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Minutes
CEBS CURRICULUM COMMITTEE
3:00 pm – March 12th, 2019

</div>

Members Present: Lester Archer, Lisa Duffin, Jeanine Huss, Aaron Hughey, Julia Mittelberg, Steve Wininger, Gary Houchens (Leggett), Toni Szymanski, Kandy Smith (Hulan)

Guests Present: Tony Norman, Blair Thompson, Christina Noel, Erin Margarella

I. Approval of Minutes of the February 5th, 2019 CEBS Curriculum Committee meeting. (These minutes can be located on the CEBS Web Page, click on Dean's Office and then meeting minutes and agendas.)
    Minutes from February 5th, 2019 meeting were approved as they appear on the web.

II. **Consent Item**
    1. Proposals to Revise Course Prerequisites/Corequistes/Special Requirements- PSY 310 "Educational Psychology"- Dr. Lisa Duffin
        Dr. Duffin presented.

III. **New Business**
    Course change proposals can be viewed at https://nextcatalog.wku.edu/courseadmin/
    Program change proposal can be viewed at https://nextcatalog.wku.edu/programadmin/

    School of Teacher Education

    Undergraduate:

    1. Course Change Request- EDU 250 "Introduction to Teacher Education"-Dr. Toni Szymanski
        Dr. Duffin made a motion to approve. Dr. Kirby to second. Dr. Thompson presented. Motion approved.
    2. Create a New Course- EDU 260 "Classroom Assessment"- Dr. Toni Szymanski
        Dr. Mittelberg made a motion to approve. Dr. Kirby to second. Dr. Mittelberg presented. Motion approved with friendly amendment to change the proposed term of implementation to "as soon as possible."
    3. Create a New Course- EDU 350 "Student Diversity and Differentiation"- Dr. Toni Szymanski
        Dr. Duffin made a motion to approve. Dr. Mittelberg to second. Motion approved with friendly amendments to change the proposed term of implementation to "as soon as possible" and to remove "template" language from proposal.
    4. Create a New Course- EDU 360 "Behavior and Classroom Management in Education"- Dr. Toni Szymanski
        Dr. Kirby made a motion to approve. Dr. Duffin to second. Motion approved with friendly amendment to change font on 2.9 and to change the abbreviated course title.

Psychology

Graduate:

1. Course Change Request: PSY 520 "Individual Differences and Human Diversity"- Dr. Tony Paquin
   Dr. Szymanski made a motion to approve. Dr. Duffin to second. Dr. Wininger presented. Motion appoved.

Educational Leadership Doctoral Program

Graduate:

Dr. Smith made a motion to bundle ELDP proposals #2-7. Dr. Szymanski to second. Proposals were bundled. Dr. Duffin made a motion to approve. Dr. Smith to second. Dr. Norman presented. Motions carried.

1. Program Change Request – 010 "Educational Leadership" Dr. Tony Norman
   Dr. Hughey made a motion to approve. Dr. Huss to second. Dr. Norman presented. Motion carried.
2. Course Change Request- EDLD 710 "Leadership Theories and Ethics" Dr. Tony Norman
3. Course Change Request- EDLD 712 "Research Methods and Design for Educational Leaders" Dr. Tony Norman
4. Course Change Request- EDLD 720 "Individual and Group Issues in Leadership" Dr. Tony Norman
5. Course Change Request- EDLD 722 "Measurement and Survey Methods for Educational Leaders" Dr. Tony Norman
6. Course Change Request- EDLD 730 "Leading the Organization" Dr. Tony Norman
7. Course Change Request- EDLD 732 "Program Evaluation for Educational lead" Dr. Tony Norman
8. Course Change Request- EDLD 794 "Educational Leadership Seminar" Dr. Tony Norman
   Dr. Szymanski made a motion to approve. Dr. Huss to second. Dr. Norman presented. Motion approved.
9. Course Change Request- EDLD 798 "Educational Leadership Doctoral Program Internship" Dr. Tony Norman
   Dr. Duffin made a motion to approve. Dr. Huss to second. Dr. Norman presented. Motion approved.
10. Course Change Request- EDLD 799 "Dissertation Research" Dr. Tony Norman
    Dr. Duffin made a motion to approve. Dr. Szymanski to second. Dr. Norman presented. Motion approved with friendly amendment to reason for changing proposed course.

