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| For Academic Affairs and Research Use Only | |
| CIP Code: |  |
| Degree Code: |  |

**New Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[x ] Graduate Council**

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| **[ x] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to [curriculum@astate.edu](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

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| Joanna Grymes 10/19/2017 **Department Curriculum Committee Chair** | Rob Williams 10/25/2017  **COPE Chair (if applicable)** |
| Ronald Towery 10/19/2017 **Department Chair:** | Mary Jane Bradley 10/25/2017  **Head of Unit (If applicable)** |
| Wayne W. Wilkinson 10/24/2017 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Jane Bradley 10/25/17 | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Ron Towery [rtowery@astate.edu](mailto:rtowery@astate.edu) 8709723059

2. Proposed Starting Term and Bulletin Year

18-19, Summer 19

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

TE 6043

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Effective Assessment

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Design and analysis of varied formative and summative assessment systems in classroom practice to inform instruction

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. NO Are there any prerequisites?
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

Enter text...

1. YES Is this course restricted to a specific major?
   1. If yes, which major? Master of Arts in Teaching

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Enter text...

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

lecture

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard letter

10. no Is this course dual listed (undergraduate/graduate)?

11. no Is this course cross listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)*

**11.1** – If yes, please list the prefix and course number of cross listed course.

Enter text...

**11.2** – **Yes / No** Are these courses offered for equivalent credit?

Please explain. Enter text...

12. yes Is this course in support of a new program?

a. If yes, what program?

Expanded Master of Arts in Teaching

13. no Does this course replace a course being deleted?

a. If yes, what course?

Enter text...

14. no Will this course be equivalent to a deleted course?

a. If yes, which course?

Enter text...

15. yes Has it been confirmed that this course number is available for use?

*If no: Contact Registrar’s Office for assistance.*

16. no Does this course affect another program?

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

Week 1: Introduce assessment (assessing for learning & assessing of learning); discuss varying forms and kinds of assessments (high-stakes; standards-based; formative; summative; tests; norm & criterion-referenced; portfolio; alternative); Considering standards-based assessments found in lesson planning; creating both formative and summative standards-based assessments; routine informal assessments for effective development of learning concepts; Examining Universal Design

Week 2: Informal (formative) assessments; reviewing effective models; creating our own connected to a Common Core lesson plan; Formal (summative) assessments; reviewing effective models; creating a unit test and a project rubric; designing effective test questions; validity of test questions; Collecting student classroom data to form small groups for differentiated instruction

Week 3: Midterm Exam; Practicing teachers and how they experience assessments of all kinds; How the state of Arkansas evaluates teacher use and application of student assessments.

Week 4: Professional readings about classroom assessment; Digital and online resources for assessment development and tools; Response to Intervention (RTI) protocols and related assessment systems for struggling or special needs students; collecting data and reporting progress

Week 5: From assessment to grading; grading practices and criteria for assigning grades; Parental roles and responses; communicating with parents about assessment and grading practices; formulate effective ways to involve parental understanding on these topics; Final Exam

18. Special features (e.g. labs, exhibits, site visitations, etc.)

none

19. Department staffing and classroom/lab resources

No additional staffing or resources needed – several faculty have the expertise to teach the course

1. Will this require additional faculty, supplies, etc.?

no

20. no Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

The addition of this course addresses an identified weakness in the MAT program. This course will adequately prepare MAT education candidates to: 1. Recognize and create effective formative and summative assessment tools; 2. Analyze state, district, and school assessment systems and practices; 3. Respond to formative and summative evidence as they plan lessons and provide feedback to students; 4. Collect and disaggregate relevant data to make informed decisions about students through the Response to Intervention (RTI) process.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

The mission of the Department of Teacher Education encompasses three areas: teaching, service, and research. This course contributes significantly toward the accomplishment of the department’s goal of preparing Professionally Emerging Teachers. This course supports the Arkansas Department of Education’s competencies for teacher candidates. Specifically, the course will address the following Arkansas Teaching Standards (ATS)/InTASC Standards **The Learner and Learning** Standard 1: Learner Development, Standard 2: Learning Differences, Standard 3: Learning Environments; **Instructional Practice** Standard 6: Assessment, Standard 7: Planning for Instruction, Standard 8: Instructional Strategies; **Professional Responsibilities** Standard 9: Professional Learning and Ethical Practice

c. Student population served.

MAT Teacher Education candidates

d. Rationale for the level of the course (lower, upper, or graduate).

This course is a graduate course designed to help Master of Arts in Teaching candidates to effectively utilize formative and summative assessment

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

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| * 1. **[x ]** Global Awareness | * 1. **[x ]** Thinking Critically | * 1. **[ ]** Information Literacy |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

Primary: Arkansas Teaching 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/TESS Domain #3 Instruction

Secondary:

Standard 1: Learner Development, Standard 2: Learning Differences, Standard 3: Learning Environments; **Instructional Practice** Standard 6: Assessment, Standard 7: Planning for Instruction, Standard 8: Instructional Strategies; **Professional Responsibilities** Standard 9: Professional Learning and Ethical Practice

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

There is no program level assessment collected in this course. This course supports candidates in successful completion of the Internship TESS Observation assessment and the portfolio.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #23)** | Primary: Arkansas Teaching 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/TESS Domain #3 Instruction |
| Assessment Measure | MEASURE ONE: Internship Formative Observation measure (ADE TESS observation rubric)The A-State Educator Preparation Provider (EPP) program is transitioning to new initial licensure EPP-wide (capstone) internship assessments. These final assessments will include the Arkansas Department of Education TESS observation rubric which will be used to assess ATS Outcome #6/TESS Domain #3; the program is also transitioning from Arkansas Teaching Standards to ADE TESS outcomes.  MEASURE TWO: the EPP initial programs work sample/portfolio (still in determination for 18/19) will be used to assess ATS Outcome #6/TESS Domain #3 |
| Assessment  Timetable | Internship is offered each Fall |
| Who is responsible for assessing and reporting on the results? | Clinical and University supervisors observe/complete observation rubric; university supervisors score work sample/portfolio; university supervisors input data for both into Livetext.  MAT Coordinators collects, analyzes, reports data |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | Create appropriate formative and summative assessment tools. ( |
| Which learning activities are responsible for this outcome? | Class readings, lecture, discussion, review of existing assessments |
| Assessment Measure | Assessment Project graded with rubric provided to candidates with assignment |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.**  - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)  - New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font).  - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)  *You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.*  *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

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**Teacher Education (TE)**

*TE 6043 Effective Assessment Design and analysis of varied formative and summative assessment systems in classroom practice to inform instruction. Prerequisite, admission to MAT program*

**TE 6223. Effective Teaching with Diverse Populations** Theory and practice for effective teaching of diverse students, application through the creation of unit and lesson plans.