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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)** |
| Ron 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 10/25/2017 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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). 680-8097

2. Proposed Starting Term and Bulletin Year

Summer 2019 Bulletin Year 2018-2019

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*. )

MLED 6443

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).

Advanced Methods for Teaching in the Middle Grades

Adv Methods Teach Mid Grades

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

Teaching strategies for the middle grades focusing on the skills necessary to analyze teaching and learning and engage in reflective practices through the use of instructional improvement tools.

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. yes Are there any prerequisites?
   1. If yes, which ones?

Admission to the Master of Arts in Teaching Program

Completion of TE 6223, MLED 6403, TE 6043

* 1. Why or why not?

Content provides a foundation necessary for appropriately applying advanced methods content

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

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

NA

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 only

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.

NA

**11.2** – no Are these courses offered for equivalent credit?

Please explain. NA

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

a. If yes, what program?

Revised Masters of Art in Teaching

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

a. If yes, what course?

There are 4 individual methods courses that will be replaced. Candidates currently must take 2 of the four.

MLED 5002 Methods and Materials for Teaching Language Arts

MLED 5012 Methods and Materials for Teaching Mathematic

MLED 5022 Methods and Materials for Teaching Science

MLED 5032 Methods and Materials for Teaching Social Studies

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

a. If yes, which course?

NA

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.)

**Course Outline**

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| WEEK | CONTENT |
| 1 | Teaching styles; Learning styles; Instructional Design; |
| 2 | Concept Attainment; Concept Development, Synectics |
| 3 | Inquiry Learning; Mnemonics; Socratic Seminars |
| 4 | Cooperative Learning, Direct Instruction, Peer coaching |
| 5 | Mentoring; Self reflection |

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

None

19. Department staffing and classroom/lab resources

Department Staffing is more than adequate. Doctors Towery, Fillippino, Meeks, Covey, McJunkin all are highly qualified in general instructional methods.

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)

This course is centered on advanced instructional planning to include highly focused instruction with higher order thinking skills, the use of instruction models, and the use of integrated approaches to teaching content. TE 6223, Effective Teaching with Diverse Populations was originally designed to accomplish too many outcomes. Initially that course included management, use of teaching models, and assessment. There was not sufficient time in a three hour course to accomplish all the objectives associated with the course. Feedback for candidates and intern supervisors indicated a need for greater in-depth study in the aforementioned areas. We have created separate courses in classroom management and assessment to meet candidate needs; the proposed course will complete our efforts to add depth to program content. In addition, we expect our candidates to have a greater understanding of the integrated nature of learning not readily attained with separate methods courses.

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 mission is to develop competent educators to teach in the classrooms of the public and private schools. The middle grades are a transition point in schooling between the elementary grades and high school. Less emphasis is placed on specific content and greater emphasis on the use of strategies that foster higher order thinking skills and all students to realize the interrelated nature of learning.

c. Student population served.

Masters of Art in Teaching Middle Level track

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

This is a graduate level program leading to initial licensure.

**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. **[ ]** 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?

**Program Outcomes**

InTASC/Arkansas Teaching (ATS) Standards:

* InTASC/ATS Standard 1: Learner Development/TESS Domain #1 Planning and Preparation
* InTASC/ATS Standard 2: Learning Differences/TESS Domain #3 Instruction
* InTASC/ATS Standard 4: Content Knowledge/ TESS Domains #1 planning and Preparation, #3 Instruction
* InTASC/ATS Standard 5: Application of Content/ TESS Domain #3
* InTASC/ATS Standard 6: Assessment/ TESS Domains #1 Planning and Preparation; #3 Instruction
* InTASC/ATS Standard 7: Planning for Instruction/TESS Domain #1 Planning and Preparation
* InTASC/ATS Standard 8: Instructional Strategies/ TESS Domain #3 Instruction

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 are no direct program level assessments associated with this course. The course is developmental in nature. The course contributes to both the TESS Teaching Assessment and the Internship 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)** | * InTASC/ATS Standard 1: Learner Development/TESS Domain #1 Planning and Preparation |
| 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 #1/TESS Domain #1; 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 #1/TESS Domain #1 |
| Assessment  Timetable | Internship every fall |
| Who is responsible for assessing and reporting on the results? | Clinical and University supervisors observe/complete rubric; university supervisors score work sample/portfolio; university supervisors input data into Livetext.  MAT Coordinators collects, analyzes, reports data |

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

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| **Program-Level Outcome 1 (from question #23)** | InTASC/ATS Standard 2: Learning Differences/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 #2/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 #/TESS Domain #3 |
| Assessment  Timetable | Internship every fall |
| Who is responsible for assessing and reporting on the results? | Clinical and University supervisors observe/complete rubric; university supervisors score work sample/portfolio; university supervisors input data into Livetext.  MAT Coordinators collects, analyzes, reports data |

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| **Program-Level Outcome 1 (from question #23)** | * InTASC/ATS Standard 4: Content Knowledge/ TESS Domains #1 planning and Preparation, #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 #4/TESS Domains #1 and #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 #4/TESS Domains #1 and #3 |
| Assessment  Timetable | Internship every fall |
| Who is responsible for assessing and reporting on the results? | Clinical and University supervisors observe/complete rubric; university supervisors score work sample/portfolio; university supervisors input data into Livetext.  MAT Coordinators collects, analyzes, reports data |

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| **Program-Level Outcome 1 (from question #23)** | * InTASC/ATS Standard 5: Application of Content/ TESS Domain #3 |
| 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 #5/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 #5/TESS Domain #3 |
| Assessment  Timetable | Internship every fall |
| Who is responsible for assessing and reporting on the results? | Clinical and University supervisors observe/complete rubric; university supervisors score work sample/portfolio; university supervisors input data into Livetext.  MAT Coordinators collects, analyzes, reports data |

