

EDISON STATE COLLEGE
CURRICULUM COMMITTEE
NEW PROGRAM PROPOSAL FORM

TO: CURRICULUM COMMITTEE
FROM: Dr. Eileen DeLuca
PRESENTER: Dr. Eileen DeLuca
DATE: 4-5-10

Check one: New certificate program New AS degree program
 New Bachelor's Degree

Program Description: (Attach proposed catalog page with program information, along with samples of curricula for similar programs at other institutions)
 See attached program sheet.

Similar programs at other Florida community colleges/state universities
Colleges/State Universities offering Middle Grades English (5-9):
 Florida Memorial University (Private)
 St. Leo University (Private)
 Southeastern University (Private)

Describe the process by which the need for the new program was identified:

The Middle Grades Language Arts program represents a critical shortage area locally and statewide and will meet immediate needs of the school districts in ESC's region. Edison seeks approval to implement affordable Middle Grades Education programs with academic rigor and relevance that will provide students with opportunities for professional and academic advancement. The middle grades program will prepare graduates to secure teaching positions in 5-9 grade levels in Language Arts. The program will incorporate ESOL certification and Reading Endorsement into the curriculum to better prepare students for entry into the field. This equally benefits the districts by reducing professional development requirements for new teachers.

Beginning in May 2009, Education program administrators, faculty and staff began the internal and external survey process. On May 24, 2009, the Edison State College District Board of Trustees approved a motion for the College to apply for authorization to offer Bachelor of Science Degrees in Middle Grades Education Math, Middle Grades Education Science and Middle Grades Education in Language Arts with planned implementation dates in fall 2010. The decision to pursue these degree programs is based on several factors to include strong community support, documented workforce need, the College's successful education baccalaureate programs, and feedback from students enrolled in Edison's associate degree programs in 2008-2009.

The Florida Agency for Workforce Innovation finds that by the 2012-2013 academic year there will be a need for an additional 3,397 middle grades math, science and language arts teachers in Florida. These figures represent a significant increase in the number of new middle grades teachers needed between 2009 and 2013 in the state.

Locally, no public or private institutions of higher education in ESC's region offer Middle Grades Education programs nor do any local institutions intend to develop programs in these areas. ESC seeks to provide additional access to low income and minority students who are less likely to attend private institutions. While state universities may restrict admissions according to criteria such as high school grade point averages and scores on SAT or ACT exams, ESC remains an open-door, baccalaureate degree-granting public institution. Edison devotes considerable resources to remediating the academic skills of those who enter unprepared to take college-level courses. Those who persist to complete an associate degree have acquired the necessary skills to succeed at the baccalaureate level. Through survey research, students have expressed the desire to remain at Edison, an environment in which they have experienced success, to continue their studies.

According to the Office of Research and Evaluation of the Florida Department of Education (December 2008), the three Middle Grades programs proposed (Mathematics, Science, Language Arts) have been designated by the State Board of Education as the top critical teacher shortage areas for 2009-2010. The Florida Agency for Workforce Innovation finds that by the 2012-2013 academic year there will be a need for an additional 3,397 middle grades math, science and language arts teachers in Florida. These figures represent a significant increase in the number of new middle grades teachers needed between 2009 and 2013 in the state.

Project average enrollment for core courses: Each Middle Grades Education program estimates enrollment of 20 students during the 2010-2011 academic year, as reflected on each Enrollment, Performance and Budget Plan (for a total of 60 new students).

Describe how this projection was determined: The enrollment projection was determined based on student inquiry and student transcript evaluations. Previous baccalaureate programs have started with a similar number of students.

List personnel resources required for implementation in addition to existing resources. Indicate in the box the number of each type of position required:

Faculty position(s)	full time	adjunct
(list discipline)	full time	adjunct

Staff position(s)	full time	part time
(list title)	full time	part time

Total annual expenses for new positions:

List annual amount required for educational materials/supplies or other operating expenses for implementation: \$8800.00

Identify the funding source to be used for personnel and operating expenses:
Baccalaureate Grant Budget

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: __Fall 2010_____
For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.

Signature of Vice President of Academic and Student Affairs (if required)

DEPARTMENT CHAIR OR PROGRAM COORDINATOR'S ENDORSEMENT

_____ **DATE:** _____

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT: _____ **DATE:** _____

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ **DATE:** _____

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ **DATE:** _____

After reviewing and signing this proposal, the District Dean will return the proposal to the Department Chair or Program Coordinator

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 office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

NOTE: All new courses that are part of a new degree program must be approved separately and individually using the New Course Proposal Form. This proposal must be accompanied by the New Course Proposal Form for each new core and elective course that comprise the degree program along with a common course syllabus for each course.

