

ACADEMIC SENATE PROPOSAL TRACKING SHEET

(Document To Be Originated By Academic Senate Secretary On Canary Color Paper)

All proposals MUST have their originating college faculty body (Ex. Nursing, Technical Sciences, Arts & Sciences, Education) approval and must be signed by the submitter and the college chair/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) to the Academic Senate Secretary.
2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): Teacher Education (if applicable), General Education (if applicable), or Curriculum.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is forwarded 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 when a proposal is disapproved and the proposal is returned to the originator.
4. The Academic Senate considers the proposal and approves or disapproves. If approved, the proposal is forwarded to the Full Faculty for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.
5. The Full Faculty considers academic senate approved proposals. If faculty approve, the proposal will then be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor.
7. The Chancellor approves or disapproves the proposal.

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/asproposals.htm>

Documentation and forms for the curriculum process is also available on the web page:

<http://www.msun.edu/admin/provost/asforms.htm>

***** (If a proposal is disapproved at any level, it is returned through the Academic Senate secretary to the Chair/Dean of the submitting college who then notifies the originator.)

Proposal # 01-22	Title: Education Program Course Changes
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(proposal explanation, submitter and college chair/dean signatures on attached program/degree or course revision form)

01-21 replaced @ Teacher Ed
by 01-22

Received by ACAD Senate Forwarded to Teacher Ed Council	Date <u>4/2/02 (revised)</u>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Approved <input checked="" type="checkbox"/></td> <td style="width: 50%; text-align: center;">Disapproved</td> </tr> <tr> <td style="text-align: center;"><u>[Signature]</u></td> <td style="text-align: center;"><u>3/28/02</u></td> </tr> <tr> <td style="text-align: center;">Signature</td> <td style="text-align: center;">Date</td> </tr> </table>	Approved <input checked="" type="checkbox"/>	Disapproved	<u>[Signature]</u>	<u>3/28/02</u>	Signature	Date
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Forwarded to Gen Ed Committee	NA	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Approved</td> <td style="width: 50%; text-align: center;">Disapproved</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">Signature</td> <td style="text-align: center;">Date</td> </tr> </table>	Approved	Disapproved	_____	_____	Signature	Date
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Returned to ACAD Senate Forwarded to Curriculum Committee	4/2/02 4/3/02	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Approved <input checked="" type="checkbox"/></td> <td style="width: 50%; text-align: center;">Disapproved</td> </tr> <tr> <td style="text-align: center;"><u>Thomas M. Weber</u></td> <td style="text-align: center;"><u>4/16/02</u></td> </tr> <tr> <td style="text-align: center;">Signature</td> <td style="text-align: center;">Date</td> </tr> </table>	Approved <input checked="" type="checkbox"/>	Disapproved	<u>Thomas M. Weber</u>	<u>4/16/02</u>	Signature	Date
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Returned to ACAD Senate for Vote	4/18/02	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Approved <input checked="" type="checkbox"/></td> <td style="width: 50%; text-align: center;">Disapproved</td> </tr> <tr> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td style="text-align: center;">Signature</td> <td style="text-align: center;">Date</td> </tr> </table>	Approved <input checked="" type="checkbox"/>	Disapproved	_____	_____	Signature	Date
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Sent to Provost's office for Full Faculty vote Voted on at Full Faculty meeting	4/23/02 4-30-02	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Approved</td> <td style="width: 50%; text-align: center;">Disapproved</td> </tr> <tr> <td style="text-align: center;"><u>Robert P. Christel</u></td> <td style="text-align: center;"><u>4-30-02</u></td> </tr> <tr> <td style="text-align: center;">Signature</td> <td style="text-align: center;">Date</td> </tr> </table>	Approved	Disapproved	<u>Robert P. Christel</u>	<u>4-30-02</u>	Signature	Date
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Forwarded to Provost for Approval/Disapproval	5/17/02	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Approved <input checked="" type="checkbox"/></td> <td style="width: 50%; text-align: center;">Disapproved</td> </tr> <tr> <td style="text-align: center;"><u>Roger A. Barbu</u></td> <td style="text-align: center;"><u>5/30/02</u></td> </tr> <tr> <td style="text-align: center;">Signature</td> <td style="text-align: center;">Date</td> </tr> </table>	Approved <input checked="" type="checkbox"/>	Disapproved	<u>Roger A. Barbu</u>	<u>5/30/02</u>	Signature	Date
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<u>Roger A. Barbu</u>	<u>5/30/02</u>							
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Forwarded to Chancellor for Approval/Disapproval	6-3-02	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">Approved <input checked="" type="checkbox"/></td> <td style="width: 50%; text-align: center;">Disapproved</td> </tr> <tr> <td style="text-align: center;"><u>[Signature]</u></td> <td style="text-align: center;"><u>6/3/02</u></td> </tr> <tr> <td style="text-align: center;">Signature</td> <td style="text-align: center;">Date</td> </tr> </table>	Approved <input checked="" type="checkbox"/>	Disapproved	<u>[Signature]</u>	<u>6/3/02</u>	Signature	Date
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Signature	Date							
Copies sent to originating college and registrar's office	6-5-02							