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| **Program-Level Outcome 1 (from question #23)** | InTASC/ATS Standard 6: Assessment/ TESS Domains #1 Planning and Preparation; #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 Domains #1& #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 Domains #1 and #3 |
| Assessment  Timetable | Internship every fall |
| Who is responsible for assessing and reporting on the results? | Clinical and University supervisors observe/complete rubric; university supervisors score work sample/portfolio; university supervisors input data into Livetext.  MAT Coordinators collects, analyzes, reports data |

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| **Program-Level Outcome 1 (from question #23)** | InTASC/ATS Standard 7: Planning for Instruction/TESS Domain #1 Planning and Preparation |
| 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 #7/TESS Domain #1; 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 #7/TESS Domain #1 |
| Assessment  Timetable | Internship every fall |
| Who is responsible for assessing and reporting on the results? | Clinical and University supervisors observe/complete rubric; university supervisors score work sample/portfolio; university supervisors input data into Livetext.  MAT Coordinators collects, analyzes, reports data |

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| **Program-Level Outcome 1 (from question #23)** | * InTASC/ATS Standard 8: Instructional Strategies/ 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 #8/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 #8/TESS Domain #3 |
| Assessment  Timetable | Internship every fall |
| Who is responsible for assessing and reporting on the results? | Clinical and University supervisors observe/complete rubric; university supervisors score work sample/portfolio; university supervisors input data into Livetext.  MAT Coordinators collects, analyzes, reports data |

**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** | Teacher candidates will be able to create effective lesson plans and unit modules |
| Which learning activities are responsible for this outcome? | Development of lesson plans. One for each strategy |
| Assessment Measure | Completion of lesson plan portfolio graded with rubric provided to students with assignment |
| **Outcome 2** | Teacher candidates will be able to evaluate the development of their personal teaching styles. |
| Which learning activities are responsible for this outcome? | Readings and research, class writings |
| Assessment Measure | Learning/Teaching Styles Paper graded with rubric provided to students with assignment |
| **Outcome 3** | Teacher candidates will be able to apply the instructional analysis process to the dimensions of context, learner, characteristics, and learning tasks. |
| Which learning activities are responsible for this outcome? | Review of class readings, practice developing lesson plans |
| Assessment Measure | Lesson plan analysis graded with rubric provided to students with assignment |
| **Outcome 4** | Teacher candidates will be able demonstrate mastery of four of the following seven instructional models: concept attainment, cooperative learning, synectics, inquiry learning, mnemonics, Socratic seminars, and role playing |
| Which learning activities are responsible for this outcome? | Readings and class discussions. Small Group activities |
| Assessment Measure | Micro Teach graded with rubric provided to students 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.* |

**Middle Level Education (MLED)**

**MLED 5002. Methods and Materials for Teaching Language Arts** Analysis and rehears­al of teaching grammar in context of the writing process through study of image grammar, syn­tactic structures and mentor texts; creation of teacher writing models and writing portfolio in both fiction and nonfiction. Dual-listed with MLED 4002. Prerequisites, RDNG 6013, RDNG 6493, TE 6223, Admission to the Teacher Education Program.

**MLED 5012. Methods and Materials for Teaching Mathematics** This methods course will acquaint middle level candidates with mathematical processes, diagnosis learner difficulties, and underlying rationale for teaching mathematics. Content includes: Mathematics Common Core Standards, appropriate pedagogy, math manipulatives and the unse of instructional technology. Dual-listed with MLED 4012. Prerequisites, MLED 6413 RDNG 6013, RDNG 6993, TE 6223, Ad­mission to the Teacher Education Program.

**MLED 5022. Methods and Materials for Teaching Science** This course includes current trends in teaching science at the middle school level, science process skills, teaching techniques, state and national science standards, curriculum development, use of facility resources and equip­ment. Dual-listed with MLED 4022. Prerequisites, RDNG 6013, RDNG 6493, TE 6223, Admission to the Teacher Education Program.

**MLED 5032. Methods and Materials for Teaching Social Studies** This course is based on the National Council for the Social Studies standards. The knowledge base incorporates teaching methodology and teaching tools, including lesson planning, skills development, assessment, mul­tiple intelligences, determining one’s personal philosophy of education and utilizing information technology. Dual-listed with MLED 4032. Prerequisites, RDNG 6013, RDNG 6493, TE 6223, Ad­mission to the Teacher Education Program.

**MLED 5042. Theories and Strategies of Middle Grades Classroom Management** Application of classroom management principles to middle grades (4-8) classrooms. Prerequisites, MLED 6403, TE 6233, Admission to the MAT Program.

**MLED 6403. The World of the Mid-Level Child** A focus on the developmental characteristics of the young adolescent ages (10-14) set against a matrix of racial, ethnic, gender, socioeconomic, family, and community issues in order to create developmentally responsive practices and pro­grams for all mid-level learners.

**MLED 6413. Standards Based Instruction** Addresses integrated instructional practices; discipline based methodology, using exploratory and mini-courses for mid-level students while maintaining alignment with state and national standards.

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The bulletin can be accessed at http://www.astate.edu/a/registrar/students/

**MLED 6423. Teaming, Teaching and Learning in the Mid-Level Education** A study of school and classroom organizational practices that include: grouping for instruction, scheduling instruction, curricular organization, and classroom management. The leadership and professional role of the teacher will be explored.

***MLED 6443 Advanced Methods for Teaching in the Middle Grades*** *Teaching strategies for the middle grades focusing on the skills necessary to analyze teaching and learning and engage in reflective practices through the use of instructional improvement tools. Prerequisites, admission to MAT program, TE 6043, TE 6223, MLED 6403*