Bachelor of Science Middle Grades Language Arts

The Bachelor of Science (BS) in Middle Grades Language Arts is designed to prepare individuals to teach English/Language Arts in grades 5-9. The program provides an educational pathway for students who have earned an Associate in Arts degree to include EDF 2005, EDF 2805 and EME 2040. It is also a good option for students with a child development focus. Upon graduation, students will meet the mandated state teaching requirements, including teacher certification exams.

Program Highlights: The BS in Middle Grades Language Arts includes courses that prepare teacher candidates to understand the nature of the adolescent learner and the middle grades philosophy. Content courses cover literature, composition, reading competency, classroom management, assessment and integrated approaches to teaching methodologies at the middle school level. In addition, teacher candidates will take courses to prepare them to teach English language learners (ELLs) and students with exceptionalities. Students will learn to facilitate lessons that integrate the five strands of the language arts (reading, writing speaking, listening, and viewing). Field experience requirements are progressive in nature, building upon previous semester experiences. Students will complete field experience, teach lessons through the practicum courses, and complete a full-time teaching internship in their final semester. Courses are offered for full and part time students, with blended technology and online courses where applicable.

General Education Requirements:

	Credit Hours
ENC 1101	3
ENC 1102	3
<i>SPC107</i> SPC 1600 or SPC 2023	3
Humanities Electives	6
to include 3 credits writing intensive	
*Social Science Electives	9
to include one WOH or EUH course	
College Level Mathematics Electives	6
Natural Science Electives w/Lab	6
TOTAL	36

Required Program Prerequisites (grades of C or better) and electives for the Associate in Arts Degree (minimum of 24 credit hours):

- *EDF 2005 Intro to the Teaching Profession
- *EDF 2085 Intro to Diversity for Educators
- *EME 2040 Intro to Technology for Educators
- *PSY 2012 General Psych. *or* DEP 2004 Dev. Psych.

AND choose (2) Courses (6 credit hours) from:

- *AML 2010 Literature of the United States I
- *AML 2020 Literature of the United States II
- *ENL 2012 British Literature and Culture I
- *ENL 2022 British Literature and Culture II
- *LIT 2110 World Literature I
- *LIT 2120 World Literature II

*courses can be used to satisfy general education requirements in social sciences (in addition to specific WOH or EUH requirement)

Students must maintain a cumulative GPA of 2.5 and must complete all school based components as a requirement for graduation.

Students may take one additional credit to meet 120 total credit hours.

Degree Requirements (60 credit hours) Credit Hours

EDG 4930 Special Topics in Education I	1
EDF 3214 Human Development and Learning	3
EDG 3410 Classroom Management	3
TSL 4140 ESOL Methods, Curriculum & Assessment	3
TSL 4080 Second Language Acquisition & Culture	3
RED 3324 Teaching Reading in the Middle School	3
EDM 3230 Middle Grade Curriculum and Instruction	3
RED 4519 Diagnosis & Intervention in Reading	3
ESE 4323 Educational Assessment	3
EEX 3012 Educational Needs of Students with Exceptionalities	3
LAE 3342 Middle Grades Practicum I: Composition	4
LAE 3332 Applied Linguistics for Teachers	3
EDF 4782 Ethics and Law	2
LAE 3333 Teaching Composition	3
LAE 4464 Adolescent Literature	3
LAE 3326 Middle Grades Practicum II: Literature	4
LAE 4940 Internship in Middle Grades Language Arts	12
TOTAL CREDIT HOURS	120

School Based Hour Requirements (720 total hours)

EDG 3410 Classroom Management (15)	
TSL 4140 ESOL Methods, Curriculum & Assessment (15)	
TSL 4080 Second Language Acquisition & Culture (15)	
RED 3324 Teaching Reading in the Middle School. (15)	
RED 4519 Diagnosis and Intervention in Reading (15)	
LAE 3342 Middle Grades Practicum I: Composition (35)	
LAE 3326 Middle Grades Practicum II: Literature (45)	
EEX 3012 Educ. Needs of Students w/ Exceptionalities (15)	
LAE 4940 Internship in Middle Grades Language Arts (560)	

Middle Grades Language Arts (59 hours of upper division coursework)