Educational Administration Leadership & Research

Graduate:

1. Program Change Request: 121: School Administration, Rank 1- Dr. Gary Houchens
2. Program Change Request: 131: Certification Only, Education Leadership – Dr. Gary Houchens
   Dr. Duffin made a motion to bundle EALR proposals. Szymanski to second. Proposals bundled. Dr. Duffin made a motion to approve. Huss second. Dr. Houchens presented. Motions approved..

IV. **Other Business**

    A.

Meeting adjourned 3:58pm

General Guidelines for
Proposals to Revise Course Prerequisites/ Corequisites/ Special Requirements

- This form is used to revise the prerequisites, corequisites and/or special requirements for an existing course. If course prerequisites/corequisites are revised to reflect significantly revised course content, learning outcomes, student expectations, etc., a new course proposal must be submitted.

- Proposals to revise course prerequisites, corequisites and/or special requirements are **consent items**.

- If the proposed prerequisite/corequisite revisions involve courses offered by another department/unit, the head of that department/unit should be informed so that appropriate scheduling decisions can be made.

- Prerequisites, corequisites and/or special requirements listed in **item 3** will appear in the university catalogs.
  - Distinguish clearly between prerequisites and corequisites. For course prerequisites or corequisites, indicate each subject area prefix and course number (not the course title). If a prerequisite/corequisite course presumes completion of other courses, the preceding courses should **not** be listed. In other words, list only the immediate prerequisites and not all the courses that precede the immediate prerequisites. For example, students in XXXX 323 are required to have completed XXXX 321, 202 and 201, but only XXXX 321 is listed as the prerequisite because XXXX 202 and 201 are prerequisites to XXXX 321.
  - For other enrollment requirements (e.g., instructor permission required, class standing, acceptance to the xxx program required, restricted to majors in the xxx program), clearly state the text as it will appear in the catalog. Course requirements need not state the obvious; for example, a 500-level course need not stipulate "graduate standing."
  - Prerequisites for the graduate (G) component of a 400-level course do not have to be the same as those for the undergraduate component.

- **Item 5** should indicate how the changes in course prerequisites, corequisites and/or special requirements will affect completion of the major/minor sequence, including provisions that will be made for current majors/minors. If the changes in course prerequisites, corequisites and/or special requirements will not affect completion of the major/minor sequence, indicate "not applicable." This should also address impact on transfer students and other programs.

- **When proposing a term for implementation in item 6, refer to the Schedule Flow on the UCC website to determine proposed approval timelines as they relate to registration for a term. Courses cannot be revised for a term once registration for that term has begun.**

- **A Course Inventory Form for each course must be submitted to the college dean's office. From there it will be forwarded to the Office of the Registrar as part of the college's package of Course Inventory Forms for that month's UCC agenda.**

College Name

Department Name

Proposal to Revise Course Prerequisites/Corequisites

(Consent Item)

Contact Person: Lisa Duffin-Rexroat, lisa.duffin@wku.edu, 5-6324

1.   **Identification of course:**

    1.1   Course prefix (subject area) and number: PSY 310
    1.2   Course title: Educational Psychology

2.   **Current prerequisites/corequisites/special requirements:** PSY 100 or PSY 220 and one of the following: EDU 250, MGE 275, AGED 250, SMED 101, SMED 301, IECE 321 AMS 329, or permission of instructor.

3.   **Proposed prerequisites/corequisites/special requirements:** One of the following: EDU 250, MGE 275, AGED 250, SMED 101, SMED 301, IECE 321, or AMS 329; **and a minimum cumulative GPA of 2.50 or a composite ACT of 21 or higher;** or permission of instructor.

4.   **Rationale for the revision of prerequisites/corequisites/special requirements:** The Reinvesting in Teacher Education initiative was launched in September of 2018, and an ad-hoc Core Curriculum Committee was created to develop a 15-credit teacher education core that all non-STEM students in education will take. PSY 310 is one of the five courses in the proposed core. The Psychology Department was asked to remove the prerequisite of PSY 100 or PSY 220 for two main reasons: 1) to accommodate students in the various teacher education programs who either enter WKU having taken or are required to take specific courses – other than PSY 100 or PSY 220 -- to fulfill the Social and Behavioral Sciences (SB) category of the Colonnade, and 2) to reduce the number of required courses education students need to take to fulfill their degree programs. SMED 310: Knowing and Learning in Mathematics and Science – an educational psychology course for the SKyTeach Program -- does not require the PSY 100 or 220 prerequisite, so this revision would align to a similar course taught by Psychology faculty in teacher education.

