# ACADEMIC SENATE PROPOSAL TRACKING SHEET
### (Document To Be Originated By the Academic Senate Secretary On Canary Color Paper)

*MAY 04 2018*

| Proposal # 17-66 | Title: EDU 336C Revision |
|---|---|

(Proposal explanation, submitter and college dean signatures on attached program/degree or course revision form.)

**All proposals MUST have their originating college faculty body (Ex. Arts & Sciences, Education and Nursing; Technical Sciences) approval and must be signed by the submitter and the college dean before being submitted to the Academic Senate Secretary.**

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms or General Education Inclusion form) to the Academic Senate Secretary. **NOTE: Level 1 or Level 2 forms must be submitted concurrent with this proposal where applicable. For Education proposals, PEU approval must be received prior to forwarding the proposal to the Senate.**

2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): General Education (if applicable), or Curriculum. A transmittal e-mail will be sent to the Recording Secretary of the receiving committee, cc Provost's Administrative Assistant, by the Academic Senate Secretary. A digital copy of the proposal will be linked on the Academic Senate Proposal page by the Academic Senate Secretary.

3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is returned to the Academic Senate Secretary for forwarding to the next committee. If a committee disapproves the proposal, the originator may request that the item be forwarded to the next body for consideration. The committee will provide written rationale to the originator, via the Academic Senate, when a proposal is disapproved and the proposal is returned to the originator. Upon completion of committee action, the proposal will be returned to the Academic Senate Secretary, and a transmittal e-mail sent by the Committee Recorder to the Senate Secretary, cc Provost's Administrative Assistant.

4. The Academic Senate considers the proposal and recommends approval or disapproval. If approved, the proposal is forwarded to the Provost for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration, utilizing the procedures set forth in the Senate Bylaws. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.

5. Approved proposals will be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor. From this point forward, the Provost's Administrative Assistant will update the Proposal page on the website by contacting the webmaster.

7. The Chancellor approves or disapproves the proposal.

8. The proposal will then either be implemented or referred to MSU for further action. The tracking page on the Provost site will be updated as required.

   **Subcommittee and Academic Senate college representatives will notify their respective colleges' of the progress of submitted proposals or the proposal may be tracked via the web page -- http://www.msun.edu/admin/provost/senate/proposals.htm**

   **Documentation and forms for the curriculum process is also available on the web page: http://www.msun.edu/admin/provost/forms.htm**

*****(**If a proposal is disapproved at any level, it is returned through the Academic Senate secretary and the Senate President, to the Dean of the submitting college who then notifies the originator.**

**See back for tracking form**

| | Date | Action Taken | Signature | Date | Comments/Reason for Disapproval | Sent to | Date | Transmittal E-mail sent |
|---|---|---|---|---|---|---|---|---|
| *Abstract received by Senate Secretary | | Copy to Senate President. Forward to Provost. | | | | | | |
| *Provost | | ☐ Abstract Approved  ☐ Disapproved | | | | | | |
| Received by Senate Secretary | 5/4/18 | Tracking form initiated | D. Bradley | | forward Si... | Si... | 8/3/18 | inner office |
| General Education Committee (if applicable) | 8/23/ 2018 | ☐ Approved  ☐ Disapproved | Gary Sivian | 8/23/ 2018 | NA | Todd | 9/15/18 | inner office |
| Curriculum Committee (if applicable) | 9/17/18 | ☑ Approved  ☐ Disapproved | Jay P.. | 9/17/18 | forward | M Seifert | 10/16/18 | inner office |
| Academic Senate | 10/16/18 | ☑ Approved  ☐ Disapproved | Seifert | 10/17/18 | forward | C Pond | 10/18 | inner office |
| Full Faculty (if necessary) | | ☐ Approved  ☐ Disapproved | | | | | | |
| Provost | | ☐ Approved  ☐ Disapproved | | | | | | |
| Chancellor | | ☐ Approved  ☐ Disapproved | | | | | | |
| MSU | | ☐ Approved  ☐ Disapproved | | | | | | |
| BOR | | ☐ Approved  ☐ Disapproved | | | | | | |
| NWCCU | | ☐ Approved  ☐ Disapproved | | | | | | |
| Provost | | Advise originating college and Academic Senate of status. Update Web page. | | | | | | |
| Registrar | | Catalog/Policy Manual Update | | | | | | |

**NOTE:** The secretary of the Academic Senate will update the Academic Senate Proposal web page from initial receipt until the proposal reaches the Provost. The Provost's Administrative Assistant will ensure that the current status of each proposal is maintained on the Academic Senate Proposal web page from that point forward. *****Abstract and pre-approval required for new programs ONLY.**

Academic Senate Form 1 (Revised 3/21/2012)

