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

MAY 04 2018

Proposal # 17-63	Title: EDU 382 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.

	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	DBradley		forward	Sueeaw	8/30/18	Inner office
General Education Committee (if applicable)	8/22/ 2018	☐ Approved ☐ Disapproved	Gary S. Sueraw	8/27 2018	MA.	S Todd	9/15/18	Inner Office
Curriculum Committee (if applicable)	9/17/18	☑ Approved ☐ Disapproved	Jmy Pr	9/17/18	forward.	M Seiffert	10/16/18	Inner Office
Academic Senate	10/16/18	☑ Approved ☐ Disapproved	Seiffert	10/17/18	forward	Bard	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)

I. 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: #65	Title: EDU 382 Revision

Date

Received by CEAS Administrative Assistant   4·24·18

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

_____   4/26/18
Chair Signature   Date

Returned to CEAS Administrative Assistant   4·26·18

Forwarded to Dean for Signatures   4·26·18   *Carol A. Reipshred* 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

NEW__X__ DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College _CEASN_____ Program Area _Elementary Education_____ Date _2-3-18___

Submitter_____ Dean __Carol A. Rephred_____ Date ___4/24/18___
       Signature   Signature (indicates "college" level approval)

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

These two courses are being combined to create one class. Materials are taught in conjunction and overlap.

Please provide the following information:

College: CEAS
Program Area: Elementary Education
Date: 2-3-18
Course Prefix & No.: EDU 382

Course Title: Assessment, Curriculum and Instruction
Credits: 2 credit hours

Required by: Elementary and Secondary Education majors

Selective in:
Elective in:
General Education:

Lecture: 100%
Lecture/Lab:
Gradable Lab:
Contact hours lecture: 2 credit hours
Contact hours lab:

Current Catalog Description (include all prerequisites):

EDU 380. Intro Curriculum Plan/Practice. 3 Credits.

This course is an introduction to curriculum planning and practice. An overview of curriculum development, unit planning with an emphasis on lesson planning is the focus. How lesson design affects classroom management, how to meet state and national curriculum and practice standards, and how to integrate instructional technology in lesson and unit development are topics. Secondary education candidates will focus on reading/writing across the curriculum; elementary education candidates will focus on content curriculum. Students will participate in a practicum experience (45 hours arranged with the instructor, school, and candidate) which will provide an opportunity to obtain classroom experience in curriculum and planning. Prerequisite: Level I Admission to Teacher Education. Co-requisite: EDU 383. Course fee: $25.00. 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.

EDU 383. Assessment in Education. 3 Credits.

This course is designed to provide candidates the foundation in assessment measures used in the K-12 classrooms that aid education decision-making. Fundamental assessment and evaluation topics include validity, reliability, item construction, test interpretation, norm-referenced, criterion-referenced and alternative methods of assessment. HPE Majors/Minors will substitute HPE 376 for this course. Pre-requisite: Level I Admission to Teacher Education, MATH general education requirements for Teacher Education major. Co-requisite: EDU 380. Graduate credit requirements are described in the course syllabus. Formerly EDUC 376 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):
EDU 382 – Assessment, Curriculum and Instruction

Fundamental concepts of educational curriculum planning and assessment for classroom teachers, including the relationship of assessment to educational standards and learning activities, quality of assessment, principles of item construction, evaluation of student responses, interpretation of results, improvement of techniques, and differentiation of planning

Course Outcome Objectives:

Course objectives are aligned to the Montana Professional Education Preparation Program Standards (PEPPS) and the Interstate Teacher Assessment and Support Consortium (InTASC) standards.

- 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.

- Teacher candidates will be able to design lesson plans that are developmentally appropriate, integrate technology, and reflect state and national standards.

- Upon completion of this course students will have had the opportunity to design, distinguish, evaluate, and interpret the fundamental concepts of educational planning and assessment through discussions in class, observations, and writing assignments.

- Teacher candidates will understand the purpose of classroom assessment, sound assessments, and various formative and summative assessments.

- Students will understand Montana assessment (ARM) rules and their place in school-wide and classroom-centered decision-making.

- Teacher candidates will be able to develop quality assessment products such as test instruments, scoring criteria, and benchmarks.

- Teacher candidates will recognize barriers to quality assessment, in addition to understanding the basic classroom assessment context.

- 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 demonstrate and awareness of and ability to use technological advances to facilitate accessing information, record keeping, and instruction (technology integration).

- 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.

- 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.

Learning Outcomes:

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