PROGRAM/DEGREE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION X FOR INFORMATION ONLY _____

College Education Program Area Secondary Education Core Date 12/17/01

Submitter MJT Chair/Dean [Signature] Date 2-29-02
Signature (indicates "college" level approval)

Please provide in the space below a "before and after" picture of the program with the changes in the program noted. Attach appropriate Course Revision Forms. Please indicate changes by shading the appropriate cells.

PROPOSAL TITLE Secondary Education Professional Ed Core

OLD PROGRAM

Course Prefix	#	Course Title	Credits	
			Fall	Spr.
EDPY	100	Intro Ed Psych	3	
EDUC	100	Found Ed		3
HPE	235	Princ Hlth Ed/Sub Abuse	3	
PSYC	205	Human G & D		3
EDUC	376	Assmt in Ed	2	
EDUC	380	Classrm Env & Mgmt	3	
EDUC	405	Current Issues in Ed		3
EDUC	445	Read Wr Crit Think		3
EDUC	455	Gen Teaching Methods	3	
EDUC	400 or 475	Student Teaching Practicum		12
Total Credits			38	

NEW PROGRAM

Course Prefix	#	Course Title	Credits	
			Fall	Spr.
EDPY	215	Intro Ed Psych *		3
EDUC	100	Found Ed	3	
HPE	235	Princ Hlth Ed/Sub Abuse	3	
PSYC	205	Human G & D		3
EDUC	376	Assmt in Ed *	2	
EDPY	350	Ed Psych Except Child	3	
EDUC	3XX	Integrating Technology in Instruction*	1	
EDUC	3XX	Intro to Methods* <i>Curriculum</i>		3
EDUC	445	Read Wr Crit Think*		2
EDUC	455	Advanced Practicum *	3	
EDUC	400 or 475	Student Teaching Practicum		12
Total Credits			38	

Summary of changes: EDUC 405 is no longer required (3 credits); EDUC 445 changed from 3 to 2 credits. Those credits are allocated to two new courses.

* See Attached Course Proposal

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

PROGRAM/DEGREE REVISION FORM

NEW DROPPED MAJOR REVISION FOR INFORMATION ONLY

College Education Program Area Elementary Education Date 12/17/01

Submitter [Signature] Chair/Dean [Signature] Date 3-29-02
Signature (indicates "college" level approval)

Please provide in the space below a "before and after" picture of the program with the changes in the program noted. Attach appropriate Course Revision Forms. Please indicate changes by shading the appropriate cells.

PROPOSAL TITLE Elementary Education

OLD PROGRAM

Course Prefix	#	Course Title	Credits	
			Fall	Spr.
EDPY	215	Intro Ed Psych		3
EDUC	100	Found Ed	3	
HPE	235	Princ Hlth Ed/Sub Abuse	3	
PSYC	205	Human G & D		3
HPE	300	PE in Elem School		3
EDPY	350	Ed Psych Except Child	3	
EDUC	306	Methods Elem Soc Sci	2	
EDUC	302	Methods Elem Math		2
EDUC	304	Methods Elem Science		2
		OR		
EDUC	307	Methods Elem Math/Sci		4
EDUC	303	Methods Elem Music	2	
EDUC	308	Methods Elem Art	2	
EDUC	334	Teach Int Lang Arts	4	
EDUC	335	Fund & Corr Strat Read		4
EDUC	347	Spch/Hear/Lang Dev	3	
EDUC	376	Assmt in Ed	2	
EDUC	380	Classrm Env & Mgmt	3	
EDUC	405	Current Issues in Ed		3
EDUC	448	Read Mat Elem Child	3	
EDUC	455	Gen Teaching Methods	3	
EDUC	400 or 475	Student Teaching Practicum		12

Total Credits 62

NEW PROGRAM

Course Prefix	#	Course Title	Credits	
			Fall	Spr.
EDPY	215	Intro Ed Psych		3
EDUC	100	Found Ed	3	
HPE	235	Princ Hlth Ed/Sub Abuse	3	
PSYC	205	Human G & D		3
HPE	300	PE in Elem School		3
EDPY	350	Ed Psych Except Child	3	
EDUC	306	Methods Elem Soc Sci	2	
EDUC	307	Methods Elem Math/Sci *		3
EDUC	3XX	Methods Creative Arts *		3
EDUC	3XX	Integrating Tech in Ed*	1	
EDUC	334	Teach Int Lang Arts *	3	
EDUC	335	Fund & Corr Strat Read *		3
EDUC	3XX	Field Experience *	2	
EDUC	347	Spch/Hear/Lang Dev	3	
EDUC	376	Assmt in Ed *	2	
EDUC	380	Classrm Env & Mgmt	3	
EDUC	3XX	Introduction to Methods* (use 3XX)		3
EDUC	448	Read Mat Elem Child	3	
EDUC	455	Advanced Practicum *	3	
EDUC	400 or 475	Student Teaching Practicum		12