Historically, education students who have struggled academically (i.e., having less than a 2.5 GPA upon entry to PSY 310) have difficulty managing the reading, writing, and critical thinking demands of PSY 310 resulting in poor student outcomes. Students who do not meet the minimum grade requirements for Teacher Education (i.e., earning a grade of C or higher) either have to retake PSY 310, or they redirect out of teacher education. Currently, the majority of education students take PSY 310 during their sophomore or junior years. The proposed course sequence indicates that PSY 310 could be taken early during a student's academic program (e.g., taken as a freshman) and might serve as a prerequisite for other core courses. Because of the rigor, the addition of the minimum GPA/ACT requirement was proposed to help with student retention and success rates within the PSY 310 course.

5. **Effect on completion of major/minor sequence:** This change will make it easier for students to register for PSY310.

6. **Proposed term for implementation:** Fall 2019

7. **Dates of prior committee approvals:**

Psychology Department	**2/15/19**
CEBS College Curriculum Committee	
Professional Education Council (if applicable)	
General Education Committee (if applicable)	
Undergraduate Curriculum Committee	
University Senate	

College of Education and Behavioral Sciences
School of Teacher Education
Proposal to Make Multiple Revisions to a Course
(Action Item)

Contact Information: Antonia Szymanski Antonia.szymanski@wku.edu**;** 270-745-5414

1.   Identification of course:
1.1   Current course prefix (subject area) and number: EDU 250

1.2   Course title: Introduction to Teacher Education

2.   Revise course title:

2.1   Current course title: Introduction to Teacher Education

2.2   Proposed course title: Discover Teaching: Introduction to Teacher Education

2.3   Proposed abbreviated title: Discover Teaching

2.4   Rationale for revision of course title: This title is more descriptive and reflective of the course goals.

 5.   Revise course catalog listing:

5.1   **Current course catalog listing:** The introductory course to a career in education. The student will acquire basic knowledge of teacher ethics, career awareness, student diversity, and curriculum. Field experiences are required. Students are responsible for arranging their own transportation to designated or assigned sites.

5.2   **Proposed course catalog listing:** Introduction to teaching including knowledge of teaching, ethics, professionalism, dispositions, diversity, and curriculum. Clinical field experiences are required. Students must arrange transportation and meet P-12 eligibility requirements to fulfill required outside field experiences.

5.3   **Rationale for revision of course catalog listing:**
           The new catalog listing better reflects existing course content and requirements.

6. **Proposed term for implementation:** Earliest semester after approval.

7. **Dates of prior committee approvals:**

Department/Unit: <u>January 25, 2019</u>

College Curriculum Committee: _____

Professional Education Council: _____

Undergraduate Curriculum Committee: _____

University Senate: _____

Proposal to Create a New Course:

Section 1: Proponent Contact Information

1.1 Name/Title: Antonia Szymanski, Associate Professor

1.2 Email address: Antonia.szymanski@wku.edu

1.3 Phone # 270-745-5414

Section 2: Course Catalog Information

2.1 Course prefix (subject area) and number: EDU 260

2.2 Course CIP code: 13.0604

2.3 Course title: Classroom Assessment

2.4 Abbreviated Course title: Classroom Assessment

Credit hours/Variable credit: 3

2.6 Repeatability: N/A

2.7 Course Term: One term

2.8 Course Catalog Description:
An introduction to the integrated use of assessment in the classroom context for K-12 student learning, teacher planning, and school improvement.

2.9 Prerequisite/Corequisites/Restrictions:

Prerequisite: EDU 250, or instructor permission

2.10   Additional Enrollment Requirements: N/A

2.11   Other Special Course Requirements: N/A

2.12   Grade Type: Standard A-F final grade

2.13   Schedule Type: Lecture

Section 3: Description of proposed course

3.1   Course Content Summary: Explain, briefly and succinctly, the subject matter of the course, and the approach/methodology that will be used to explore it.

