

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

Proposal # 22-72	Title: EDU 397SS/LA; Methods-Social Science and Language Arts
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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 (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		<input type="checkbox"/> Abstract Approved <input type="checkbox"/> Disapproved						
Received by Senate Secretary	04/04/2023	Tracking form initiated	D Bradley		Forward to Gen Ed	K Udayakumar		
General Education Committee (if applicable)	04/04/2023	<input type="checkbox"/> Approved <input type="checkbox"/> N/A	D Bradley		Forward to Curriculum Committee	C Donoven		DocuSign
Curriculum Committee (if applicable)	04/04/2023	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	DocuSigned by: Casey Donoven		Forward to Academic Senate	Casey Donoven		DocuSign
Academic Senate	4/11/2023	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	DocuSigned by: Valerie Guyant		Forward	C. Reifschneider		DocuSign
Full Faculty (if necessary)		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved	DE99580729A143B...					
Provost	5-26-23	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Carol A. Reifschneider		Forward	Chancellor		
Chancellor		<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Disapproved	Angry D. Kopf	6-5-2023				
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	N/A					
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.

COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION X FOR INFORMATION ONLY _____

College CASE Program Area Education Date 3-7-2023

Submitter [Signature] 4/6/2023 Dean Beth Durochy Date 5-1-23
Signature Signature (indicates "college" level approval)

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

1. To consolidate the coursework in the education program to bring our credit count in parity with other universities across the state.
2. To combine courses where appropriate to eliminate the 1-credit and 2-credit courses in order to make delivery and student course load more efficient
3. To align coursework (CCN) with the MUS Transfer Pathways

This new course merges EDU 397SS and EDU 397LA (both two credit courses) into a single integrated 4 credit lab/lecture.

Please provide the following information:

College: CASE
Program Area: Education
Date: 3-7-2023
Course Prefix & No.: EDU 397 SS/LA

Course Title: Methods: Social Science and Language Arts
Credits: 4

Required by: Elementary Education

Selective in: NA
Elective in: NA
General Education: NA

Lecture:
Lecture/Lab: 4
Gradable Lab:
Contact hours lecture: 60 hours
Contact hours lab:

Current Catalog Description (include all prerequisites):

EDU 397SS

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⁴⁻⁷⁻²³
This course is a "hands-on" course that includes the study of the social science instruction and theory, its implications for teaching social sciences, and information on resources/materials for the classroom. Teacher education candidates will prepare and present lesson plans that take into consideration the development of instructional abilities for social sciences. A variety of formal and informal assessment techniques appropriate in assessing student achievement will be discussed. Prerequisites: Level I Admission to Teacher Education, Social Science and History general education requirements, EDU 380 and EDU 383. Graduate credit requirements are listed 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.

EDUC 334. Method Tchng Intgrtd Lang Arts. 3 Credits.

This will provide an introduction to the development of the communicative skills in 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 1 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 hands-on course is designed to equip teacher candidates with the skills to develop readers, writers, and informed citizens. It will utilize an integrated approach to teach the communication skills of reading, writing, listening, speaking, viewing and thinking in tandem with the major components of social studies. Teacher candidates develop and apply an understanding of the Science of Reading, the five core components of English Language Arts, and the Social Studies C3 Framework. Reading comprehension is supported by wide knowledge of the world around us. Social studies concepts lend themselves to developing a wealth of background knowledge that supports rich understanding of what is read. Teacher candidates demonstrate skill in using developmentally appropriate practices to ensure that all students can learn in a positive environment. Teacher candidates demonstrate skills in using a variety of methods and strategies for literacy development, including the development of literacy for second language learners. A variety of formal and informal assessment techniques appropriate in assessing student achievement will be discussed. Teacher candidates are assessed through development of lesson plans that address all five areas of literacy development.

Course Outcome Objectives:

ELA

- Teacher candidates will utilize and practice using established scientific understandings about how the brain learns to read and write, as well as state and national standards, to guide elementary language arts/ELA instruction.
- Teacher candidates will use developmental aspects of language growth to guide and practice communication skills in the language arts.

- Teacher candidates will use the writing process to practice teaching the types and components of writing.
- Teacher candidates will use course acquired viewing, representing, listening and speaking skills when presenting.

SOCIAL STUDIES

- Teacher candidates will explain how to engage students in the C3 Inquiry Arc, including developing questions, planning inquiries, evaluating sources, communicating conclusions and taking informed action to form the foundation of informed citizenship.
- Teacher candidates will utilize state and national standards to guide social studies instruction in four domains history, civics and government, economics, and geography. (C3 Framework)
- Teacher candidates will explain that a variety of factors related to students' unique cultures, families, socioeconomic statuses influence how they learn, and that making explicit connections to these factors can enhance instruction
- Teacher candidates will practice embedding IEFA into the Social Studies curriculum.

INTEGRATED

- Teacher candidates will utilize reflective practice and collaborative skills to inform and assess their teaching practice.
- Teacher candidates will select appropriate materials and strategies for teaching thinking, viewing, listening, speaking, reading, and writing in Social Studies and other content areas.
- Teacher candidates will demonstrate an awareness of and ability to use technological advances to facilitate assessment data collection, communication, record keeping, and to guide instruction.
- Teacher candidates will explore differentiation techniques for meeting the needs of diverse learners.

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