Code # Enter text…

**New/Special Course Proposal-Bulletin Change Transmittal Form**

[x]  **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

[ ]  **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to mmcginnis@astate.edu

|  |
| --- |
| [ ] **New Course or** [ ]  **Special Course (Check one box)***Please complete the following and attach a copy of the catalogue page(s) showing what changes are necessary.*  |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Department Chair:**  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (If applicable)**   |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

1. Proposed Course Prefix and Number (For variable credit courses, indicate variable range.)

ELED 2113

2. 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).

Child Growth and Learning

3. 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 problems, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

lecture

4. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

5. Is this course dual listed (undergraduate/graduate)?

no

6. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

no

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

Development of the elementary grade child, including major theories of development and learning, with a focus on how development is influenced by the child’s sociocultural environment. Four clock hours of child study projects required

8. Indicate all prerequisites and 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).

a. Are there any prerequisites?

no

b. Why?

This is a foundation course for the major.

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

Fall, spring, summer

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

Dr. Ron Towery, rtowery@astate.edu; 8709723059

11. Proposed Starting Term/Year

Fall 15

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

If yes, what program?

BSE Elementary Education

13. Does this course replace a course being deleted? Y

If yes, what course?

ELED 3003, Human Growth and Learning

Has this course number been used in the past? no

*Submit Course Deletion Proposal-Bulletin Change Transmittal Form.*

14. Does this course affect another program? no

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

15. Justification should include:

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

This course is a foundation for the Elementary Education program, providing candidates the basic knowledge of and ability to apply child development and learning theory to working with elementary age children. The course provides support for meeting the following standards:

Association for Childhood Education International

1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.

5.2 Collaboration with families, colleagues, and community agencies— Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving.

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self-motivation, and positive social interaction and to create supportive learning environments.

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

InTASC (CAEP and Arkansas Department of Education)

1(d) The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.

1(e) The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.

1(f) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

1(h) The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.

1(i) The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) The teacher takes responsibility for promoting learners’ growth and development.

1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.

2(g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.

2(j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2(k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.

2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

3(i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

3(l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3(o) The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.

9(i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

10(m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

Arkansas State University Conceptual Framework:

* DIVERSITY: The teacher candidate develops a positive teaching-learning environment where all

students are encouraged to achieve their highest potential.

* Communication Skills: The teacher candidate demonstrates effective communication skills.
* Curriculum: The teacher candidate plans and implements curriculum appropriate to the
* students, grade level, content, and course objectives.ASSESSMENT: The teacher candidate utilizes a variety of assessment strategies to monitor student

learning and to determine adjustment in learning activities

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 Department’s mission is to prepare educators. This course is fundamental to the Elementary Education curriculum.

See above to view the variety of standards this course will help meet as part of the accreditation process.

c. Student population served.

Developed for sophomores in the Elementary Education degree program; open to all interested students..

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

Lower level allows candidates to take the course prior to admission to the Teacher Education program; allows upper level courses to build on this foundational knowledge.

16. 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: Course introduction,

 Becoming consumers of research and overview of research methods

Week 2: Introduction to theories

 Overview of Theories of Development, emphasis on cognitive and psychosocial theories

Week 3: Age level characteristics, typical development of Elementary grade children

Week 4: Understanding individual differences and understanding of one’s own influences on development

Week 5: Addressing cultural and socioeconomic diversity and impacts on development and learning

Week 6: Accommodating student variability in the classroom: Children with special educational needs

Week 7: Behavioral Learning Theory : Operant Conditioning, Social Learning Theory

Week 8: Information Processing Theory: attention, memory, encoding, storage and retrieval

Week 9: Social Cognitive Theory: Self-regulation, Self-efficacy, self-control

Week 10: Constructivist Learning Theory, problem solving and transfer

Week 11: Motivation and perceptions of self

Week 12: Connecting development theory to classroom management practices and guidance

Week 13: Connecting development theory to approaches to instruction

Week 14: Engaging and communicating with families about students

Week 15: final written exam

 l

17. Course requirements (e.g. research papers, projects, interviews, tests, etc.)

Objective online chapter quizzes over text (14)

4 essay exams (over text and class discussion content)

Parent Philosophy letter (providing a persona philosophy of education for families)

3 Structured observations of children/classes

Cultural Competency reflection (

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

Candidates will have to conduct field observations.

19. Department staffing and classroom/lab resources (Will this require additional faculty, supplies, etc.?)

Current resources are sufficient.

