFESSIONAL EDUCATION REQUIREMENTS:Courses denoted below with an asterisk (\*) require admission to the Teacher Education Program.* [ELED 2113 - Child Growth and Learning](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
* [ELED 3103 - Effective Assessment in Elementary Grades](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3** \*
* [ELED 3113 - Children’s Literature in Elementary Grades](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3** \*
* [ELED 3143 - Integrating the Curriculum and Instructional Strategies for Elementary Students](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3** \*
* [ELED 3163 - Characteristics of and Differentiation of Instruction for Diverse Learners](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3** \*
* [ELED 3183 - Technology in the Elementary Classroom](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3** \*
* [ELED 4102 - Methods of Teaching Language Arts in Elementary Grades](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **2** \*
* [ELED 4104 - Teaching Internship I, Elementary](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **4** \*
* **or**
* **ELED 4304, Residency Internship I Elementary Education Sem. Hrs: 4\***
* [ELED 4112 - Methods of Teaching Social Studies in Elementary Grades](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **2** \*
* [ELED 4122 - Methods of STEM, Mathematics](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **2** \*
* [ELED 4132 - Methods of STEM, Science](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **2** \*
* [ELED 4142 - Classroom Management for Elementary Grades](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **2** \*
* [ELED 4216 - Teaching Internship II](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **6** \*
* [ELED 4226 - Teaching Internship III](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **6** \*
* [ELSE 3643 - The Exceptional Student in the Regular Classroom](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**
* [RDNG 3203 - Foundations of Reading Instruction](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3** \*
* [RDNG 3223 - Content Area Reading and Writing in Elementary School](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3** \*
* [RDNG 4103 - Literacy Assessment, Diagnosis and Development](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3** \*
* [TE 2003 - Introduction to Education](https://catalog.astate.edu/preview_program.php?catoid=3&poid=527) **Sem. Hrs:** **3**

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