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| **School or Division** | School of Education |
| **Program or Certificate** | BS, Secondary Biology Education |
| **Proposed by (faculty only)** | Dr. Anne Angstrom, Professor Kelly Buck |
| **Presenter (faculty only)** | Dr. Anne Angstrom |
| Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date. | |
| **Submission date** | 1/9/2015 |
| **Current course prefix, number, and title** | SCE 3362C Methods in Teaching High School Science with Practicum |

**Section I, Proposed Changes**

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| **Change to course prefix and number**  Lecture/lab course combined must include “C” / lab course must include “L” | List new course prefix and number |
| **Change to course title** | List new course title |
| **Change of School, Division, or Department** | List new school, division, or department |
| **Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a “D”)** | From:  To: |
| **Will students be taking any of the prerequisite listed for this course in different parts of the same term (ex. Term A and Term B)** | Choose an item. |
| **Change to course corequisites** | From:  To: |
| **Is any corequisite for this course listed as a corequisite on its paired course?**  (Ex. CHM 2032 is a corequisite for CHM 2032L, and CHM 2032L is a corequisite for CHM 2032) | Choose an item.  List the corequisite |
| **Change to course credits or clock hours** | From:  To: |
| **Change to contact hours (faculty load)** | From:  To: |
| **Change to grade mode** | Choose an item. |
| **Change to credit type** | Choose an item. |
| **Change to course description** (provide below) | |
| Type in entire new description here | |

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| **Change to general topic outline** (type in entire new outline below) |
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**Change to Learning Outcomes:** For information purposes only. Type in all learning outcomes, assessments, and general education competencies as they should be displayed in the syllabus. More rows can be added if necessary.

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| **Learning Outcomes** | **Assessments** | **General Education Competencies** |
| The teacher candidate will evaluate current issues and trends in science education, including research that impacts the middle grades science curriculum. | Science Unit  Reflective Journal  Science Resource Portfolio | COM |
| Teacher candidates will create appropriate learning opportunities for students in a program of ongoing professional development. | Lesson Plans  Mentor Teacher Evaluation  Science Resource Portfolio | COM |
| The teacher candidate will construct a middle grades science curriculum that accommodates appropriate bodies of knowledge identified in the Grades 5-9 Florida Standards for Life Science and the Nature of Science. | Science Unit  Reflective Journal  Mentor Teacher Evaluation | COM |
| The teacher candidate will create and implement effective , research-based assessment procedures for teaching middle grades science. | Science Unit  Assessment Project and Lesson  Plan  Mentor Teacher Evaluation | COM |
| The teacher candidate will integrate the following learning opportunities in the middle grades science curriculum: problem-solving and critical thinking processes; communication and instructional strategies; and technology concepts and their application. | Science Unit  Reflective Journal  Assessment Project and Lesson  Plan  Mentor Teacher Evaluation | CT  COM  TIM |
| The teacher candidate will analyze data from a variety of sources to determine the specific instructional needs of students, including cognitive, social, cultural, linguistic, emotional, developmental, and physical needs. | Science Unit  Assessment Project and Lesson  Plan  Mentor Teacher Evaluation | COM |

**Section II (must complete each item below)**

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| **Should any major restrictions be listed on this course? If so, select "change" and list the appropriate major restriction codes or select no change.** | No change  List applicable major restriction codes |
| **Change course to an “International or Diversity Focus” course?** | Choose an item. |
| **Change course to a General Education course?** | Choose an item. |
| **Change course from General Education to non-General Education?** | Choose an item. |
| **Change course to a Writing Intensive course?** | Choose an item. |
| **Change course from Writing Intensive to non-Writing intensive?** | Choose an item. |
| **Change course to repeatable?**  (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits).  \*Not the same as Multiple Attempts or Grade Forgiveness | Choose an item.  If repeatable, list maximum number of credits |

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| **Impact of Change of Course Proposal** | |
| **Will this change of course proposal impact other courses, programs, departments, or budgets?** | Choose an item. |
| **If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?** | List impacts here |
| **Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.** | |
| Provide detail information here | |

**Section III, Justification for proposal**

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| **Provide justification (below) for each change on this proposed curriculum action** |
| SCE 3320C, SCE 3420C, and SCE 3362C are required courses within the Middle Grades Science and/or Secondary Biology baccalaureate programs in the School of Education. In addition to completing required common assignments known as “critical tasks,” teacher candidates are required to complete 35 hours in the field (in middle or secondary science classrooms). This proposal requests changes to the types of critical tasks required so as to ensure improved alignment with the Florida Educator Accomplished Practices, the new Florida Standards, ESOL Performance Standards, ESOL K-12 Standards, Reading Competencies, and the Florida Subject Area Competencies and Skills. |

**Section IV, Important Dates and Endorsements Required**

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| **List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).** |
| Professor Kelly Buck, Adjunct Faculty, FSW School of Education; Science Teacher, FSW Collegiate High School  Dr. Anne Angstrom, Middle and Secondary Programs Coordinator, FSW School of Education |

**nOTE:** Changes for the Fall 2015 term must be submitted to the Dropbox by the January 3, 2015 deadline and approved no later than the February 28, 2015 Curriculum Committee meeting. Changes during mid-school year are NOT permitted. Extreme circumstances will require approval from the appropriate Dean or Assistant Vice President as well as the Provost and Vice President of Academic Affairs to begin in either the Spring 2015 or Summer 2015 term.

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| **Term in which approved action will take place** | Fall 2015 |

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| **Required Endorsements** | **Type in Name** | **Select Date** |
| **Department Chair or Program Coordinator** | Dr. Anne Angstrom | 1/8/2015 |
| **Academic Dean or Assistant Vice President** | Dr. Erin Harrel | 1/9/2015 |
| **Dean’s Council Representative** | Dr. Mary Myers | 2/3/2015 |

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| **Select Curriculum Committee Meeting Date** | February 27, 2015 |

Completed curriculum proposals must be uploaded to Dropbox by the deadline. Please refer to the *Curriculum Committee Critical Dates for Submission of Proposals* document available in the document manager in the FSW Portal:

* Document Manager
* VP Academic Affairs
* Curriculum Process Documents

**Important Note to Faculty, Department Chairs or Program Coordinators, and Deans or an Assistant Vice President:**

Incomplete proposals or proposals requiring corrections will be returned to the School or Division. If a proposal is incomplete or requires multiple corrections, the proposal will need to be completed or corrected and **resubmitted to the Dropbox for the next Curriculum Committee meeting** (no later than January 9, 2015 to be effective for the Fall 2015 term). All Curriculum proposals require approval of the Provost and Vice President of Academic Affairs. Final approval or denial of a proposal is reflected on the completed and signed Summary Report.