## NEW COURSE PROPOSAL FORM

**TO:** STUDENT ASSESSMENT COMMITTEE

**ACADEMIC AREA:** SCHOOL OF EDUCATION

**PROPOSEd by**: Eileen Deluca, PH.D.

**PRESENTER:** Eileen Deluca

**DATE:** 10/12/2010

**COURSE PREFIX, NUMBER AND TITLE:**

### LAE 4940-Internship in Middle Grades Language Arts- 12 CREDITS

### SECTION I

**COURSE INFORMATION: TYPE iN THE APPROPRIATE INFORMATION FOR EACH ITEM:**

**DEPARTMENT: School of Education**

**COURSE PREREQUISITE(S):** Successful completion of all other coursework in the B.S. in Middle Grades Language Arts program of studies.

**MINIMUM GRADE OF prereqUISITE(s):** 2.5

**COURSE COREQUISITE(S):** LIST ALL COREQUISITES IN SEQUENTIAL ORDER

**COURSE CREDITS OR CLOCK HOURS:** 12

**credit type: COLLEGE CREDIT (TRANSFERABLE)**

**CONTACT HOURS:** 3

**COURSE DESCRIPTION:**

This course requires teacher candidates to lead instruction in an area 5-9 language arts classroom under the supervision of a trained clinical educator. Guided by the Florida Educator Accomplished Practices, ESOL Performance Standards, and ESOL K-12 Competencies and Skills, and Reading competencies, teacher candidates will write lesson plans, choose materials, conduct lessons, and manage student behavior during one semester of full day internship. Over the course of the internship, teacher candidates will conduct systematic inquiry about their work with children in 5-9 school settings and continually revise their classroom instruction and management through a cycle of reflective practice. Teacher candidates will participate in a series of required mandatory seminars at Edison State College.

**GENERAL TOPIC OUTLINE:**

* Final Internship
* Instructional Resources, Materials and Tools
* Formal and Informal Assessments
* Curriculum Integration
* Inclusive strategies for diverse learners including students with exceptionalities and English Language Learners (ELLs)

**LEARNING OUTCOMES:**

TYPE IN ALL OF THE LEARNING OUTCOMES, ASSESSMENTS AND GEN ED COMPETENCIES AS THEY SHOULD BE DISPLAYED IN THE SYLLABUS

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| --- | --- | --- |
| **LEARNING OUTCOMES** | **ASSESSMENTS** | **GENERAL EDUCATION COMPETENCIES** |
| **The teacher candidate will integrate theoretical knowledge from previous education courses and field experience to teach in a 5-9 setting, demonstrating proficiency at the preprofessional level as defined by the Florida Educator Accomplished Practices.** | Final Internship Showcase  Benchmark Teacher Candidate Teaching Evaluation and Final Evaluation Forms to be completed by Mentor Teacher | TIM |
| **The teacher candidate will integrate theoretical knowledge from previous education courses and field experience to teach ELLs in the 5-9 setting, demonstrating proficiency as defined by the Florida Teacher Standards for ESOL Endorsement and ESOL K-12 Competencies and Skills.** | ESOL Capstone Project |  |
| **The teacher candidate will integrate theoretical knowledge from previous education courses and field experience to teach reading and literacy in the 5-9 setting, demonstrating proficiency as defined by the Florida Reading Endorsement Competencies.** | Reading Capstone Project |  |
| **The teacher candidate will document continued growth and development through systematic reflective practice as documented in a reflective journal spanning the internship.** | Reflective Journal: Final Internship | COM |
| **The teacher candidate will apply practices and behaviors specified at the preprofessional level of the Florida Educator Accomplished Practices in a 5-9 setting.** | Benchmark Teacher Candidate Teaching Evaluation and Final Evaluation Forms to be completed by Mentor Teacher |  |
| **The teacher candidate will evaluate the Florida Educator Accomplished Practices and self-reflect by creating a professional development plan.** | Professional Development Plan |  |
| **The teacher candidate will analyze the impact of their teaching on student learning by collecting, analyzing and synthesizing classroom assessment data.** | Impact on Student Learning Assessment Project | CT |

### SECTION II

**ICS CODE FOR THIS COURSE:** ADVANCED AND PROFESSIONAL - 1.14.08 - EDUCATION

**IF YOU INTEND TO RESTRICT STUDENT REGISTRATION BASED ON THE STUDENTS’ MAJOR(S), ENTER ALL APPLICABLE MAJOR RESTRICTION CODE(S):** LAED

**GRADE MODE:** STANDARD GRADING

**IS THIS A GENERAL EDUCATION COURSE?** no

**IS THIS A WRITING INTENSIVE COURSE?** NO

**iS THIS AN HONORS COURSE?** NO

**IS THIS A REPEATABLE COURSE?** NO

**IF SO, WHAT IS THE MAXIMUM NUMBER OF CREDITS A STUDENT CAN EARN FOR THIS COURSE?** ENTER NUMBER

**DO YOU EXPECT TO OFFER THIS COURSE THREE TIMES OR LESS?** NO

**WILL THIS NEW COURSE HAVE AN IMPACT ON OTHER COURSES, PROGRAMS OR DEPARTMENTS?** NO

**eXPLAIN:**

CLICK HERE TO ENTER TEXT.