Key	
APPROVED:	The course was previously approved by Curriculum Committee
TBS:	To Be Submitted followed by the semester and year
CS:	Currently submitted in addition to program proposals

First Semester (full-time students): 13 credit hours

EDG 4930	Special Topics in Education	1	APPROVED
EDG 3410	Classroom Management	3	APPROVED
ESE 4323	Educational Assessment	3	APPROVED
TSL 4080	Second Language Acquisition & Culture	3	APPROVED
EDM 3230	Middle Grade Curriculum & Instruction	3	SUBMITTED 4/10

This course is an introduction to the field of curriculum and instruction designed specifically for the middle grades teacher. Teacher candidates will examine the uniqueness of the middle school learner, the curriculum and the roles and responsibilities of teaching; including the role of special teachers, problems of individual learners and materials and strategies appropriate for the selected area of concentration. Course content includes curriculum and instructional strategies in middle grades (5-9) content areas. Teacher candidates will connect theory to practice through the creation, implementation and evaluation of meaningful and authentic lessons and experiences. This course requires a minimum of 10 hours in a 5-9 classroom setting.

Second Semester (full-time students): 13 credit hours

TSL 4140	ESOL Methods, Curriculum, and Assessment	3	APPROVED
LAE 3342	Middle Grades Language Arts Practicum I: Composition	4	TBS 9/10

This course is designed to prepare teacher candidates to teach composition in grades 5-9. Teacher candidates will survey various composition styles and rhetorical methods. Writing workshop methodology will be applied to standards-based language arts instruction. Research and methods on dialect diversity, development of semantics and the teaching of Standard English grammar will be considered as lessons are created. This course requires thirty-five hours of practicum in a 5-9 classroom setting.

LAE 3332	Applied Linguistics for teachers	3	TBS 9/10
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This course is designed to prepare teacher candidates with contemporary approaches to English linguistics as taught in Florida public secondary schools. In this course teacher candidates will examine English language grammar, usage, dialectology, diction, vocabulary development, semantics and lexicography. The linguistic content will be related to contemporary theories of teaching and learning in addition to theories of language acquisition.

RED 3324 Teaching Reading in the Middle School Curriculum 3 TBS 9/10

This course is designed to prepare teacher candidates with theory and methodology for teaching reading at the middle school level. The course will emphasize Scientifically-Based Reading Research (SBRR) and strategies for developing vocabulary and comprehension. In this course teacher candidates will also examine research and practice regarding teaching of specialized reading strategies for the various disciplines. Teacher candidates will also evaluate student progress in reading and integrate reading and study skills into content area instruction.

Third Semester (full-time students' typical summer term): 9 credit hours

EDF 4782	Ethics and Law	2	APPROVED
EDF 3214	Human Development and Learning	3	APPROVED
EEX 3012	Educational Needs of Students with Exceptionalities	3	APPROVED
Lower Division Elective course (if needed to reach 120 hours)		1	

Fourth Semester (full-time students): 13 credit hours

LAE 3333	Teaching Composition	3	TBS 9/10C
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This course is designed to prepare teacher candidates to teach writing to middle grades learners. This course will explore the connections between the form and content of compositions. Teacher candidates will engage in writing workshop seminars to develop their own writing as well as prepare writing workshop lessons for middle grades learners. Teacher candidates will integrate instruction in writing with literature and grammar.

RED 4519	Diagnosis and Intervention in Reading	3	APPROVED
LAE 4464	Adolescent Literature	3	TBS 9/10

This course is designed to expose teacher candidates to a survey of literature appealing to adolescents including Young Adult (YA) literature. Teacher candidates will survey classics and contemporary works used in language arts classes (grades 5-9). Topics may include Mythology, Classical Literature, World Masterpieces, Contemporary Literature, Historical Fiction, Science Fiction, and Graphic Novels. Teacher candidates will design instruction with YA literature as a centerpiece for developing the five strands of the language arts. Issues of censorship will be addressed.

LAE 3326	Middle Grades Language Arts Practicum II: Literature	4	TBS 9/10
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This course is designed to prepare teacher candidates to teach literature in grades 5-9. Teacher candidates will use standard-based instruction to design instruction with literature as a centerpiece for developing the five strands of the language arts. Reader Response theory, Socratic seminars, and Reading workshop methodology will be explored. This course requires thirty-five hours of practicum in a 5-9 classroom setting.

Fifth Semester (must be taken fall or spring): 12 credit hours

LAE 4940	Internship in Middle Grades English	12	TBS 9/10
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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.