a) Introduction to assessment
   i)   Vocabulary and concepts
   ii) Assessment formats: pre, formative, and summative
   iii) Levels of assessment – individual, class, grade level, school, district, state
b) Analyzing assessment results
   i)   Basic statistical calculations – mean, median, mode, standard deviation
   ii) Interpreting results (e.g., individuals, class, grade level, school, district, state)
   iii) Communicating results to students, parents, and other stakeholders
c) Introduction to formative and summative assessments for instructional practice
   i)   Identifying student learning and instructional pacing
   ii) Documenting student readiness for content
d) The role of assessment in instructional design
   i)   Using assessment in lesson planning; assessment's connection to learning objectives
   ii) Providing feedback to students to enhance learning
   iii) Designing assessment to document learning

3.2 Learning Outcomes:
   Upon successful completion of this course, students should:

- Explain the role and use of formal and informal pre-assessments, formative assessments, summative assessments, and standardized assessments in the P-12 classroom.
- Create various forms of reliable and valid assessments including scoring criteria (rubrics/scoring guides).

- Demonstrate knowledge evaluating, grading, and giving feedback.
  .

3.3 Assessment/Evaluation:

Students will be assessed by demonstrating achievement of learning outcomes through participating in in-class activities that provide hands-on assessment practice, evaluating multiple forms of assessment and creating assessments, and reflecting on their learning through papers and quizzes.

Section 4: Rationale

4.1 Reason for developing this proposed course:

The Reinvesting in Teacher Education initiative was launched in September of 2018. An ad-hoc Core Curriculum Committee with faculty representation from CEBS, Ogden, Potter, and CHHS, as well as community constituents and p-12 district partners, began its work to develop a 15-credit teacher education core that all students in teacher education will take. Based on the collaborative efforts of The Core Curriculum Committee and with approval of the School of Teacher Education faculty, a framework of 5 courses and 3 integrated themes was developed. The School of Teacher Education is bringing these 5 courses forward to this curriculum committee to establish the 15-credit teacher education core. Subsequent revisions to individual education programs will be forthcoming.

Assessing learner outcomes is foundational to determining effective instruction at multiple levels (individual, class, grade level, school, district, and state results). Analyzing student performance drives instructional pedagogy, methods and practice of teaching. This course will provide education candidates with foundational knowledge about classroom assessment which an effective teacher must know and use. This course will be one of the core courses required for students in the School of Teacher Education.

4.2 Relationship to similar courses offered by other university departments/units:

In the course <u>CD-485 INTRODUCTION TO ASSESSMENT IN COMMUNICATION</u> DISORDERS the focus is on using standardized and nonstandardized screening and diagnostic instruments for a specific type of student. While students will examine assessment data, this proposed course will focus on the creating, implementation, and analysis of classroom assessments.

In the course PSY 210. RESEARCH METHODS IN PSYCHOLOGY **there is some overlap in topics such as reliability and validity. However, this is related mostly to performing research in various contexts.** The proposed course is focused on assessment of all P-12 students in a classroom.

Both departments have been consulted and see no conflicts or overlaps between their courses and this course.

Section 5: Projected Enrollments/Resources

5.1 How many students per section are expected to enroll in this proposed course? 30

5.2   How many sections of this course per academic year will be offered? 8-10

5.3   How many students per academic year are expected to enroll? 300

5.4   How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections:

This projection is based on current enrollment for similar EDU courses. Fall 2018 had 159 students and Spring 2018 had 190 students (total of 349 students) enrolled in the Introduction to Education (EDU 250), which is required for all education majors. Ten sections were taught each academic year.

5.5   Proposed method of staffing:

Current staffing is sufficient. Should the teacher education program grow beyond the current capacity, the school will manage resources to meet these demands.

5.6 Instructional technology resources: Current technology resources are sufficient.

5.7 Library resources Current library resources are sufficient.

Section 6: Proposed term for implementation: Fall 2019

Section 7: Supplemental Documentation (Optional):

Department/Unit: <u>February 8, 2019</u>

College Curriculum Committee: _____

Professional Education Council: _____

Undergraduate Curriculum Committee: _____

University Senate: _____

Proposal to Create a New Course: Instructions

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Section 1: Proponent Contact Information

