Code # ED52 (2014) REV

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

**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](mailto:mmcginnis@astate.edu)

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| --- |
| **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.* |

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| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 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.)

MLED 4042

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).

Theories and Strategies of Middle Grades Classroom Management

Short Form: Mid Grades Classroom Mgmt

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.

Study of classroom management theory and effective classroom management strategies as contextualize din the middle grades classroom.

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?

Co-requisite: MLED 4109, Two of the following specialty courses: MLED 4002, MLED 4012, MLED 4022, MLED 4032

b. Why?

This course has been designed as part of a block taught in conjunction with the MLED 4109 Teaching Internship. Students are required to complete assignments based on their experiences during the internship.

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

Fall

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

Dr. Ron Towery, Arkansas State University, Jonesboro. PO Box 2350, State University, AR 72467. [Rtowery@astate.edu](mailto:Rtowery@astate.edu) . 870-972-3059

11. Proposed Starting Term/Year

Fall 2015

12. Is this course in support of a new program? Yes/No

If yes, what program?

No, this is a revision of an existing program

13. Does this course replace a course being deleted? Yes/No

If yes, what course?

Yes, MLED 3002

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? Yes/No

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

No

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 placed in the first semester of the senior year to be taught in conjunction with an internship in which the knowledge base developed in the course may be applied to the real world setting. The primary goal is that the student will realize that the particular characteristics of students age 10-14 have a profound impact on how they behave in school and that a positive inviting learning environment created by a caring professional is a pre-requisite to learning.

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 and Emerging Professionals in the fields of middle level education.

Teacher education candidates must be well versed in classroom management skills to teach in the public/private school setting. Such skills are mandated by teacher evaluation systems in all states and high levels of performance are expected. This course allows for practice and application of management skills during an extended internship placement

In addition the Association of Middle Level Educators that accredits the MLED program requires that candidates be knowledgeable in creating appropriate learning environments

Standard 1 Element d. Implications of Young Adolescent Development for Middle Level Programs and Practices: Middle level teacher candidates apply their knowledge of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments. They demonstrate their ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory programs.

Standard 4 Middle Level Instruction and Assessment: Element d. Young Adolescent Motivation: Middle level teacher candidates demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, and contemporary media). They establish equitable, caring, and productive learning environments for all young adolescents.

Specifically, the course will also address the following InTASC Standards

The Learner and Learning

Standard 1: Learner Development

Standard 2: Learning Differences

Standard 3: Learning Environments

Professional Responsibilities

Standard 9: Professional Learning and Ethical Practice

c. Student population served.

All MLED majors

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

Placement at the upper level or senior year will allow for the implementation of skills and practice while under supervision. The current placement at the junior year provides for only a theory class with no application.

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: Classroom Management Defined: a look at management models

Week 2: Developing management and leadership styles

Week 3: The essentials of a management plan

Week 4: Management plan elements: rules, structures, routines, or positive and negative reinforcement.

Week 5: Classroom Design and analysis of field placement classrooms

Week 6: Observing the cooperating teacher’s management style while in the field

Week 7: Complete work on draft of the classroom management plan

Week 8: Complete reflections and observations while in the field placement

Week 9: Complete reflections and observations while in the field placement

Week 10: Discussion of observations and drafting of reflective essay

Week 11: Revisiting the classroom management plan and making modifications

Week 12: Complete reflective journal

Week 13: Complete reflective journal

Week 14: Discussion of observations

Week 15: Completion reflective essay and final revision of classroom management plan

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

Develop a classroom management plan that includes the student’s philosophy of management, a sample classroom organization plan, sample rules and procedures, and plans for dealing with divergent learning needs.

Complete a reflective essay about the internship placement based on structured observations, reflective journal entries, student interviews, and classroom discussions.

Complete written exams on course content

Critique professional publications from relevant journals

Research and report on a current classroom or behavior management theory

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

Taught in conjunction with an internship

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

No additional staffing needed

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

The student will learn about effective techniques of classroom management based on the developmental characteristics of early adolescents.

21. Reading and writing requirements:

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

Edmund T. Emmer and Carolyn Evertson (2013) “Classroom Management for Middle and High School Teachers.” 9th Ed

b. Number of pages of reading required per week: 20-25

c. Number of pages of writing required over the course of the semester: 25-30 formal pages plus informal reflections.

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

Other Explain: Enter text...

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?)

Students will develop a classroom management plan that demonstrates effective classroom management strategies.

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

Students study different theories of classroom management and effective classroom management strategies.

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

Students will develop a classroom management plan, which will be evaluated by the instructor using a rubric.

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

**Outcome #2:**

Learning Activity:

Assessment Tool:

**Outcome #3**:

Learning Activity:

Assessment Tool:

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

* 1. Global Awareness

Minimally  
Indirectly  
Directly

* 1. Thinking Critically

Minimally  
Indirectly  
Directly

* 1. Using Technology

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.

**~~MLED 3002. Theories and Strategies of Middle Grades Classroom Management~~** ~~Techniques of classroom management, theories of discipline, and positive behavior guidance for the young adolescent. Prerequisites, Admission to the Teacher Education Program, MLED 3003. Fall, Spring.~~

MLED4042 **Theories and Strategies of Middle Grades Classroom Management** Study of classroom management theory and effective classroom management strategies as contextualize din the middle grades classroom. Co-requisite: MLED 4109, Two of the following specialty courses: MLED 4002, MLED 4012, MLED 4022, MLED 4032. Fall.

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