Total Credits 62

* See Attached Course Proposal

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

COURSE REVISION FORM

NEW _____ DROPPED X MAJOR REVISION _____ FOR INFORMATION ONLY _____

College Education Program Area Professional Education Core Date 12/17/01

Submitter JMT Chair/Dean Andrea Sellen Date 3-29-02
Signature (indicates "college" level approval)

Please provide the requested information:

College: Education

Program Area: Professional Education Core

Date: 12/17/01

Course Prefix & No.: EDPY 100

Course Title: Introduction to Education Psychology

Credits: 3

Required by: All education majors

Selective in:

Elective in:

General Education:

NONE

Lecture: 3

Lecture/Lab:

Contact hours lecture:

Contact hours lab:

Proposal: Drop from catalog; EDPY 215 changed to cover this information

Rationale: We need to "undo" a previous change that has caused too much confusion with students. EDPY 100 was proposed as a renumbering of EDPY 215, but number/name changes have created too much confusion. This proposal will drop EDPY 100.

Current Catalog Description (include all prerequisites):

Course will be dropped from catalog.

Proposed or New Catalog Description (include all prerequisites):

Course Outcome Objectives:

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

COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY X _____

College Education Program Area Professional Education Core Date 12/17/01

Submitter [Signature] Chair/Dean [Signature] Date 3-29-02
Signature (indicates "college" level approval)

Please provide the requested information:

College: Education

Program Area: Professional Education Core

Date: 12/17/01

Course Prefix & No.: EDPY 215

Course Title: Designing a learning environment

Credits: 3

Required by: All education majors

Selective in:

Elective in:

General Education:

NONE

Lecture: 3

Lecture/Lab:

Contact hours lecture:

Contact hours lab:

Proposal: Change name to Introduction to Education Psychology

Rationale: Name change better reflects the curriculum for the course.

Current Catalog Description (include all prerequisites): "This course will focus on the skills necessary to design a classroom environment where students will learn most effectively. Students will participate in a lab experience, which will provide an opportunity for working with students in a one-on-one setting." *Prereq. of EDUC 102*

Proposed or New Catalog Description (include all prerequisites): This course will focus on concepts of educational psychology with an emphasis on learning theories. Topics relating to diversity, including special needs students, and the impact of culture within the classroom's learning and teaching environment plays a central part in the curriculum. Field observations in school (elementary, secondary, and 5-12) provide a rich experiential opportunity for students to relate educational psychology theories to the classroom, and observe how an individual's biopsychosocial, environmental, and cultural characteristics influence teaching and learning.

Course Outcome Objectives:

SAME

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

COURSE REVISION FORM

NEW X DROPPED MAJOR REVISION FOR INFORMATION ONLY

College Education Program Area Professional Education Core Date 12/17/01

Submitter JMT Chair/Dean Andrea Siller Date 3-29-02
Signature JMT Signature (indicates "college" level approval)

Please provide the requested information:

College: Education

Program Area: Professional Education Core

Date: 12/17/01

Course Prefix & No.: EDUC 3XX (preferably EDUC 300)/ EDUC 5XX (500)

Course Title: Introduction to Curriculum Planning and Practice

Credits: 3

Required by: All education majors

Selective in:

Elective in:

General Education:

NOTE

Lecture: 3

Lecture/Lab:

Contact hours lecture: 3

Contact hours lab:

Proposal: New course for Professional Education Core

Rationale: Inspired by NCATE 2000 standards coupled with program review prompted the creation of this course to meet the developmental needs of candidates and compliment the direction, role and scope of the spiraling teacher education curriculum.

Current Catalog Description (include all prerequisites):

Proposed or New Catalog Description (include all prerequisites): 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 across the curriculum; elementary education candidates will focus on content curriculum. Prerequisite: Admission to Teacher Education. This course is a prerequisite for all methods courses.

Course Outcome Objectives:

1. Candidates will be able to understand the purpose of curriculum development and unit planning in the scheme of educational models, integrating constructivists concepts including how lesson planning impacts classroom management.
2. Candidates will be able to design lesson plans that are developmentally appropriate, integrate technology, and reflect state and national standards.
3. Candidates will develop knowledge of performance-based and authentic assessment in lessons planning.
4. Candidates will acquire knowledge and practice in planning that teaches to all learners.