  1.1 Name/Title: Antonia Szymanski, Associate Professor

  1.2 Email address: Antonia.szymanski@wku.edu

  1.3 Phone # 270-745-5414

Section 2: Course Catalog Information

  2.5 *Course prefix (subject area) and number:* EDU 350

  2.6 *Course CIP code:* *13.0202*

  2.7 Course title: Student Diversity and Differentiation
  2.8 Abbreviated Course title: Diversity and Differentiation

  2.9 Credit hours/Variable credit: 3

  2.10   Repeatability: N/A

  2.11   Course Term: One semester

  2.12   *Course Catalog Description:* *This is the brief, concise, general course description that will be published in the university course catalog and all its iterations; please refer to WKU course catalog for appropriate style and format examples. Do not include any prerequisites, corequisites or any other restrictions here; that information will be required in item 2.9, below.*

This course provides students with education and training to address diverse student needs in the P-12 setting. Clinical field experiences in public schools and/or other appropriate settings away from campus are required. Students are responsible for their own transportation to designated or assigned sites.

2.13 Prerequisite/Corequisites/Restrictions: If none, simply indicate with N/A (Not Applicable). If prerequisite and/or corequisite courses are required:

Prerequisite: EDU 250, or instructor permission

2.14 Additional Enrollment Requirements: N/A

2.15 Other Special Course Requirements: N/A

2.16 Grade Type: Standard A-F final grade

2.17 *Schedule Type:* *Choose the most appropriate descriptor from this list of options: Applied Learning*

Section 3: Description of proposed course

3.1 Course Content Summary:
   i) Creating awareness of diversity
      (1) Cultural diversity
      (2) Economic diversity
      (3) Intellectual diversity
      (4) Gender diversity
      (5) Family diversity
      (6) Linguistic diversity
   ii) Examining the roles of teachers to meet individual needs
      (1) Identifying individual differences
      (2) Collaborative teaching
      (3) Building supportive relationships
      (4) Culturally relevant pedagogy
      (5) Review legal history and teacher responsibilities under the law
   iii) Utilizing assessments to determine student needs
      (1) Preassessments
      (2) Formative assessments
      (3) Summative assessments

iv) Implementing differentiation
    (1) Creating differentiated learning experiences
    (2) Matching learning activities with student needs
    (3) Managing a differentiated classroom
    (4) Monitoring individual progress

3.2 Learning Outcomes: Upon successful completion of this course, students should be able to:

- Create a classroom environment that celebrates diversity, respects individual differences, and challenges each learner to meet high standards.
- Summarize the collaborative roles of teachers (both special and general educators), along with parents, related service providers, and educational assistants (paraprofessionals) in developing an effective inclusive environment that meets learning/social/emotional needs and legal requirements of students (e.g., students as risk, those with disabilities, giftedness, twice-exceptionalities, and English language learners).
- Explain how history has led to current legislation and identification of students (e.g., those with disabilities, giftedness, twice-exceptionalities, English language learners) including the responsibilities of school personnel in IEP development and service delivery.
- Develop a variety of preassessments based on interest, readiness, ability, and/or learning profile in order to appropriately address a diverse range of learners.
- Provide appropriately challenging, differentiated learning experiences for students based on content, process, and/or product through a variety of strategies.
- Recognize individual differences such as race, culture, linguistic, gender, ability, socio-economic status, and family situations and adjust instruction.
- Acknowledge personal bias, stereotypes and privilege

3.3 Assessment/Evaluation:

Students will be assessed through reflections on case studies, clinical observations, and interviews. They will be required to demonstrate understanding through creating preassessments and challenging learning experiences based on the preassessment results. The students will be required to implement these assignments through a clinical field experience. The culminating project will demonstrate the ability to create a classroom environment that celebrates diversity, respects individual differences, and challenges each learner to meet high standards.

Section 4: Rationale

4.1 Reason for developing this proposed course: Explain how and why this proposed course is desirable and/or necessary, and how it relates to departmental/college/university wide goals and standards. Please note: while references to course content may be included here for clarity's sake, this section is primarily meant to explain <u>why</u> this course is needed/desirable, <u>not what the course is about</u>, which should have been explained thoroughly in section 3: Description of Proposed Course, above.

The Reinvesting in Teacher Education initiative was launched in September of 2018. An ad-hoc Core Curriculum Committee with faculty representation from CEBS, Ogden, Potter, and CHHS, as well as community constituents and p-12 district partners, began its work to develop a 15-credit teacher education core that all students in teacher education will take. Based on the collaborative efforts of The Core Curriculum Committee and with approval of the School of Teacher Education faculty, a framework of 5 courses and 3 integrated themes was developed. The School of Teacher Education is bringing these 5 courses forward to this curriculum committee to establish the 15-credit teacher education core. Subsequent revisions to individual education programs will be forthcoming.

