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

MAY 04 2018

Proposal # 17-60	Title: EDU 334 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	ST. Succan	8/3/18	inner office
General Education Committee (if applicable)	8/23/ 2018	☐ Approved ☐ Disapproved	Suzy L Succan	8/23/ 2018	N.A.	J. Todd	9/15/18	inner office
Curriculum Committee (if applicable)	9/17/18	☑ Approved ☐ Disapproved	Jay D	9/17/18	forward	M Seifert	10/10/18	inner office
Academic Senate	10/10/18	☑ Approved ☐ Disapproved	Seifert	10/17/18	forward	C Bond	10/22/18	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
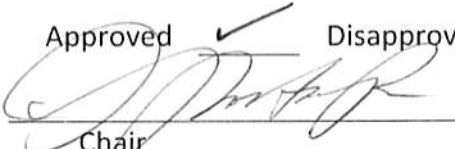## (Document to Be Originated By CEAS Secretary)

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: #62	Title: EDU 334 Revision

Date

Received by CEAS Administrative Assistant   4·24·18

Forwarded to CEAS College Meeting   4·24·18   Approved ✓   Disapproved ___
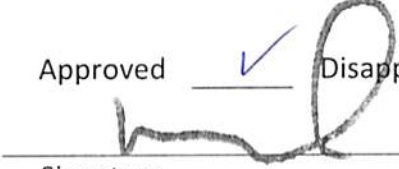
_____ 4/25/18
Chair Signature   Date

Returned to CEAS Administrative Assistant   4·26·18

Forwarded to Dean for Signatures   4·26·18   Carol A. Rophnerd   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__01-05-18___

Submitter_____ Dean _____ Date _4/25/18_
　　Signature　　　　　　　　　Signature (indicates "college" level approval)

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

This course is being changed to remove the Practicum experience from the course description, objectives, and requirements (listed in the catalog description) in order to make the coursework more flexible for students and separate the Practicum experience as a stand alone course

Please provide the following information:

College: CEAS
Program Area: Elementary Education
Date: 01-05-18
Course Prefix & No.: EDU 334

Course Title: Methods of Teaching Integrated Language Arts
Credits: 3

Required by: Elementary and Secondary Education majors

Selective in:
Elective in:
General Education:

Lecture: 3 hours
Lecture/Lab:
Gradable Lab:
Contact hours lecture: 3
Contact hours lab:

Current Catalog Description (include all prerequisites):

An introduction to the development of the communicative skills in the elementary grades. Both expressive and receptive skills will be studied. Emphasis will be placed upon the communicative arts as taught in the schools as well as the developmental aspects of language growth in the child. Attention will be placed upon the role of the communicative skills in the school curriculum with particular emphasis on the school reading program. Students will participate in a practicum experience (45 hours maximum per semester arranged with the instructor, shcool, and candidate) which will provide an opportunity to obtain classroom experience in the teaching of reading. Prerequisite: Level I Admission to Teacher Education, EDU 380, EDU 383, and EDUC 380. Graduate credit requirement 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.

Proposed or New Catalog Description (include all prerequisites):

This will provide an introduction to the development of the communicative skills in the elementary grades. Both expressive and receptive skills will be studied. Emphasis will be placed upon the communicative arts as taught in the schools as well as the developmental aspects of language growth in the child. Attention will be placed upon the role of the communicative skills in the school curriculum with particular emphasis on the school reading program. Prerequisite: Level I Admission to Teacher Education, EDU 380, EDU 383, and EDUC 380. Graduate credit requirement 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:

COURSE OBJECTIVES

- Teacher candidates will recognize cultural, ethnic, developmental, and special needs of all learners and effective ways of teaching language arts to all students.
- Teacher candidates will have an understanding of the knowledge and theories of early intervention.
- Teacher candidates will have an understanding of prerequisite readiness skills at all levels and the ability to assess and teach them.
- Teacher candidates will demonstrate criteria to evaluate and select appropriate materials and strategies for teaching thinking, viewing, listening, speaking, reading, and writing in the content areas.
- 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 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.

Teacher candidates will demonstrate an awareness of and ability to use technological advances to facilitate assessing information, record keeping, and instruction.

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

Updated 09/29/05