# CEASN PROPOSAL TRACKING SHEET
## (Document to Be Originated By CEAS   Secretary)

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the CEAS   Administrative Assistant.
2. The CEAS   Administrative Assistant forwards them to the appropriate CEAS Committee.

| Proposal Number: #68 | Title: EDU   336   Revision |
|---|---|

Date

Received by CEAS   Administrative Assistant          4·24·18

Forwarded to CEAS   College Meeting          4:24·18          Approved ✓   Disapproved ____

_____ 9/26/18
Chair
Signature                                             Date

Returned to CEAS   Administrative Assistant          4·26·18

Forwarded to Dean for Signatures          4·26·18   *Carol A. Reipahmed* 4-26-18
Dean
Signature

Returned to CEAS   Administrative Assistant          4·26·18

Forwarded to Professional Education Unit  Yes          Approved ✓   Disapproved ____

_____ 5-3-18
Signature                                             Date

Returned to CEAS   Administrative Assistant          Yes May 4, 2018

Forwarded to Academic Subcommittees          8·31·18

# COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION _X_ FOR INFORMATION ONLY _____

College CEASN _____ Program Area Elementary Education _____ Date 2-10-18

Submitter _____ Dean Carol A. Redmond Date 4/24/18
  Signature                Signature (indicates "college" level approval)

Please provide a brief explanation & rationale for the proposed revision(s):

This course is designed to fulfill the practicum experience Students will be assigned to school classrooms to observe children, teachers, and teaching strategies and to co-teach lessons in classrooms. Sections will be specific to grade level 5-12, K-8, or K-12 and must be repeated a total of three times for 3 experiences aligned to Practicum 1, Practicum 2, and Practicum 3 of the P.A.C.T. Handbook

Please provide the following information:
**College:** CEAS
**Program Area:** Elementary Education
**Date:** 2-10-18
**Course Prefix & No.:** EDU  336C

**Course Title:** EDU  336C Practicum 3.
**Credits:** 1

**Required by:** Elementary and Secondary Education majors


**Selective in:**
**Elective in:**
**General Education:**

**Lecture:**
**Lecture/Lab:**
**Gradable Lab:** 100%
**Contact hours lecture:**
**Contact hours lab:** 1


**Current Catalog Description (include all prerequisites):**


**EDU   336. Integrated Field Experiences. 1-3 Credits.**

This course is taken by candidates in conjunction with their "methods and reading methods" of the program. Candidates will be placed in field experiences with the express purpose of practicing the methodology of teaching in various areas in a classroom setting. This course may be repeated for up to 3 credits. Prerequisite: Level I Admission to Teacher Education. Co-requisite: EDUC 334. Graduate credit requirements are described in the course syllabus. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

**New Catalog Description (include all prerequisites):**

**EDU 336 A, B, or C. Practicum 1,2, and 3 (1) Credit.**

This course is taken by candidates in conjunction with their Level I coursework. Candidates will be placed in 45 hour field experiences with the express purpose of practicing the methodology of teaching in various areas in a classroom setting. This course must be repeated three times for a total of 3 credits in conjunction with Practicum1, 2, and 3 experiences at each level of the program. Prerequisite: Level 1 Admission to Teacher Education. Graduate credit requirements are described in the course syllabus. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Evaluation of course requirements is more rigorous than at the lower division section of this course.

**Course Outcome Objectives:**
• Teacher candidates will demonstrate professional development by attending any opportunities that may surface during the field experience.
• Teacher candidates will demonstrate an understanding of the philosophies, models and theories that provide a basis for past, current and future education practices for students.
• Teacher candidates will demonstrate an awareness of the characteristics and effects on each student's learning factors such as family relationships, environmental, cultural, linguistic, socioeconomic, medical/health, gender and other factors.
• Teacher candidates will develop an extensive resource directory, both elec'Jonically and on paper.
• Teacher candidates will be able to move from theory to practice by conducting microteaching and self-assessing these teaching experiences.
• Teacher candidates will demonstrate the ability to develop data collection processes and observation techniques, display and communicate data and use data for decision making.
• Teacher candidates will be able to select, develop, use and evaluate a variety of curricula for meeting the needs of students with diverse abilities.
• Teacher candidates will demonstrate an awareness of and ability to use technological advances to facilitate accessing information, record keeping and instruction (technology integration).

**Candidates must**
• be curious and follow their curiosities in order to remain continually engaged in learning.
• challenge their own taken-for-granted notions and seek deeper understanding.
• demonstrate an understanding of the importance of diversity and the impact diversity has in living rich, full lives.
• demonstrate the ability to take reasoned risks in order to do and leam more.
• demonstrate self-direction in their learning and practice.
• accept the role of education leader
• see value in community and the role of families in learning and developing.
• understand the significance of constructivist teaching, counseling, and learning practices and demonstrate the ability to use their knowledge to create effective learning opportunities.
• practice reflective and critical thinking.
• be able to articulate their beliefs and develop methods and materials to act on these beliefs.
• be able to apply knowledge of developmental learning and processes to practice.

