



Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

		(Check all that apply):		Proposal #	226
College:	Education	<input checked="" type="checkbox"/>	Undergraduate	Effective Date of Change:	
Department:	Ed. Studies: Elementary and Early Childhood	<input type="checkbox"/>	Graduate	Academic Year	05-06
Program:	Elementary Education	CIP #		(For Office Use Only)	
Type of Change	PROGRAM PROPOSALS		Course Designator		
Proposed:	Realignment of credits		Number of Credits		
Title Current:					
Title Proposed:					
24-Char. Abbrev:			(if applicable)		

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Description will remain the same.

Rationale or Justification for change:

The increasing emphasis in high quality reading instruction in K-12 schools requires an increase in the number of credits for the reading methods courses. In addition to Board of Teaching standards for elementary education licensure programs, current state statute delineates specific content for reading preparation courses required for teacher licensure under Reading Compliance. For student teaching the credit decrease does not affect the requirements of the experience. Elementary education students will still be full-time students during the student teaching semester with 12 credits.

For General Education or Cultural Diversity Courses Only

General Education Course:		Cultural Diversity Course: (Please check one.)
GE Category #	GE Category Name (Maximum of 3 Categories)	
N/A		
N/A		
N/A		<input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.) <input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)

? For Writing Intensive Courses, attach a description of the kind and quantity of writing.
 ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

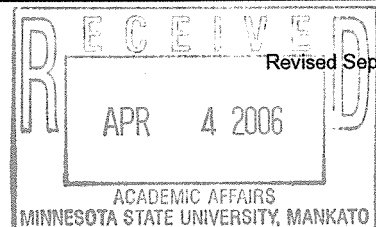
- Syllabus or course outline.
- Course's student learning outcomes associated with each GE competency or CD designation.
- List of strategies to be used to assess students' achievement of each GE competency or CD designation.

For New Courses

(Check all that apply):	Instructional Type: <input type="checkbox"/> Lecture	Course will be offered:
<input type="checkbox"/> Course is an elective.	Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program		<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites:		<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.)		
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)		

Attach paper copies of the following:

- Syllabus or course outline.
- Course's student learning outcomes.
- A list of resources required to offer and support this course.
- A description of how teaching this course will affect department staffing.
- If 400/500 level course, an explanation of added expectations of graduate students.





Minnesota State University, Mankato
Curriculum Proposal

For Program Proposals

Attach paper copies of the following:

- a. Student learning outcomes for the program.
- b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
- c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
<http://www.mnsu.edu/acadaf/pra/forms/>
- d. List of program requirements for **New** programs, or a list of **Current** and **Proposed** program requirements for **Redesigned** programs.
- e. A list of resources required to offer and support this program.
- f. A description of how offering this program will affect department staffing.
- g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

N/A

For Programs Requiring MnSCU Approval

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

<http://www.mnsu.edu/acadaf/Curriculum/currformsprocess.html>

1. **Creation** of an entirely new program.
2. **Redesign** of existing programs, which takes any of the following forms:
 - ? Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
 - ? Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
 - ? Change in program name.
 - ? Change in program CIP #.
 - ? Change in TOTAL program credits.
 - ? Change in degree award. For example, changing a B.A. to B.S.
 - ? Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)
3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.
4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.
5. **Suspension or reinstatement** of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.
6. **Closure** of a program. This proposal requests closure of an existing program and its removal from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.



Minnesota State University, Mankato
Curriculum Proposal

Signature Page

Department

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Tom Ballard 3-6-06
Department Chair Date

Comments:

College Curriculum Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 3/6/06
Committee Chair Date

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 4-4-06
Dean Date

Comments:

General Education Subcommittee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Mark Pomije 5/16/05
UCAP Faculty Chair Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

Faculty Association Graduate Chair Date

Comments:

Graduate Dean

Recommended
 Not Recommended

Graduate Dean Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 5/17/06
Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)

[Signature] 5/17/06
Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

Elementary Education Assessment Plan

12/12/05

Student Learning Outcomes (performance, knowledge, attitudes)	Related University Goals	Related College Goals	Method(s) of Assessment (What is the assessment?)	Who Assessed (Students from what courses - population)	When Assessed (dates)	Standard of Mastery/ Criterion of Achievement	What is Hoped to Be Learned?
<p>1. Students will demonstrate competence in Domain A – Planning.</p>			<p>Lesson Plan: All students in Block I will plan and implement lessons in their clinical experiences. One of these lessons will be submitted for review using a rubric designed to assess competence in planning appropriate lessons in reading.</p>	<p>EEC 334-Reading Methods faculty will review all lesson plans for students in Block I and assess using the rubric.</p>	<p>Fall '05 Spring '06</p>	<p>100% of the students assessed will demonstrate minimal planning competency as determined by a score of ____ on the rubric; 80% of students will demonstrate competency as determined by a score of ____.</p>	<p>EEC faculty are hoping to determine if the lesson planning preparation provided is strong enough or does it need to be modified.</p>
<p>2. Students will demonstrate competence in Domain C – Assessment, ability to construct appropriate assessments as follow up to their instruction.</p>			<p>Assessment Tool: Students in Block II will plan and implement lessons in their clinical field experience, during this experience they will develop an assessment for at least one of their lesson plans and implement the assessment.</p>	<p>EEC 323 faculty will review all lesson plans and assessments for students in Block II and assess using the rubric.</p>	<p>Fall '05 Spring '06</p>	<p>100% of the students assessed will demonstrate competency as determined by a score of ____ on the rubric; 80% of students will demonstrate competency as determined by a score of ____.</p>	<p>EEC faculty are hoping to determine if the preparation provided in developing assessments is strong enough or does it need to be modified.</p>
<p>3. Students will develop</p>			<p>Professionalism: Students in Block I</p>	<p>EEC 321 and 323 faculty will review</p>	<p>Fall '05 Spring '06</p>	<p>100% of the students assessed</p>	<p>EEC faculty are hoping to determine</p>