Page 2, continued:

College: Education

Program Area: Professional Education Core

Date: 12/17/01

Course Prefix & No.: EDUC 3XX (preferably EDUC 300)

Course Title: Introduction to Curriculum Planning and Practice

Credits: 3

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

COURSE REVISION FORM

NEW X DROPPED _____ MAJOR REVISION _____ FOR INFORMATION ONLY _____

College Education Program Area Elementary Education Date 12/17/01

Submitter JMT Chair/Dean Audrey Sellen Date 3-29-02
Signature (indicates "college" level approval)

Please provide the requested information:

College: Education

Program Area: All Education Majors

Date: 12/17/01

Course Prefix & No.: EDUC 3XX (preferably 321)/EDUC 5XX (521)

Course Title: Integrating Technology into Education

Credits: 1-3

Required by: All Education majors

Selective in:

Elective in:

General Education:

Lecture:

Lecture/Lab:

Contact hours lecture:

Contact hours lab: 1- 3 credits

Proposal: This is a new course for education majors. Inspired by NCATE 2000 standards coupled with program review prompted the creation of this course to meet the developmental needs of candidates and compliment the direction, role and scope of the spiraling teacher education curriculum

Rationale: Inspired by NCATE 2000 standards coupled with program review prompted the creation of this course to meet the developmental needs of candidates and compliment the direction, role and scope of the spiraling teacher education curriculum

Current Catalog Description (include all prerequisites):

Proposed or New Catalog Description (include all prerequisites): This experiential course will assist the candidate to develop competencies in the integration of instructional technology in education and assist in developing skills to create an electronic portfolio. This course may be repeated for up to 3 credits. This is a prerequisite for all methods courses.

Course Outcome Objectives:

1. The candidate will gain knowledge of and how to apply ISTE-NET standards to curriculum development.
2. The candidate will create and develop classroom projects that incorporate technology standards.

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

COURSE REVISION FORM

NEW X DROPPED ___ MAJOR REVISION ___ FOR INFORMATION ONLY ___

College Education Program Area Elementary Education Date 12/17/01

Submitter MT Chair/Dean Shirley Sellen Date 3-29-02
Signature (indicates "college" level approval)

Please provide the requested information:

College: Education

Program Area: Elementary Education

Date: 12/17/01

Course Prefix & No.: EDUC 3XX (preferably 336) /5XX (preferable 536)

Course Title: Integrated Field Experience

Credits: 1-3

Required by: All elementary education majors

Selective in:

Elective in:

General Education:

NONE

Lecture:

Lecture/Lab:

Contact hours lecture:

Contact hours lab: 1-3 credit (may take up to 3 credits)

Proposal: Add new course in Field Experience for elementary education majors.

Rationale: : Inspired by NCATE 2000 standards coupled with program review that uncovered a need to facilitate and better coordinate field experiences in K-12 schools prompted the creation of this course. The sequence of this course is planned to meet the developmental needs of candidates and compliment the direction, role and scope of the spiraling teacher education curriculum.

Current Catalog Description (include all prerequisites):

Proposed or New Catalog Description (include all prerequisites): This course is taken by candidates in conjunction with their "methods block" of the program. Candidates will be placed in field experiences with the express purpose of practicing the methodology of teaching in various areas in a classroom setting. This course may be repeated to 3 credits. Prerequisite: Admission to Teacher Education Program. ^{or up}

Course Outcome Objectives:

1. Candidates will practice a variety of teaching strategies for diverse learners in multiple content areas.
2. Candidates will reflect on the application of theory to practice in the classroom.
3. Candidates will create artifacts for professional portfolio.

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**

COURSE REVISION FORM

NEW X DROPPED ___ MAJOR REVISION ___ FOR INFORMATION ONLY ___

College Education Program Area Elementary Education Date 12/17/01

Submitter MT Chair/Dean Sharon Sellen Date 3-29-02
Signature (indicates "college" level approval)

Please provide the requested information:

College: Education

Program Area: Elementary Ed

Date: 12/17/01

Course Prefix & No.: EDUC 3XX (preferably EDUC 310)/ EDUC 5XX

Course Title: Methods of Teaching Integrated Creative Arts

Credits: 3

Required by: All Elementary education majors

Selective in:

Elective in:

General Education:

NONE

Lecture: 3

Lecture/Lab:

Contact hours lecture: 3

Contact hours lab:

Proposal: New methods course for Elementary Education program

Rationale: This is a new course for education majors. Elementary teachers do not teach art, music, or drama; however, they are required to integrate the creative arts across their curriculum. Integrating arts in the classroom incorporates creative approaches and concepts that reinforce curriculum across content areas. Inspired by NCATE 2000 standards, coupled with program review and "industry demands," prompted the creation of this course to meet the professional needs of candidates and compliment the direction, role and scope of the spiraling teacher education curriculum

Current Catalog Description (include all prerequisites):

Proposed or New Catalog Description (include all prerequisites): This course teaches strategies and methodology to integrate the creative arts (e.g., art, music and drama) into the elementary classroom to enhance learning for all students. Emphasis will be placed upon developing the candidates' creative abilities. Prerequisites: Admission to Teacher Education, EDUC 3XX: Integrating Technology into Education, and EDUC 3XX Introduction to Curriculum Planning and Practice.

