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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 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 10/25/2017**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 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, 870-972-3059

2. Proposed Starting Term and Bulletin Year

Summer 2018,

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*. )

ELED 6113

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).

Learning and Developing in the Elementary Years

Learning Developing Elem Yrs

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

Overview of cognitive, social-emotional, and physical developmental domains, including the interdependency of domains, for elementary age children; includes socio-cultural influences impacts on learning and development.

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?

Foundational course for the program

1. NO Is this course restricted to a specific major?
	1. If yes, which major? Enter text...

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 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.

 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?

 Master of Arts in Teaching, Elementary track

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

a. If yes, what course?

Enter text...

14. NA 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.)

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| Week | Course Content |
| 1 | Introduction to Development, socio-cultural contexts, individual differences and individual nature of development |
| 2 | Social emotional, physical, language development, DLL/ELL, Cognitive Development – test 1 |
| 3 | Cognitive Development, Cognition, Cognitive Processes, Memory and Learning, Social Cognitive Perspectives; test 2 |
| 4 | Behavioral Perspectives, Motivation; Effective classroom practices; first project due |
| 5 | Class case studies, Engaging Families; second project due; test 3 |

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

Child observation and interview/family interview

19. Department staffing and classroom/lab resources

Existing department and university resources will support the course content

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 designed to be the foundation for the Elementary Education Master of Arts in Teaching program, grounding candidates with a strong knowledge of developmental and learning theory. Candidates will be expected to engage in critical thinking, through applying theory and concepts developed in the course in scenarios and case studies. It primarily addresses Arkansas Teaching Standards Standard #1: Learner Development Standard # 2: Learning Differences Standard # 3: Learning Environments Standard #7: Planning for Instruction

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.

 This course provides a foundation knowledge of development and learning for individuals seeking to complete the Master of Arts in Teaching degree, focusing on Elementary Education licensure. The course fits into the mission of the department by supporting on of “the department’s primary goals: preparing Professionally Emerging Teachers and Emerging Professionals in the fields of early childhood education, elementary education, middle grades education, secondary education, and reading.” Content in the course includes applying knowledge of how children develop and learn to plan classroom activities, recognizing atypical development/developmental delays, considering the impact of children’s socio-cultural contexts on their development and learning, and facilitating families’ understanding of children’s learning and development. All of these are characteristics of effective teachers.

c. Student population served.

The course is developed specifically for students pursuing a Master of Arts in Teaching with Elementary Education licensure; however, it would be available to students in other programs interested in child development

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

Part of the coursework and expectations for the Master of Arts in Teaching, Elementary Track

**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
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**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?

This course will provide a foundation for specific developmental knowledge of elementary learners that is foundational to successful completion of the internship and its assessments (Impact on student learning, TESS observation rubric/Summative Assessment of Internship) ; it primarily supports Arkansas Teaching Standards #1 Learner Development/TESS Domains #1 Planning and Preparation and 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)** | Arkansas Teaching Standards #1 Learner Development/TESS Domains #1 Planning and Preparation and 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 #1/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 #1/TESS Domains #1 and #3 |
| Assessment Timetable | Internship every fall semester |
| 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** | Candidates describe characteristics of typical development for children ages through young adolescence, and identify child behaviors that indicate atypical and/or delayed development. |
| Which learning activities are responsible for this outcome? | Text reading, class discussion, videos, observation |
| Assessment Measure  | Course tests |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | Candidates analyze teaching situations using current theory and research of child development and learning to make recommendations for classroom best practices. |
| Which learning activities are responsible for this outcome? | Text readings, course discussions, scenarios |
| Assessment Measure  |  Course tests |
| **Outcome 3** | Candidates describe the interdependence of domains of development and how this impacts learning and development |
| Which learning activities are responsible for this outcome? | Text readings, course discussions, scenarios |
| Assessment Measure  | Course tests |
| **Outcome 4** | Candidates identify various socio-cultural influences on learning and how these may impact individual children’s learning and development. |
| Which learning activities are responsible for this outcome? | Text readings, course discussions, videos, scenarios |
| Assessment Measure  | Course tests |
| **Outcome 5** | Candidates identify individual patterns for development, strengths, and areas of growth for children, making appropriate recommendations for supporting these differences in the classroom |
| Which learning activities are responsible for this outcome? | Text readings, course discussions, scenarios |
| Assessment Measure  | Course project graded with rubric provided to the students |
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| **Outcome 6** | Candidates create family engagement materials to facilitate families’ understanding and supporting the child’s learning and development. |
| Which learning activities are responsible for this outcome? | Text, additional reading, class discussion, videos |
| Assessment Measure  |  Course project graded with a rubric provided to the students |
| **Outcome 7** | Candidates apply current knowledge and theory related to learning factors such as motivation and mindset to describe appropriate classroom practices. |
| Which learning activities are responsible for this outcome? | Text, additional reading, class discussion, videos, scenarios |
| Assessment Measure  | Course tests  |

**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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ELED 6043.

Social Studies in the Elementary School

Relates human and natural resources to the child as a social being in an interdependent world and includes four or five selected field trips.

ELED 6053.

Principles and Practices for Language Arts Instruction

A methods course which provides for the development of knowledge, skills, and attitudes necessary for teaching the

language arts: listening, speaking, reading, and writing.

ELED 6063.

Educational Media

This course is designed to provide teachers, administrators, supervisors, and librarians with the skills and knowledge required to effectively use instructional media in the classroom and for professional presentations, and to provide them with an understanding of the requirements for an effective multimedia center.

ELED 6073.

Teaching Natural Science in the Elementary School

A graduate level methods course which provides an opportunity for the development of effective elementary science instructional procedures and explores current problems relating to elementary science teaching.

ELED 6083.

Mathematics in the K-6 Curriculum

The course will acquaint K-6 teachers with the curriculum and evaluation standards in mathematics and with ways to implement these standards for elementary classrooms.

*ELED 6113 Learning and Developing in the Elementary Years*

*Overview of cognitive, social-emotional, and physical developmental domains, including the interdependency of domains, for elementary age children; includes socio-cultural influences impacts on learning and development.*

ELED 660V.

Thesis

ELED 680V.

Independent Study