

**A - New Course Proposal V. 7.2022 : Entry # 2995****DEAN Decision**

Approved

**Date**

23/09/18

**Is this course intracollegiate or intercollegiate?**

Intracollegiate

**SCHOOL EPC Decision**

Approved

**Date**

11/30/2023

**GEC Decision**

Approved

**Date**

12/12/2023

**APIRC Decision**

Approved

**Date**

01/12/2024

**Begin Form****Today's Date**

09/15/2023

**Your Name:**

Leslie Cavendish

**Your Email:**[lcavendi@highpoint.edu](mailto:lcavendi@highpoint.edu)**Are you a Department Chair?**

Yes

**By checking below, I certify that my department chair has seen and approved the new course that I am proposing.**

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Yes

**Please select the appropriate school overseeing this proposal:**

Education

**Which semester is this course to be taught for the first time?**

Fall 2024

**Information for the Registrar****Choose the department designator from the list below.**

EDU

**Proposed Course Number?**

4155

**Is this course cross listed?**

No

**Does this course replace a current course?**

Yes

**Is the course number being reused?**

No

**What is the title of the new course?**

Introduction to Student Teaching

**Write the catalog description of your proposed course:**

Candidates will begin the supervised 16-week student teaching internship focused on applying research-based principles and developmentally appropriate pedagogies. Candidates will demonstrate their understanding of instructional strategies across all curricula and the use of technology to enhance student learning outcomes. During the internship, candidates will plan and implement lessons applicable to content area licensure requirements in 6th -12th grade classrooms.

**How many credit hours will this course be?**

4

**How will the course be graded?**

Pass/Fail

**Please select the course repeat option for this course:**

Not repeatable for credit

**What is the offering cycle for this course?**

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Fall semester

**Does your course have any prerequisites?**

Yes

**Please list all prerequisites this course requires:**

Admission into the Educator Preparation program.

**Is this new course being proposed because of a new or revised major or minor proposal?**

Yes. We are revising the Middle Grades Major and proposing a Secondary Education Minor. The revision to the Middle Grades Major is submitted by Leslie Cavendish. The Secondary Education Minor is submitted by Claire Lambert.

**Any other comments for the Registrar at this time?**

We are not going to offer EDU 4154 or EDU 4164, instead students will be expected to take EDU 4155.

**Gen Ed and Academic Programs****Is this course part of Gen Ed?**

- Yes

**Does your course count in the general education core (one of the core classes that cannot be double-dipped in your major or minor)?**

None of the above

**Does your course count in any general education categories that can be double-dipped in the core or in a major/minor?**

- Experiential Learning

**Does this course count towards a major or a minor?**

Yes

**Please list the Major / Minor and if it is Required or Elective**

Middle Grades Education Major-Elective (Choose either EDU 4155 OR EDU 4811); Secondary Education Minor-Elective (Choose either EDU 4155 or EDU 4811)

**Is this course part of an academic program?**

- This course does not fulfill academic program requirements

**Does this course include any community engagement?**

Yes

**Does this course participate in the GoGlobal Program?**

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No

**Information for Curriculum Review****Rationale and evidence for new course's consistency with departmental mission:**

This course is being proposed because we have traditionally had students who are majoring in Middle Grades or seeking Secondary Subject licensure take one of the following courses: EDU 4154 (Middle Grades, 2 credits) or EDU 4164 (Secondary Subjects, 2 credits). The course is actually designed to be a 4 credit course with a workload of a 4 credit course (16 week Internship at a local school) which reflects consistency across multiple majors and licensure areas (Elementary Education, Special Education). We are seeking to have one course that would include both our Middle Grades and Secondary Introduction to Student Teaching students, as one professor teaches both groups at the same time.

**List all student learning outcomes for this course.**

1. Establish a respectful environment for a diverse population of middle and high school students. Diversity includes developmental, linguistic, cultural, ethnic, and racial differences.
2. Facilitate learning for middle/high school students. Individualize instruction to meet the specific needs of learners.
3. Know the content taught in one's middle/high school setting. Align instruction and assessment to instructional standards approved by the North Carolina Department of Public Instruction for the grade level and content area.
4. Observe and analyze classroom practices in the middle or high school setting. Reflect on one's own teaching practices in the practicum setting.
5. Complete and appropriately document all contact hours outlined in the course syllabus working under the direction of a cooperating teacher in a middle grades or secondary classroom.
6. Demonstrate consistent adherence to School of Education professional behaviors and code of ethics.