Based on the nation's changing demographics, the School of Teacher Education recognized a need to provide all education students with an understanding of diversity to better meet the needs of all learners. This course is necessary not only to prepare students for the diversity that they will experience in future classrooms but also to prepare them to address individual learners' needs through a differentiation framework.

This course is to provide students with education and training to address diverse student needs in the P-12 setting. The first half of the course will focus on issues of diversity including race, culture, gender, ability, socio-economic status, and family situations. Students will explore themes relating to bias, stereotypes, and deficit thinking that may influence interactions with individuals. The second half of the course focuses on practical strategies to differentiate instruction to address the unique needs of students. Topics will include creating classroom environments that accept student differences, using pre-assessment to understand student needs, designing meaningful educational experiences, and using differentiated assessments to document learning. Clinical experiences in public schools and/or other appropriate settings away

from campus are required. Students are responsible for their own transportation to designated or assigned sites.

4.2 Relationship to similar courses offered by other university departments/units: Do any other courses already being offered by other university departments/units share content with this proposed course?
Are any of the proposed pre/co-requisites for this course offered by another university department/unit?

Although courses such as DCS400: Diversity and Community Studies, COMM 365: Intercultural Communication, COMM 463: Advanced Intercultural Communication explore diversity, none of them focus on diversity in order to prepare students for teaching. Two courses in the School of Teacher Education currently teach diversity for Elementary and Special Education; however, they are at a deeper level and this course serves as the introduction and will be taken by all education students. Both departments have been consulted and see no conflicts or overlaps between their courses and this course.

Section 5: Projected Enrollments/Resources

5.1 How many students per section are expected to enroll in this proposed course? 30

5.8 How many sections of this course per academic year will be offered?
8-10

5.9 How many students per academic year are expected to enroll? 300

5.10 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections:

This projection is based on current enrollment for similar EDU courses.

Fall 2018 had 159 students and Spring 2018 had 190 students (total of 349 students) enrolled in the Introduction to Education (EDU 250). Ten sections were taught for each academic year.

5.11 Proposed method of staffing:

Current staffing is sufficient. Should the teacher education grow beyond the current capacity the school will manage resources to meet these demands.

5.12 Instructional technology resources: Current technology resources are sufficient.

5.13 Library resources: Current library resources are sufficient.

Section 6: Proposed term for implementation: What semester/year will this course "come on line" and be available to students?

> ***Fall 2019***

Section 7: Supplemental Documentation (Optional): If needed, append any supplemental documentation here.

Department/Unit: <u>February 8, 2019</u>

College Curriculum Committee: _____

Professional Education Council: _____

Undergraduate Curriculum Committee: _____

University Senate: _____

Proposal to Create a New Course: Instructions

Section 1: Proponent Contact Information

1.1 Name/Title: Antonia Szymanski, Associate Professor

1.2 Email address: Antonia.szymanski@wku.edu

1.3 Phone # 270-745-5414

Section 2: Course Catalog Information

   2.1 Course prefix (subject area) and number: EDU 360

   2.2 Course CIP code: 13.0101

   2.3   Course title: Behavior and Classroom Management in Education

   2.4   Abbreviated Course title: Behav and Class Management

   2.5   Credit hours/Variable credit: 3

   2.6   Repeatability: No

   2.7   Course Term: One semester

   2.8   Course Catalog Description: This course provides an introduction to the concepts, theories, and principles of student behavior and classroom management for professionals in P-12 settings.

   2.9   Prerequisite/Corequisites/Restrictions:
   Prereqs: EDU 250 and PSY 310, or instructor permission

2.10   Additional Enrollment Requirements: N/A

2.11   Other Special Course Requirements: N/A

2.12   Grade Type: Standard letter grade

2.13   Schedule Type: Lecture

Section 3: Description of proposed course

3.1 Course Content Summary: This course provides the foundational knowledge for teacher candidates on the role of behavior at any grade level within a school setting. Teacher candidates will learn how to assess the classroom environment and specific student behaviors within. Through the use of classroom management strategies, teacher candidates will apply evidence-based interventions to decrease problem behaviors and increase prosocial behaviors that will serve to improve student academic outcomes and classroom success. The course will be appropriate for varied majors within the School of Teacher Education.