CONT.

Page 2 continued:

College: Education

Program Area: Elementary Ed

Date: 12/17/01

Course Prefix & No.: EDUC 3XX (preferably EDUC 310)

Course Title: Methods of Teaching Integrated Creative Arts

Credits: 3

Course Outcome Objectives:

1. Candidates will be able to develop and assess lessons incorporating creative arts across the curriculum and content specific lessons.
2. Candidates will be able to recognize the impact of creative arts on the curricular process to enhance learning for all students.
3. Candidates will demonstrate appropriate selection and assessment of creative arts in lesson planning for all content areas.
4. Candidates will develop their individual creative abilities.

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

COURSE REVISION FORM

NEW ___ DROPPED ___ MAJOR REVISION X FOR INFORMATION ONLY ___

College Education Program Area Professional Education Core Date 12/17/01

Submitter *MT* Chair/Dean *Abigail ELLen* Date 3-29-02
Signature *MT* Signature (indicates "college" level approval)

Please provide the requested information:

College: Education
Program Area: Professional Education Core
Date: 12/17/01
Course Prefix & No.: EDUC 376/576

Course Title: Assessment in Education
Credits: 2

Required by: All Education majors
Selective in:
Elective in:
General Education: **NOTE**

Lecture:
Lecture/Lab: 2
Contact hours lecture:
Contact hours lab:

Proposal: ^{change} Add prerequisites. Insert "HPE Majors/Minors will substitute HPE 376 for this course" into course description.

Rationale: Program changes that were inspired by NCATE 2000 standards, coupled with program review, have redefined the prerequisites for course (e.g., the curriculum development and integrated field experiences courses).

Current Catalog Description (include all prerequisites): "This course is designed to provide teacher education majors the foundation in assessment measures used in the K-12 classrooms to aid in education decision-making. Fundamental assessment and evaluation topics include validity, reliability, item construction, test interpretation, norm-referenced, criterion-referenced and alternative methods of assessment. Prerequisite: Final Admission to Teacher Education Program."

Proposed or New Catalog Description (include all prerequisites): 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.** Prerequisites: **admission to Teacher Education, EDUC 3XX: Integrating Technology into Education, and EDUC 3XX Introduction to Curriculum Planning and Practice.**

Course Outcome Objectives: Same

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

COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION X FOR INFORMATION ONLY _____

College Education Program Area Elementary Education Date 12/17/01

Submitter [Signature] Chair/Dean [Signature] Date 3-29-02
Signature (indicates "college" level approval)

Please provide the requested information:

College: Education
Program Area: Elementary Ed
Date: 12/17/01
Course Prefix & No.: EDUC 307/EDUC 507

Course Title: Methods of Teaching Integrated Mathematics & Science
Credits: 3

Required by: All Elementary education majors

Selective in:
Elective in:
General Education:

NONE

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

Proposal: Change EDUC 307 to 3 credits – Lecture; add prerequisites.

Rationale: Prerequisites prepare candidates to practice methods and eliminate the need to teach content and lesson planning within methods course. Inspired by NCATE 2000 standards coupled with program review prompted the changes in prerequisites for methods' courses to meet the developmental needs of candidates and compliment the direction, role and scope of the spiraling teacher education curriculum

Current Catalog Description (include all prerequisites): Remains the same.

Proposed or New Catalog Description (include all prerequisites): The course description remains the same. Prerequisites: Admission to Teacher Education Program; EDUC 3XX: Integrating Technology into Education, and EDUC 3XX Introduction to Curriculum Planning and Practice.

Course Outcome Objectives: Remains the same.

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

COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION X FOR INFORMATION ONLY _____

College Education Program Area Elementary Education Date 12/17/01

Submitter [Signature] Chair/Dean [Signature] Date 3-29-02
Signature (indicates "college" level approval)

Please provide the requested information:

College: Education

Program Area: Elementary Education

Date: 12/17/01

Course Prefix & No.: EDUC 334/534 & EDUC 335/535

Course Title: 334-Teaching Integrated Language Arts
335-Fundamental and Corrective Strategies in Elementary Reading

Credits: 3 each

Required by: All elementary education majors and reading minors

Selective in:

Elective in:

General Education:

NONE

Lecture:

Lecture/Lab: 3

Contact hours lecture:

Contact hours lab:

Proposal: Change EDUC 334/534 & EDUC 335/535 to 3 credits each – Lecture; add prerequisites.

Rationale: Program changes that were inspired by NCATE 2000 standards, coupled with program review, have redesigned the scope of these two courses (e.g., the curriculum development and integrated field experiences courses).

