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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 andnter 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)** |
| 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** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

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

Dr. Ron Towery, [rtowery@astate.edu](mailto:rtowery@astate.edu), 870 972 3059

2. Proposed Starting Term and Bulletin Year

18/19, first offered Sum 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*. )

ELED 6103

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).

Elementary Literacy

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

Focus on effective literacy instruction within and across content areas including a comprehensive knowledge base of the reading and writing process and effective instructional methods for teaching both nonfiction and fiction reading and writing in the elementary classroom.

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?

Enter text...

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

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. NO 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.)

**Course Outline**

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| WEEK | CONTENT |
| 1 | An inquiry approach to genre study; What is genre study?; What students need to know about the genres of text; A workshop approach to genre study; Learning to process fiction and nonfiction texts |
|  | Set up professional development literature circles; Assign Book award presentations; Schedule topic presentations |
| 2 | Understanding fiction texts; Fantasy in fiction texts; Nonfiction texts; Realism in fiction texts; Understanding biography |
|  | Book award presentations; (3) minilessons due; Topic group presentations |
| 3 | Reading across genres; Poetry; Interactive read-aloud and literature discussion |
|  | (3) minilessons due; Topic group presentations |
| 4 | Reading conferences and independent reading; Writing about reading in a reader’s notebook; Guided reading; The reading-writing connection |
|  | Literature circle presentations; (2) minilessons due; Topic group presentations |
| 5 | Diversity and Differentiated Instruction; FINAL: Text set presentations |

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

Enter text...

19. Department staffing and classroom/lab resources

Course will be offered in the summer; sufficient staffing and classroom space is available

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

No; sufficient faculty are in place; Library and college resources exist to support the course

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 provide a deeper knowledge of literacy practices in elementary classrooms beyond the 6 hours already in the MAT program. This course focuses on Arkansas Department of Education (ADE) expectations for Elementary Education teachers to have knowledge of content reading and writing specific for K-6 classrooms. This course further addresses required standards for initial licensure programs. Literacy development and education has received increasing emphasis in the elementary grades. This course supports development of proficiency in several Arkansas Teaching Standards/InTASC including 1, Learner Development; 2, Learning Differences; 4, Content Knowledge; 5 Application of Content; 6, Assessment; 7, Planning for Instruction; 8, Instructional Strategies .

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 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.” The focus on literacy education will help prepare these MAT candidates to be more effective in elementary classrooms.

c. Student population served.

Master of Arts in Teaching Elementary track candidates; other graduate students as interested

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

Course is developed specifically for the MAT 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. **[x ]** 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?

## Primary Standard addressed is Standard 8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways./TESS Domain #3 Instruction

## Supplemental standards include the following; these standards are largely implied while assessing Standard 8.

**Standard 1: Learner Development:** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard 2: Learning Differences:** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

## Standard 4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.

## Standard 5:  Application of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

## Standard 6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

## Standard 7: Planning for Instruction: The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

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.

The course does not have a program assessment connected with it but supports candidates in being successful in the program assessments connected to the internship semester.

*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)** | ATS #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 each fall |
| 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** | Utilize appropriate instructional practices, based on an understanding of diverse student abilities, cultural backgrounds, and language. |
| Which learning activities are responsible for this outcome? | Course readings, lecture, discussion, class activities |
| Assessment Measure | Mini lessons assignment graded with a rubric |

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| **Outcome 2** | Develop specific teaching strategies for reading instruction in the content areas. |
| Which learning activities are responsible for this outcome? | Course readings, lecture, discussion, class activities |
| Assessment Measure | Text Set presentations graded with a rubric |

*(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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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 6103 Elementary Literacy Focus on effective literacy instruction within and across content areas including a comprehensive knowledge base of the reading and writing process and effective instructional methods for teaching both nonfiction and fiction reading and writing in the elementary classroom.*

ELED 660V. Thesis

ELED 680V. Independent Study