REVISED COURSE PROPOSAL

1. Catalog Description
   a) Course number: MLE 54001, MLE 54002
   b) Title: Topics in School Middle Level Education
   c) Meeting times and credit: (3-0-3)
   d) Terms to be offered: F, S, SU as needed
   e) Short title: Spec Top MLE
   f) Course description: A study of current research and practices in middle level education (e.g., organization of school advisory programs, utilization of technology, staff development, legal/ethical concerns)
   g) Prerequisites: Completion of the Middle Level Course sequence (MLE 3110, MLE 4760, MLE 4280, or MLE 5110, MLE 5150) or permission of Department Chair
   h) Online delivery
   i) Initial term of offering: Summer 2006

2. Student Learning Objectives and Evaluation
   a) Purpose:
      • To provide middle school students, teachers, or principals with the research base which impacts policies and procedures in middle level schools.
      • To provide a topical course that can be used for in-service or special in-depth study on relevant issues in the field of middle level education.
      • To serve the extended learning community as well as graduate level students.
   b) List the student learning objectives of the course
      • Demonstrates the ability to write an effective research paper.
      • Demonstrate the ability to think critically and to be able to explain their findings to peers.
      • Analyze research and data and infer practical applications for the school setting.
      • Demonstrate adequate computer skills in searching the research body.

3. Outline of the Course
   Meetings: Course meets for 15 weeks
   a) The course outline may vary from instructor to instructor depending on the topics given for each Semester. (see sample outline)
   b) Since this course is designed to address recent and cutting edge studies, the outline may vary.

4. Rationale:
   a) Purpose and need: This course will provide the motivation, requirements, and tools to research information regarding middle school topics.
   b) Justification of course level and of course prerequisites: This graduate
middle level course fulfills the requirement for students to research in-depth, analyze, and find practical course applications for implementation of effective strategies in middle level education. This course complements the requirements made by *No Child Left Behind* that suggest improvements in education are to be research-based. This course would encompass a variety of assessment tools such as projects, papers, experiments, etc.

c) Impact on Program: This course will be offered as an elective in the Elementary Education Masters’ Reading program and as an elective in the Middle Level course offerings. This course will not be a core requirement but will be an elective.

5. Implementation:
   a) Faculty members to whom course may be assigned: Any middle level faculty that is on the Graduate Council would be able to teach this course based on his/her own specialty and expertise.
   b) Specifications of any additional costs to students: none at the masters level for middle level
   c) Text and supplementary materials: Articles in the reference list readings and the text

6. Community college transfer: NA

7. Date approved by the department or school 4-29-2005

8. Date approved by the college curriculum committee 9-26-2005

9. Date approved by CAA  Not Applicable CGS 12-6-2005

* A **technology-aware** course section uses the Internet and other technologies to augment a regularly scheduled, face-to-face course section by providing basic catalog, scheduling, syllabus, and other routine information via the Internet. No two-way technology-based interaction between faculty and students is facilitated. A **technology-enhanced** course section augments a regularly scheduled course section and adds opportunities for interaction between a faculty member and the students or among students; course related information, including handouts and assignments, may be published dynamically during the course, and students may submit and have assignments returned electronically. The primary and predominant mode of instruction is face-to-face. A **technology-delivered** course section is designed and scheduled to use technology as the exclusive or predominant mode of instruction and faculty-student interaction.

** In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities – some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor’s invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students’ writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students’ writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages,
from inception to completion. The quality of students’ writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).