Current Catalog Description (include all prerequisites): Remain the same.

Proposed or New Catalog Description (include all prerequisites): The course descriptions will remain the same. Prerequisites: admission to Teacher Education; EDUC 3XX: Integrating Technology into Education, and EDUC 3XX Introduction to Curriculum Planning and Practice. Note: EDUC 334 & EDUC 335 may not be taken concurrently.

Course Outcome Objectives: Remain the same.

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

COURSE REVISION FORM

NEW _____ DROPPED _____ MAJOR REVISION X FOR INFORMATION ONLY _____

College Education Program Area Professional Education Core Date 12/17/01

Submitter MT Chair/Dean Marlene Ellen Date 3-29-02
Signature MT Signature (indicates "college" level approval)

Please provide the requested information:

College: Education
Program Area: Professional Education Core
Date: 12/17/01
Course Prefix & No.: EDUC 455 /555
Course Title: General Teaching Methods
Credits: 3

Required by: All education majors

Selective in:

Elective in:

General Education:

NOTE

Lecture:

Lecture/Lab: 3

Contact hours lecture:

Contact hours lab:

Proposal: Change name to: Advanced Practicum in Education ; Change credits to Lecture/Lab

Rationale: Inspired by NCATE 2000 standards, coupled with program review, prompted the redesigned of this course to better meet the developmental needs of candidates and the needs dictated by spiraling curriculum design.

Current Catalog Description (include all prerequisites): "Study of teaching strategies suited to the elementary and secondary schools. Investigate teaching approaches for students with learning disabilities. Implementation of learning theories using traditional and electronic approaches in a field based setting. This course is designed to be taken by seniors immediately prior to student teaching. Prerequisite: Final Admission to Teacher Education."

Proposed or New Catalog Description (include all prerequisites): This course is designed to assist candidates in their final preparations prior to their student teaching practicum. Polishing of professional skills, development of a portfolio, exploration of personal teaching styles, and discussions of field practicum experiences are the focus of this course. An intensive field practicum focuses on application of theory and practice, assessment, the integration of technology in instruction, and teaching for diversity in the classroom. Prerequisites: Admission to Teacher Education; senior status; completion of all methods courses with a C or better.

Course Outcome Objectives:

1. Candidates will prepare and demonstrate a variety of teaching strategies that apply pedagogy to meet diverse learner needs.
2. Candidates will reflect on application of theory to practice in the classroom and put reflection into practical strategies.
3. Candidates will produce portfolios for Level Two admission to student teaching.
4. Candidates will be given opportunities to teach mini-lessons and reflect on their effectiveness, desired outcomes, and other aspects of teaching.

cont.

Page 2 continued:

College: Education

Program Area: Professional Education Core

Date: 12/17/01

Course Prefix & No.: EDUC 455

Course Title: General Teaching Methods

Credits: 3

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

Page 2 continued:

College: Education

Program Area: Professional Education Core

Date: 12/17/01

Course Prefix & No.: EDUC 455

Course Title: General Teaching Methods

Credits: 3

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

COURSE REVISION FORM

NEW ___ DROPPED ___ MAJOR REVISION X FOR INFORMATION ONLY ___

College Education Program Area Reading Minor/endorsement Date 2/11/02

Submitter [Signature] Chair/Dean [Signature] Date 3-29-02
Signature (indicates "college" level approval) 2/14/02

Please provide the requested information.

College: Education

Program Area: Professional education core and Reading minor

Date: 2/11/02

Course Prefix & No.: EDUC 445/545

Course Title: Teaching reading, writing, and critical thinking skills across the curriculum

Credits: 2

Required by: Secondary education and reading minors

Selective in: Elementary education

Elective in: Elementary education

General Education:

Lecture:

Lecture/Lab: 2

Contact hours lecture: 30

Contact hours lab: 10

Please provide a brief explanation & rational for the proposed revision(s). The credits in this course are changing from 3 credits to 2 credits and prerequisites are added. In order to more adequately prepare secondary education teacher candidates (conversion) or teachers who are seeking endorsements in the profession, a major review of the professional education core and education minors/endorsements was began fall 2001. Reallocation of credits for this "core" was a result of that review. Program changes that were inspired by NCATE 2000 standards, coupled with program review, have redesigned the scope of this course (e.g., the curriculum development and integrated field experiences courses).

Current Catalog Description (include all prerequisites): "This course is designed to provide students with an understanding of reading, writing, and critical thinking processes, knowledge of the skills a teacher can use to help students deal more effectively with specific content materials, and implementation of those skills in the elementary, middle and secondary school setting. Prerequisite: Final admission to teacher education."