20. What is the primary intended learning goal for students enrolled in this course?

The teacher candidate will know, understand and use major concepts, principles, theories and research related to the cognitive, social emotional and physical development of the elementary grade child and will understand how the socio-cultural contexts influences learning and development of the teacher and the student..

21. Reading and writing requirements:

a. Name of book, author, edition, company and year

Required: Snowman, J. & McCown, R.. (2015). *Psychology applied to teaching* (14th ed.). Stamford, CT: Cengage.

Suggested: Wood, C. (2007). *Yardsticks: Children in the classroom ages 4 – 14*. Turners Falls, MA: Northeast Foundation for Children.

b. Number of pages of reading required per week: 40

c. Number of pages of writing required over the course of the semester: 20

22. High-Impact Activities (Check all that apply)

[ ] Collaborative assignments

[ ] Research with a faculty member

[ ] Diversity/Global learning experience

[ ] Service learning or community learning

[ ] Study abroad

[ ] Internship

[ ] Capstone or senior culminating experience

[x] Other Explain: field observations

23. Considering the indicated primary goal (in Box #20), provide up to three outcomes that you expect of students after completion of this course.

**Outcome #1:** (For example, what will students who meet this goal know or be able to do as a result of this course?)

The teacher candidate understands how their own experiences and development impact their view of and interactions with others

Learning Activity:(For example, what instructional processes do you plan to use to help students reach this outcome?)

Text book readings, review of cultural competency checklists, class discussion

Assessment Tool: (For example, what will students demonstrate, represent, or produce to provide evidence of their learning?)

Cultural Competency Reflection graded by a rubric which is based on an assessment created by the Georgetown University National Center for Cultural Competence.

*(Repeat if needed for additional outcomes 2 and 3)*

**Outcome #2:**

The candidate will be able to apply developmental theory concepts to children’s development.

Learning Activity:

Textbook reading, class discussion

Assessment Tool:

Structured observations in which candidates observe and document children’s behavior, reflect on the behavior and reflect on how well developmental theories could predict, control, and/or explain children’s behavior; graded by a rubic which assesses understanding and implementation of theories, interpretation of observation data and ability to communication information about development correctly.

**Outcome #3**:

Learning Activity:

Assessment Tool:

24. Please indicate the extent to which this course addresses university-level student learning outcomes:

* 1. Global Awareness

[x] Minimally
[ ] Indirectly
[ ] Directly

* 1. Thinking Critically

[ ] Minimally
[ ] Indirectly
[x] Directly

* 1. Using Technology

[x] Minimally
[ ] Indirectly
[ ] Directly

**From the most current electronic version of the bulletin, copy all bulletin pages that this proposal affects and paste it to the end of this proposal.**

**To copy from the bulletin:**

1. Minimize this form.
2. Go to <http://registrar.astate.edu/bulletin.htm> and choose either undergraduate or graduate.
3. This will take you to a list of the bulletins by year, please open the most current bulletin.
4. Find the page(s) you wish to copy, click on the “select” button and highlight the pages you want to copy.
5. Right-click on the highlighted area.
6. Click on “copy”.
7. Minimize the bulletin and maximize this page.
8. Right-click immediately below this area and choose “paste”.
9. For additions to the bulletin, please change font color and make the font size larger than the surrounding text. Make it noticeable.
10. For deletions, strike through the text, change the font color, and enlarge the font size. Make it noticeable.

PAGE 433

Elementary Education (ELED)

ELED 1001. Introduction to Technology Designed to teach students the prerequisite skills

needed for ELED 3063, and for preservice education students new to or uncomfortable with technology.

Must be admitted to the Teacher Education Program. Special course fees may apply.

Demand.

ELED 2113 Child Growth and Learning Development of the elementary grade child, including major theories of development and learning, with a focus on how these are influenced by the child’s sociocultural environment. Four clock hours of child study projects required

ELED 3003. Human Growth and Learning Study of the nature and development of the child,

including major theories of learning and learning processes. Four clock hours of child study projects

required. Must be admitted to the Teacher Education Program. Special course fees may apply.

Demand.

ELED 4053. Teacher-Made Materials for Use in Learning and Interest Centers Applies philosophical

and theoretical course content by demonstrating appropriate teaching devices and requiring

students to develop materials essential to the functioning of the activity approach to curriculum.

Must be admitted to the Teacher Education Program. Special course fees may apply. Prerequisite,

12 hours of coursework in interdisciplinary Family Minor or instructor’s permission. Demand.