Course Inventory Change Request

New Experimental Course Proposal

Date Submitted: 11/03/15 11:29 am

Viewing: AGEDS 517X : Graduate Student Teacher Education Practicum

Last edit: 11/03/15 11:29 am
Last edited by: t paulsen
Changes proposed by: t paulsen

In Workflow

1. Registrar pre-check
2. AGEDS Curr Chair
3. AGEDS Chair
4. AGLS Coordinator
5. Grad Coordinator
6. Registrar
7. Scheduling

Department
Agricultural Education and Studies (AGEDS)

Catalog Year
2015-2016

First Expected Offering Term
Spring

Instructor
Paulsen, Thomas H.

Title
Graduate Student Teacher Education Practicum

Transcript Title
GRAD ST TCH PRCTM

Major Teaching Department
AGEDS

Cross Listed Courses

Dual Listed Course
AGEDS 417X

Dual List Approval Document
AGEDS517Xduallisted.pdf

Credit Hour Details

Credit Type
Variable

Credit Hours
2-6

Grading Method
A-F

Instruction Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Contact Hours per Week</th>
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<tbody>
<tr>
<td>Supervised Experience</td>
<td>40</td>
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</table>

Repeatable?
No

Semesters Offered

Fall
Yes

Spring: Yes

Summer: AGEDS 590B, AGEDS 501, AGEDS 502 Admission to the University Teacher Education program

Description: Supervised 5th-12th grade public and private schools teaching practicum for graduate students in Masters degree teacher certification program.

Graduation Restrictions: NA

Syllabus & Supporting Documentation: AGEDS 417 517 Student Teacher Handbook Spring 2016 update w INTASC.pdf

Reason for proposal (programmatic justification, need for course, intended use, etc.): Currently, masters degree students take AGEDS 617: Professional Internship for Agricultural Educators for the required student teaching experience. Teacher education requires a different fee structure due to the supervision, travel, and cooperating teacher stipends required by Teacher Education Services, State of Iowa accreditation, and State of Iowa Teacher Licensure.

Course outcomes/objective

Iowa State University: InTASC-based Standards

The Learner and Learning

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.

Content

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...
Instructional Practices
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 #8A: Technology. The teacher integrates current and emerging technology in instruction to encourage student creativity, problem solving, collaboration, and digital literacy. Teachers practice and advocate safe, legal, and responsible use of information and technology.

Professional Responsibility
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.

Course content/major topics to be addressed (attach syllabus if required by your college/department)

Student teaching in 5th-12th grade public or private schools.

Assessment Plans: Mechanism for assessing student mastery of course outcomes/objectives

Evaluation by Cooperating Teachers in the field and University Supervisors based upon the National Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards.

Relationship of this course to existing issues.
<table>
<thead>
<tr>
<th>courses in other departments and programs (supporting, overlap, etc.)</th>
<th>Co-listed with AGEDS 417</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results of consultation with relevant departments and programs</td>
<td>NA</td>
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<tr>
<td><strong>Course reviewer comments</strong></td>
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<tr>
<td><strong>cvschwab (11/02/15 5:18 pm):</strong> AgLS curriculum committee approved course provided the completed dual listing form to be uploaded. C.V.Schwab provided the dual listing form sent by Robert Martin in email dated 10/23/2015 and approved the course.</td>
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<tr>
<td><strong>jstrand (11/03/15 9:10 am):</strong> Rollback: Need to have the Proposal for Dual Listing form attached.</td>
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Key: 544