Proposed or New Catalog Description (include all prerequisites): This course is designed to provide teacher education candidates with an understanding of reading, writing, and critical thinking processes, knowledge of the skills a teacher may use to help K-12 students deal more effectively with specific content materials, and implementation of those skills in the elementary, middle and secondary school setting. Prerequisite: **admission to Teacher Education; EDUC 3XX: Integrating Technology into Education, and EDUC 3XX Introduction to Curriculum Planning and Practice.**

Course Outcome Objectives: TSW (1) Demonstrate knowledge of reading, writing, and thinking skills as applied to content areas; (2) identify, use, and evaluate a variety of resource materials and teaching strategies to develop content area concepts; (3) demonstrate the skills necessary to effectively assess and integrate reading, writing, and thinking skills across the curriculum.

Cont.

Page 2 continued:

College: Education

Program Area: Professional education core and Reading minor

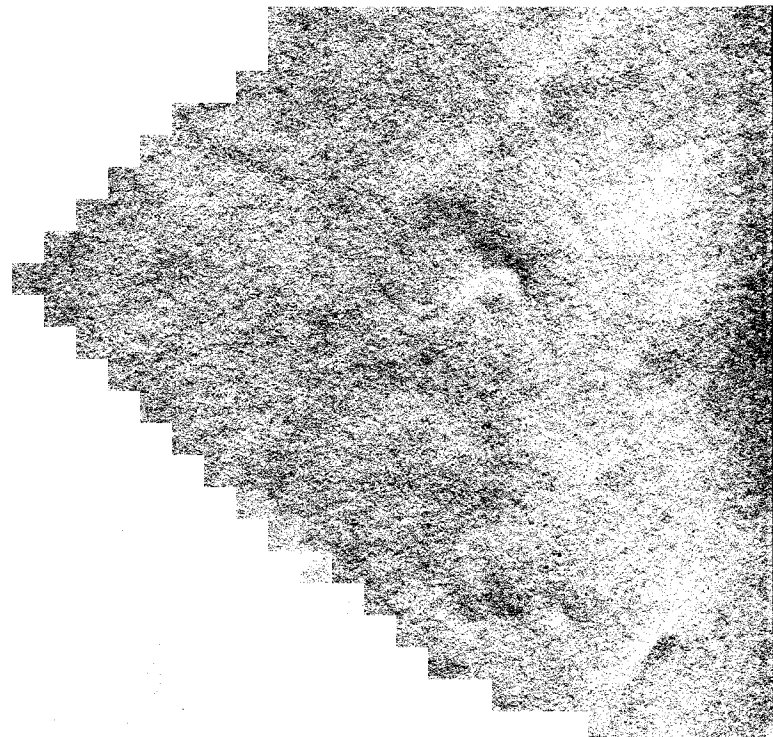
Date: ~~2/11/02~~ 3/29/02

Course Prefix & No.: EDUC 445

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

ACAD course revision form 10-10-2001



COURSE REVISION FORM

NEW ___ DROPPED ___ MAJOR REVISION X FOR INFORMATION ONLY ___

College Education Program Area Secondary Education Date 3/26/02

Submitter MT Chair/Dean Abelene Sellen Date 3-29-02
Signature MT Signature (indicates "college" level approval)

Please provide the requested information:

College: Education

Program Area: All Secondary Industrial Technology Education Majors

Date: 3/26/02

Course Prefix & No.: VOED 370/VOED 570

Course Title: Methods of Teaching Industrial/Technology Education

Credits: 3

Required by: All Secondary Industrial Technology Education majors

Selective in:

Elective in:

General Education:

Lecture: 3

Lecture/Lab:

Contact hours lecture:

Contact hours lab: :

Proposal: Adding prerequisite

Rationale: Inspired by NCATE 2000 standards coupled with program review prompted the change in prerequisites in this course to meet the developmental needs of candidates and compliment the direction, role and scope of the spiraling teacher education curriculum

Current Catalog Description (include all prerequisites): "A course designed to develop skills in teaching industrial technology education. The course will provide a study of the curriculum materials and techniques needed for effective instruction."

Proposed or New Catalog Description (include all prerequisites): This course is designed to develop skills in teaching industrial technology education. The course will provide a study of the curriculum materials and techniques needed for effective instruction. Prerequisites include: admission to Teacher Education, EDUC 3XX: Integrating Technology into Education, and EDUC 3XX Introduction to Curriculum Planning and Practice.