- understand the significance of and are prepared to create collaborative, cooperative, and inclusive learning and counseling environments.
- be prepared to assume professional responsibilities.
- be able to develop effective means to engage families and communities.
- be understand the ways their decisions, interactions, and behaviors impact the culture and climate of the learning and counseling environment
- be able to integrate educational and informational technology to enhance learning and counseling experiences.
- be able to incorporate multiple and appropriate assessment and evaluation practices.
- demonstrate a level of content knowledge that will enable them to challenge learners, take advantage of teachable moments, and create opportunities for knowledge construction.
- be able to exhibit knowledge of teaching and counseling practices, theory, and research.
- able demonstrate knowledge of assessment and evaluation theory, research, and practice.

**Learning Outcomes:**
Through the continuous development of the Conceptual Framework, faculty have identified those candidate outcomes and teaching strands which flow through our constructivist philosophy. These outcomes are correlated with valuable professional standards.
 **Danielson Framework for Teaching**

## Planning and Preparation (InTASC 2, 4, 6, & 7)
*1a: Demonstrating Knowledge of Content and Pedagogy*
**Objective:** Teacher candidates will understand Montana assessment (ARM) rules and their place in school-wide and classroom-centered decision-making
**Objective:** Teacher candidates will be able to understand the purpose of curriculum development and lesson planning in the scheme of educational models, integrating educational theories including how lesson planning impacts classroom management.

*1b: Demonstrating Knowledge of Students*
**Objective:** Teacher candidates will recognize barriers to quality assessment, in addition to understanding the basic classroom assessment context.

*1c: Setting Instructional Outcomes*
**Objective:** Teacher candidates will demonstrate the ability to develop data collection processes and observation techniques, display and communicate data and use data for decision-making

*1e: Designing Coherent Instruction*
**Objective:** Teacher candidates will demonstrate the ability to develop data collection processes and observation techniques, display and communicate data and use data for decision-making

*1f: Designing Student Assessments*
**Objective:** Teacher candidates will understand the purpose of classroom assessment, sound assessments, and various formative and summative assessments
Teacher candidates will develop knowledge of performance-based and authentic assessment in lesson planning

# Instruction (InTASC 4, 5, 6, & 8)
*3b: Using Questioning and Discussion Techniques*
**Objective:** Teacher candidates will compare, contrast and justify different types of instructional techniques and assessment tools.

*3c: Engaging Student in Learning*
 **Objective:** Teacher candidates will be able to design lesson plans that are developmentally appropriate, integrate technology, and reflect state and national standards.

*3d: Using Assessment in Instruction*
 **Objective:** Teacher candidates will be able to develop quality assessment products such as test instruments, scoring criteria, and benchmarks

## Professional Responsibilities (InTASC 9 & 10)
*4c: Communicating With Families*
**Objective:** Teacher candidates will become familiar with the nature and influence of family, community, society, and culture on children and how these topics may be integrated to enhance student development

*4d: Participation in a Professional Community*
**Objective:** Teacher candidates will demonstrate an awareness of the impact environment, culture (Indian Education for All), linguistic, socio-economic (concentrated intergenerational poverty) exceptionalities, gender, and other factors have on learning.

*4e: Growing and Developing Professionally*
**Objective:** Teacher candidates will demonstrate and awareness of and ability to use technological advances to facilitate accessing information, record keeping, and instruction (technology integration).

*4f: Showing Professionalism*
**Objective:** Teacher candidates will demonstrate an awareness of and ability to use technological advances to facilitate assessing information, record keeping, and instruction.

**Interstate Teacher Assessment and Support Consortium (InTASC)** *See specific standard descriptors in packet for EDU 382*
**InTASC Standard #2 Learning Differences**
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
**InTASC Standard #4 Content Knowledge**
**Descriptors:** The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.
**InTASC 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 teacher's and learner's decision making.
**InTASC 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.
**InTASC 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.
**InTASC Standard #9 Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**InTASC Standard #10 Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Essential Understanding Regarding Montana Indians #2:** There is a great diversity among individual American Indians as identity is developed, defined, and redefined by many entities, organizations, and people. There is a continuum of Indian identity ranging from assimilated to traditional and is unique to each individual. There is no generic American Indian.

**Additional instructional resources needed (including library materials, special equipment, and facilities). Please note: approval does not indicate support for new faculty or additional resources.**

None

Updated 09/29/05