

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

Proposal # 23-71	Title: Course Revisions for EDU 336A
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(Proposal explanation, submitter and college dean signatures on attached program/degree or course revision form.)

All proposals MUST have their originating college faculty body (Arts, Sciences & Education; Health Sciences; 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 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 committee will provide written rationale to the originator, via the Academic Senate.* The originator may request that the item be forwarded to the next body for consideration. Upon completion of subcommittee action, the proposal will be returned to the Academic Senate Secretary for consideration at the next Academic Senate meeting.
4. The Academic Senate considers the proposal and recommends approval or disapproval. If approved, the proposal is forwarded to the Provost for consideration within 10 working days. If the Academic Senate disapproves the proposal, the Academic Senate will provide written rationale to the originator. * The originator may request that the item be forwarded to the Full Faculty for consideration, utilizing procedures set forth in the Senate Bylaws.
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. If approved, 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 are also available on the web page: <http://www.msun.edu/admin/provost/forms.htm>

*** If a proposal is disapproved, it is returned 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
Received by Senate Secretary		Tracking form initiated	DocuSigned by: <i>Brittany Garden</i> 7131CC945409458	6/7/2024				
General Education Committee (if applicable)		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved						
Curriculum Committee (if applicable)		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<i>[Signature]</i>	11/1/24				
Academic Senate		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<i>[Signature]</i>	11/14/24				
Provost		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<i>[Signature]</i>	12/03/24				
Chancellor		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	<i>[Signature]</i>	12-11-24				
MSU		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	N/A					
BOR		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	N/A					
NWCCU		<input type="checkbox"/> Approved <input type="checkbox"/> 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.

Academic Senate Form 1 (Revised 4/4/2023)

COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY X

- For purposes of this form, "For Information Only" should be used for catalog description or objective changes ONLY

College CASE Program Area EDUCATION

Submitter [Signature] Dean Beth Dunsavage 4-24-24 Date 4.2.2024
Signature Signature (indicates "college" level approval)

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

THE COURSE DESCRIPTION AND OBJECTIVES ARE BEING UPDATED TO REFLECT THE PROFICIENCY BASE EDUCATION (PBE) GRANT WORK COMPLETED BY THE DEPARTMENT OF EDUCATION IN 2023.

CHANGED ARE MINIMAL AND HIGHLIGHTED FOR EASY COMPARISON.

Please provide the following information:

Course Prefix & No.: EDU336A

Current Course Title: PRACTICUM I

Proposed Course Title (when applicable):

Current # of Credits: 3

Proposed # of Credits (when applicable):

[please specify degrees]:

Required by: EDUCATION MAJORS

Selective in:

Elective in:

General Education Category:

Lecture:

Lecture/Lab:

Gradable Lab:

Lecture contact hours per week:

Lab contact hours per week:

Current Catalog Description (include all prerequisites):

This course is designed to provide teacher candidates with the opportunity to explore and understand educational foundations as they align with classroom experience. Teacher candidates will complete a 45-hour field experience with the purpose of observing, understanding, and critiquing the foundations of education (InTASC Standards, Code of Ethics, and Indian Education for All, Danielson Framework of Teaching, Proficiency Based Education) as they relate to various elements of teaching and learning within a classroom setting. Teacher candidates will engage in professional and reflective practices while bridging their coursework with classroom experiences. This course will support teacher candidates initial draft of their philosophy of education statement as well as provide them with an understanding of action research. Prerequisite: Level I Admission to Educator Preparation Program

Proposed or New Catalog Description (include all prerequisites):

This course is designed to provide teacher candidates with the opportunity to explore and understand educational foundations as they align with classroom experience. Teacher candidates will complete a 45-hour field experience with the purpose of observing, understanding, and critiquing the foundations of education (InTASC Standards, Code of Ethics, and Indian Education for All, Danielson Framework of Teaching, Proficiency Based Education) as they relate to various elements of teaching and learning within a classroom setting. Teacher candidates will engage in professional and reflective practices while bridging their coursework with classroom experiences. This course will support teacher candidates initial draft of their philosophy of education statement as well as provide them with an understanding of action research. **This is a Proficiency-Based Education course; teacher candidates are required to show mastery on proficiency scales.** Prerequisite: EDU336~~6~~₈ (pass with C or better)

Course Outcomes/Objectives:

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

- Teacher candidates will explore and discuss various foundations of education and effective teaching: Danielson Framework of Teaching, InTASC Standards, Code of Ethics, IEFA, **and Proficiency-Based Education.**
 - Teacher candidates will summarize elements of each education foundation and critique classroom management and instruction based on observations.
- Teacher candidates will use theory, research, and experience to begin forming their philosophy of education.
- Teacher candidates will demonstrate commitment to continuous professional growth and improvement through professional development opportunities and reflective processes.
 - TC will engage in PD through Hub courses (IEFA)
 - TC will understand the elements, application, and importance of action research.
- **Teacher candidates will engage in a proficiency-based education system to illustrate master of content, knowledge, and skills.**
- Teacher candidates will complete 45 hours of field experience that aligns with the candidate's major or minor program with mentorship of a classroom teacher in an accredited public K-12 school setting.
 - Teacher candidates will exercise professionalism in all areas during the field placement.

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