1) The effects of classroom environment on student behavior
   a) Classroom setup
   b) Rules, routines, procedures
   c) Teacher influence
   d) Peer influence
2) The effects of outside influences on students' behavior
   a) Student characteristics
   b) Cultural perspective
   c) Home environment
   d) Societal issues
3) Conditions under which behavior occurs
   a) How to define behavior
   b) Antecedents (what occurs immediately prior to the behavior)
   c) Consequences (what occurs immediately after the behavior)
4) Multi-tiered systems of support for behavior (e.g. behavioral RTI [Response to Intervention], PBIS [Positive Behavior Intervention Support])
   a) School level (Tier 1)
   b) Classroom level (Tier 2)
   c) Individual level (Tier 3)
   d) Role of professional in each level/tier
5) Classroom management strategies
   a) Preventative strategies
   b) Reactive strategies
6) Functions of Behavior
   a) Function-based Interventions

3.2 Learning Outcomes:

Students should be able to:
- Analyze how the classroom environment affects students' behavior in school settings.
- Explain how factors outside the classroom affect students' behavior.
- Describe behavior and identify the conditions under which they occur (antecedent, behavior, and consequences of behavior).
- Explain a tiered system of school and classroom behavioral intervention and identify each professional's role within this system.
- Summarize and apply preventative classroom management strategies to reduce problem behavior and improve prosocial behavior.
- Summarize and apply reactive classroom management strategies to reduce problem behavior and improve prosocial behavior.
- Identify the functions of behavior and compare and contrast the benefits or drawbacks of individualized function-based interventions.

3.3   Assessment/Evaluation: This course will focus on the acquisition and application of behavioral principles. Students will be assessed via a variety of course assignments (e.g. papers, reflections, quizzes, tests, case studies, and projects).

Section 4: Rationale

4.1 Reason for developing this proposed course:

The Reinvesting in Teacher Education initiative was launched in September of 2018. An ad-hoc Core Curriculum Committee with faculty representation from CEBS, Ogden, Potter, and CHHS, as well as community constituents and p-12 district partners, began its work to develop a 15-credit teacher education core that all students in teacher education will take. Based on the collaborative efforts of The Core Curriculum Committee and with approval of the School of Teacher Education faculty, a framework of 5 courses and 3 integrated themes was developed. The School of Teacher Education is bringing these 5 courses forward to this curriculum committee to establish

the 15-credit teacher education core. Subsequent revisions to individual education programs will be forthcoming.

Classroom management and student problem behavior are often listed as top reasons why teachers leave the field of education. Teachers report feeling overwhelmed and underprepared in these areas. Therefore, it is crucial for the faculty of a School of Teacher Education to effectively train teacher candidates on strategies to address these problems. This course will be one of the core courses required for students in the School of Teacher Education.

4.2 Relationship to similar courses offered by other university departments/units: SPED 400, Psych of Learning (PSY 331), and Behavior Modification (PSY 443) all focus on elements of behavior, but this course focuses more directly on preparing P-12 students to manage behavior in the classroom. The PSY department views this course as a good way to build on PSY 310 to prepare preservice teachers for managing the classroom setting.

Section 5: Projected Enrollments/Resources

5.1 How many students per section are expected to enroll in this proposed course? 30

5.2 How many sections of this course per academic year will be offered? 8-10

5.3 How many students per academic year are expected to enroll? 300

5.4 How were these projections calculated? Explain any supporting evidence/data you have for arriving at these projections: The projection is based on current enrollment for similar EDU courses. Fall 2018 had 159 students and Spring 2018 had 190 students (total of 349 students) enrolled in the Introduction to Education (EDU 250), which is required for all education majors. Ten sections were taught for each year.

5.5 Proposed method of staffing: Current staffing is sufficient. Should the teacher education program grow beyond the current capacity, the school will manage resources to meet these demands.

5.6   Instructional technology resources: Current technology resources are sufficient.

5.7   Library resources: Current library resources are sufficient.

Section 6: Proposed term for implementation: Fall 2019

Section 7: Supplemental Documentation (Optional): If needed, append any supplemental documentation here.

Department/Unit: <u>February 15, 2019</u>

College Curriculum Committee: _____

Professional Education Council: _____

Undergraduate Curriculum Committee: _____

University Senate: _____