**List any units or content areas that will be required for all sections of this course.**

N/A

**List any assignments, tests, or other assessments that will be required for all sections of this course.**

Description of required assignments

Professional documentation:

Complete required professional documentation such as, but not limited to, introductory materials for cooperating teacher and/or students, time sheets, observations and reflections, acknowledgement of professional behaviors and code of ethics, and relevant waivers or documentation for approval of practicum work at the school site. Contact hours in the practicum must align with expectations for student teaching hours as designated by the North Carolina Department of Public Instruction. Follow the timeline and requirements designated by the student teaching coordinator.

Formal observations:

Plan, teach, and assess student learning with support, observation, and feedback from the cooperating teacher and/or university supervisor. These formal, observed teaching demonstrations should be scheduled and all materials must be submitted and approved in advance. Cooperating teacher and/or university supervisor will provide formal feedback aligned to evaluation tools such as, but not limited to, North Carolina Educator Evaluation rubrics, North Carolina-approved instructional standards, professional behaviors rubrics, and code of ethics requirements. Complete formal observation and evaluation instruments as designated by the student teaching coordinator. University supervisor must use evidence from formal observations to inform evaluation of students' performance in the field. Follow the timeline and requirements designated by the student teaching coordinator.

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Course policies required for all sections:

Attendance and professional communication

Set a schedule for completion of contact hours in collaboration with cooperating teacher and university supervisor. Attend and document practicum hours as designed. Communicate planned absences and make-up time with the cooperating teacher and university supervisor as designated by the student teaching coordinator. Maintain norms of professional communication to notify the cooperating teacher and university supervisor regarding unanticipated absences or tardies as designated by the student teaching coordinator. Complete all required practicum hours in a timely manner as mutually agreeable by the student teacher, cooperating teacher, and university supervisor. Students who consistently do not meet attendance and professional communication expectations may be involuntarily withdrawn from the course by the designated withdraw date.

Professional behaviors and code of ethics

Maintain adherence to School of Education professional behaviors and code of ethics. Maintain eligibility for approval to access the middle/high school site.

**List any readings or other materials that will be required for all sections of this course.**

N/A

**List any course policies that will be required for all sections of this course.**

This course is an experiential learning course and contact hours will be conducted primarily in practicum placements in the assigned middle and high school classrooms. Course instructors will work with students in field placements and, less often, in seminars on campus.

Students in the course will complete a minimum of 120 hours in the field in their practicum placement with the balance of the remaining seat time scheduled for on-campus seminars.

**If you would like to specify how requirements for contact hours must be met for all sections of this course, please indicate below. (e.g., if any experiential learning activities will replace seat time)**

See Attendance Policy.

At the start of student teaching, student teachers should exchange telephone numbers, e-mail, and any special communication instructions with the University Supervisor and Cooperating Teacher. Maintaining regular attendance, being punctual, and staying in the school for the time scheduled are expectations of all student teachers. In case of an emergency or illness, the student teacher should follow the procedures below.

- 1) Notify the cooperating teacher by phone immediately.
- 2) Notify the University Supervisor immediately.
- 3) Notify Student Teaching Coordinator:

Kimberly Wilson

Office: #243

Email: kwilson3@highpoint.edu. Leave a message stating the date of your absence and the reason.

\*It is the expectation that this process be followed each time the student teacher is absent even in the event of consecutive absences.

A student teacher who is absent for two or more consecutively scheduled days, or a total of two or more non-consecutive days during Introduction to Student Teaching must make arrangements (with the approval from the University Supervisor and Student Teaching Coordinator) to extend the student teaching date to receive credit for the course. Any absences beyond two days will be required to be made up, regardless of the reason for the absence.

After the third absence, the student teacher is required to meet with the University Supervisor. If a student teacher does not contact the Cooperating Teacher, University Supervisor and/or leave a message for the Student Teaching Coordinator or simply does not go to the cooperating classroom, a conference is required with the University Supervisor and Student Teaching

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Coordinator. At that time, the student teacher will be placed on an intervention plan. If the lack of attendance continues, the student teacher risks being withdrawn from the course. This withdrawal will delay the student teacher's ability to continue in student teaching.

Attendance concerns will be flagged in Starfish

**Is there anything else the reviewing parties should know about this new course proposal that hasn't been addressed?**

This course mirrors our current Introduction to Student Teaching course that is already in place for our Elementary and Special Education majors. We are simply creating this new course so our Middle Grades Majors and our Secondary Education Minors have a course that more accurately reflects their Introduction to Student Teaching experience.

**Sample Syllabus**

- [EDU\\_4155\\_Introduction-to-Student-Teaching.docx](#)