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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*. )

TE 6293

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).

Theories and Strategies of Classroom Management

Theories Strategies CR Mngment

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

Development of skills needed to make application of classroom management principles to actual classroom practice prior to participating in an internship in the public schools.

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

MLED 6403 or ELED 6113

* 1. Why or why not?

Candidates need an understanding of the developmental issues of the students they will teach.

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.*

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** – **Yes / 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?

MLED 5042

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? NO

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 | Topics |
| 1 | The Nature of Classroom Management: Philosophical Foundations, Current Practice, Classroom Management Models from Canter to Glasser |
| 2 | The Nuts and Bolts of Management: Rules, Procedures, Room Arrangement, Monitoring Student Activities, Managing Groups |
| 3 | Teacher Student Relationships: Quality Interactions, Building Trust, Taking Corrective Actions, Teacher Leadership, Communication |
| 4 | Correcting Misbehavior and Motivation |
| 5 | Working with Exceptional Groups |

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, Gilbert, Keyes all are highly qualified in management.

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

NO

20. no Does this course require course fees? NO

*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)

Classroom Management is at the core of effective teaching. A management course was added to the current MLED MAT to assist candidates with a low ranked area (on internship evaluations) management and classroom environment. While classroom management is developed as a skill while teaching, candidates need a foundation in the philosophy and practices needed for effective classroom management.

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.

It will assist with the skills needed by candidates to be effective classroom leaders and to create effective learning environments.

c. Student population served.

All majors in the Masters of Art in Teaching

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 addressed related to Arkansas Teaching Standards/InTASC standards:

PRIMARY: ATS #3 Learning Environments; TESS Domain #2 The classroom environment

SECONDARY 2 Learning Differences, 9 Reflections and Continuous Growth

There is no direct assessment

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)** | PRIMARY learning outcome: ATS #3 Learning Environments/TESS Domain #2 The classroom environment |
| Assessment Measure | 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 #3/TESS Domain #2; the program is also transitioning from Arkansas Teaching Standards to ADE TESS outcomes. |
| Assessment  Timetable | Internship scheduled for each fall |
| Who is responsible for assessing and reporting on the results? | Clinical and University supervisors observe/complete rubric; university supervisors input data 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** | Students will be able to discuss the philosophical basis and implementation sequence for at least one nationally recognized classroom management theory that provides a basis for classroom interaction, positive learning environments, and student motivation. |
| Which learning activities are responsible for this outcome? | Readings and discussion of classroom management plans |
| Assessment Measure | **Research Paper:**  Students will research and write a paper on one of the nationally recognized management theories, for example, the work of Canter, Ginott, Kounin, or Glasser; graded with a rubric provided to students. |
| **Outcome 2** | Students will develop a classroom management plan that may be modified based on practice and used in their own classroom that provides for the inclusion of student needs and developmental characteristics in developing a positive student centered learning environment. |
| Which learning activities are responsible for this outcome? | Readings, Article Critiques |
| Assessment Measure | Classroom Management Plan 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.* |

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**RDNG 7643. Social Foundations of Literacy** An overview of the social foundations of literacy within the context of sociocultural and sociopolitical theory. Limited to MSE-Reading and Ed.S.-Reading students or approval of the instructor. Prerequisite: RDNG 6313 Theory and Prac­tice in Teaching Reading (or equivalent).

**RDNG 7653. Advanced Studies in Reading Comprehension** An in-depth examination of the dimensions of understanding in literacy learning, the complexities of comprehension strategy instruction as they pertain to the learning of essential concepts, and how they impact literacy learning environments and professional development for teachers. Restricted to Ed.S Reading Candidates or graduate students with permission of the instructor.

**Teacher Education (TE)**

**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.

**TE 6233. Teaching and Assessment** Designed to provide teachers with a broad survey of teaching methodology and student assessments. Instructional decision making will be explored in the context of standards, principles of learning, teaching methodology, student assessment and student development.

**TE 6243. Technology as a Tool for Teaching** This course will include evaluation of educational software and websites. Students will research instructional design principles and pro­cedures and will utilize their learning to create technology integrated educational materials for their respective areas.

**TE 6253. Perspectives on Professionalism in Education** This course helps develop perspectives that are essential for educators to understand and fulfill ethical and professional responsibilities in their respective areas, including communication with various audiences, reflec­tion, self assessment and advocacy within the context of cultural diversity and democratic plural­ism.

**TE 6263. Teachers as Professionals; Working Toward National Board of Professional Teaching Standards** Emphasis on the National Board of Teaching Standards (NBPTS) to improve student learning in classrooms. NBPTS provides the framework for the course. Prerequi­site: ELFN 6773 Statistics and Research.

**TE 6283. Practicum in Teacher Education** Practicum serves as a capstone experience in which the student collaborates with faculty to apply knowledge and skills gained in the program. A written proposal must be approved the semester prior to the Practicum and follow published department timelines.

*TE 6293* ***Theories and Strategies of Classroom Management*** *Development of skills needed to make application of classroom management principles to actual classroom practice prior to participating in an internship in the public schools. Prerequisites, MLED 6403 OR ELED 6113*

**TE 6299. MAT Internship in Teacher Education** Supervised internship focused on edu­cational practice and performance for individuals seeking alternative licensure to teach in grades PK-12. Prerequisite: Restricted to Master of Arts (MAT) in Teacher Education. Students must com­plete all other MAT coursework and pass Praxis I and Praxis II examinations prior to enrollment.