**IF YES, HAVE YOU DISCUSSED THIS PROPOSAL WITH ANYONE (FROM OTHER DEPARTMENTS AND/OR PROGRAMS) REGARDING THE IMPACT? WERE ANY AGREEMENTS REACHED?**

CLICK HERE TO ENTER TEXT.

**DO YOU ANTICIPATE THAT STUDENTS WILL BE TAKING ANY OF THE PREREQUISITES LISTED FOR THIS COURSE IN DIFFERENT PARTS OF THE SAME TERM?** NO

**IS ANY COREQUISITE LISTED ON THIS COURSE ALSO LISTED AS A COREQUISITE ON ITS PAIRED COURSE?** SELECT ANSWER.

eXAMPLE: CHM 2032 IS A COREQUISITE FOR CHM 2032L AND CHM 2032L IS A COREQUISITE FOR CHM 2032.

### SECTION III

**PROVIDE JUSTIFICATION FOR CURRICULUM ACTION (OTHER EXPLANATORY INFORMATION):**

CLICK HERE TO ENTER TEXT.

**NOTE:**

CHANGES FOR THE UPCOMING FALL TERM MUST BE SUBMITTED AND APPROVED NO LATER THAN THE FEBRUARY CURRICULUM COMMITTEE MEETING PRIOR TO THE START OF THE NEXT ACADEMIC YEAR. CHANGES DURING MID-SCHOOL YEAR ARE NOT ALLOWED. EXTREME CIRCUMSTANCES WILL REQUIRE APPROVAL FROM THE VICE PRESIDENT OF ACADEMIC AND STUDENT AFFAIRS TO BEGIN IN THE SPRING TERM. THE PROPOSED CHANGES MUST BE PRESENTED AND APPROVED BY THE SEPTEMBER CURRICULUM COMMITTEE PRIOR TO THE SPRING SEMESTER.

**EXCEPTION:**   
COURSES PUBLISHED IN THE 2010-2011 CATALOG THAT ARE PENDING CURRICULUM APPROVAL WILL BE EFFECTIVE SPRING 2011.

**TERM IN WHICH PROPOSED ACTION WILL TAKE PLACE:** SELECT EFFECTIVE TERM TYPE OTHER

VPASA SIGNATURE (IF NECESSARY) TO APPROVE CURRICULUM ACTION MID-YEAR:

APPROVED EFFECTIVE TERM



**FACULTY ENDORSEMENTS:**PLEASE SEPARATE FACULTY MEMBERS WITH A COMMA (,)



**DEPARTMENT CHAIR / PROGRAM COORDINATOR ENDORSEMENT:**

 PLEASE SELECT TODAY’S DATE.

**ASSOCIATE / ACADEMIC DEAN ENDORSEMENT:**

 PLEASE SELECT TODAY’S DATE.

**STUDENT ASSESSMENT COMMITTEE CHAIR ENDORSMENT:**

 PLEASE SELECT TODAY’S DATE.

**DISTRICT DEAN OF INSTRUCTION ENDORSEMENT:**

 PLEASE SELECT TODAY’S DATE.

AFTER REVIEWING AND SIGNING THIS PROPOSAL, THE DISTRICT DEAN WILL RETURN THE PROPOSAL TO THE DEPARTMENT CHAIR OR PROGRAM COORDINATOR WILL SUBMIT THE PROPOSAL TO THE VPASA OFFICE.

THE DEPARTMENT CHAIR/PROGRAM COORDINATOR WILL SEND THIS PROPOSAL ALONG WITH ANY OTHER PROPOSALS FROM HIS/HER DEPARTMENT BEING SUBMITTED FOR REVIEW BY THE CURRICULUM COMMITTEE TO THE STUDENT ASSESSMENT COMMITTEE FOR REVIEW. ONCE APPROVED BY THE STUDENT ASSESSMENT COMMITTEE, SUBMIT THE PROPOSAL(S) TO THE OFFICE OF THE VICE PRESIDENT OF ACADEMIC AND STUDENT AFFAIRS AT LEAST TWO FRIDAYS PRIOR TO THE NEXT SCHEDULED CURRICULUM COMMITTEE MEETING.

FOR MORE DETAILS, PLEASE REFER TO THE CURRICULUM COMMITTEE GUIDELINES, CURRICULUM PROCESS FLOW CHART AND THE CRITICAL DATES TABLE BY CLICKING CURRICULUM COMIITTEE ON THE FACULTY/STAFF LINK FROM THE EDISON HOMEPAGE (CLICK ON THE CURRICULUM PROCESS LINK).

REVISED: 8/25/10