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

COURSE REVISION FORM

NEW ___ DROPPED ___ MAJOR REVISION X FOR INFORMATION ONLY ___

College Education Program Area Elementary Education Date 3/26/02

Submitter JMT Chair/Dean Alma Sellen Date 3-29-02
Signature (indicates "college" level approval)

Please provide the requested information:

College: Education

Program Area: All Elementary Education Majors

Date: 3/26/02

Course Prefix & No.: HPE 300

Course Title: Physical Education in the Elementary School

Credits: 3

Required by: All Elementary and Health and Physical Education majors

Selective in:

Elective in:

General Education:

Lecture: 3

Lecture/Lab:

Contact hours lecture:

Contact hours lab:

Proposal: Adding prerequisite

Rationale: Inspired by NCATE 2000 standards coupled with program review prompted the changes in the prerequisites for this course to meet the developmental needs of candidates and compliment the direction, role and scope of the spiraling teacher education curriculum

Current Catalog Description (include all prerequisites): "This is an exploration of teaching skills and strategies for elementary physical education. Topics covered include selection, practice, and application of games and activities to aid in developing skills, fitness, and attitudes and appreciation for physical activity by the elementary school age child (K-6). Personal and educational values for the pre-service teacher will be incorporated throughout. Curriculum development and selections is also discussed. Prerequisite: final admission to teacher education."

Proposed or New Catalog Description (include all prerequisites): This is an exploration of teaching skills and strategies for elementary physical education. Topics covered include selection, practice, and application of games and activities to aid in developing skills, fitness, and attitudes and appreciation for physical activity by the elementary school age child (K-6). Personal and educational values for the teacher candidate will be incorporated throughout. Curriculum development and selections is also discussed. Prerequisites include: Admission to Teacher Education, EDUC 3XX: Integrating Technology into Education, and EDUC 3XX Introduction to Curriculum Planning and Practice.

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

COURSE REVISION FORM

NEW ___ DROPPED ___ MAJOR REVISION X FOR INFORMATION ONLY ___

College Education Program Area Education Date 3/26/02

Submitter JMT Chair/Dean Shelene Sellen Date 3-29-02
Signature Signature (indicates "college" level approval)

Please provide the requested information:

College: Education

Program Area: Health and Physical Education Majors

Date: 3/26/02

Course Prefix & No.: HPE 305

Course Title: Methods and Materials in Health Education

Credits: 3

Required by: All Health and Physical Education majors/minors
Health Promotions Majors/minors

Selective in:

Elective in:

General Education:

Lecture: 3

Lecture/Lab:

Contact hours lecture:

Contact hours lab:

Proposal: Adding prerequisites

Rationale: Inspired by NCATE 2000 standards coupled with program review prompted the change in prerequisites for this course to meet the developmental needs of candidates and compliment the direction, role and scope of the spiraling teacher education curriculum

Current Catalog Description (include all prerequisites): "This is an introduction to resources and methods used to teach health. The course will cover, extensively, the Health Enhancement Curriculum Model and Health Enhancement Curriculum Standards released by OPI to familiarize students with the requirements of all K-12 teachers in the state of Montana. Prerequisite: final admission to teacher education."

Proposed or New Catalog Description (include all prerequisites): This is an introduction to resources and methods used to teach health. The course will cover, extensively, the Health Enhancement Curriculum Model and Health Enhancement Curriculum Standards released by OPI to familiarize teacher candidates with the requirements of all K-12 teachers in the State of Montana. Prerequisites include: **Admission to Teacher Education, EDUC 3XX: Integrating Technology into Education, and EDUC 3XX Introduction to Curriculum Planning and Practice; Health Promotion Majors/minors: Admission made by formal application-waiver to College of Education.**

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

COURSE REVISION FORM

NEW ___ DROPPED ___ MAJOR REVISION X FOR INFORMATION ONLY ___

College Education Program Area HPE Date 3/28/02

Submitter [Signature] Chair/Dean [Signature] Date 3-29-02
Signature (indicates "college" level approval)

Please provide the requested information:

College: EDUCATION
Program Area: HPE
Date: 3/28/2002
Course Prefix & No.: HPE 306
Course Title: Adapted Physical Education
Credits: 2

Required by: HPE Majors & Minors
Selective in:
Elective in:
General Education: Area D
Lecture:
Lecture/Lab: 2
Contact hours lecture: 30
Contact hours lab: 20

Proposal: Change from 2 credits lecture to 2 credits: 1 lecture & 1 lab; add prerequisites.

Rational: Students are required a field experience teaching developmentally & physically handicapped individuals. Change in credit distribution will better reflect course design.

Current Catalog Description (include all prerequisites): "This course is a study of the diverse and complex nature of disabilities and the role of physical education for the handicapped. Organizing and administering programs for atypical students, as well as selection of methods used to assess and evaluate atypical students will be covered."

Proposed or New Catalog Description (include all prerequisites): This course is a study of the diverse and complex nature of disabilities and the role of physical education for the handicapped. Organizing and administering programs for students with special needs, selection of methods used in assessment and evaluation, lesson development, implementation and evaluation are covered. A 20-hour field experience is required, working with individuals with developmental and physical handicaps. Prerequisites: Admission to Teacher Education, EDUC 3XX Integrating Technology into education, and EDUC 3XX Introduction to curriculum planning and practice.

Course Outcome Objectives:
Same

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