<p>competence in professional interactions with students and teachers.</p>			<p>and II will be assessed on their professional interactions with students and teachers through the use of the clinical evaluation forms.</p>	<p>all clinical evaluation forms for students in both Block I & II and assess using the rubric.</p>		<p>will demonstrate minimal assessment competency as determined by a score of 2 on the rubric; 80% of students will demonstrate competency as determined by a score of 3.</p>	<p>the impact of a strong emphasis on professionalism is having the desired impact on candidates as far professional interactions with K-8 students and teachers.</p>
<p>4.</p>							

*What will department or program do with results of information?

MINUTES

February 8, 2006

IN ATTENDANCE: Peg Ballard, Steve Reuter, Kasee Page, Marla Mastin, Marsha Traynor, Mary Ellen Pearson, Linda Good, Beth Sandell, Karl Matz, Laura Bemel

GUEST: Michael Miller

ADVISING: Remind advisees that they need to take a test in their content areas for licensure. Peg emailed everyone an advising timetable for our use.

IMMERSION EXPERIENCE: Proposed dates for immersion experience have changed to March 27, 28, 29. Peg suggests we revisit the purpose of the experience and try to match the experience with our needs. Send Peg an email with ideas for what kinds of experiences might be helpful to our understanding of diversity as it looks in schools today.

COLLEGE VISION STATEMENTS: Each college is responsible for writing a vision statement. Chairs proposed these conversations happen with departments. Send Peg comments from about how you see the college in 10 years.

PEPER: Dept. members met on Friday and began working on Form 1C (Peg finished this). Ron and Karl will work on the next step this Friday, Feb. 10.

DEAN'S COMMENTS: The Dean visited us to lead the department in the process of selecting a department chair for the next three years.

The following questions were asked:

Does the chair have to be a tenured faculty member?

Can the chair be a fixed-term faculty member?

The Dean encouraged us to think about who would be best suited for the position and be prepared to support that person to be successful in both leadership and pursuit of tenure. Possibilities include breaking out some responsibilities of the current chair to be fulfilled by other faculty members.

Peg lists these as main responsibilities of chair:

Advising, Program visioning, Advocating for new positions, Recruiting

Persons interested in being chair can nominate themselves and faculty can nominate colleagues once they confirm they are interested in the position. Submit nominations by next Wednesday. Candidates would have one more week to talk with the Dean and with Peg.

NOMINATIONS TO KARL BY WEDNESDAY, FEB. 15

A couple weeks later candidates will speak to the department and we will vote.

MARCHING FACULTY: Mary Ellen Pearson, Peg Ballard

GRADUATION SPEAKER: Give names to Peg and they will be forwarded to the Dean's office by Feb. 17th

SEARCH UPDATE: Marsha confirmed that Denise is still interested in the position and will contact her references. Faculty will review files of other candidates and send comments to Marsha. We are considering whether to

CURRICULUM PROPOSALS:

- 1) EEC 424 (4 credits) combine standards from 407 and 444
- 2) EEC 407 (2 credits) and EEC 444 (2 credits) withdraw
- 2) EEC 473 – change from 14 credits to 12 credits
- 3) EEC 334 – change from 4 to 5 credits; title change from “Literacy Methods” and “Reading and Language Arts”
- 4) EEC 421 change from 2 to 3 credits; title change from “Literacy Interventions” to “Reading Interventions”
- 5) EEC 200 change from 3 to 4 credits (to include technology pieces currently covered in EEC 225)
- 6) EEC 225 withdraw
- 7) EEC 320 change from 2 to 3 credits

Linda moves to accept curriculum proposals; Steve seconds motion.

Discussion: Steve suggests keeping EEC 200 as a 3 credits course and requiring students to pass a technology use prescreening OR take a gen ed. technology course (similar to 225)

Ammendment:

EEC 333 change from 2 credits to 3 credits

Keep EEC 200 as 3 credits

MOTION PASSED

March 2, 2006

COE ELEMENTARY EDUCATION

Note: Changes are shaded.

Current Program		New Program	
Required General Education	Credits	Required General Education	Credits
English 101 Composition	4	English 101 Composition	4
Speech 100 Fundamentals of Speech or 3 Speech 102 Public Speaking	3	Speech 100 Fundamentals of Speech or 3 Speech 102 Public Speaking	3
Biology 100 Our Natural World (Lab)	4	Biology 100 Our Natural World (Lab)	4
Art 100 Elements and Principles of Art	3	Art 100 Elements and Principles of Art	3
Math 201 Elements of Math I	3	Math 201 Elements of Math I 3	3
Physics 101 Introductory Physics (Lab)	3	Physics 101 Introductory Physics (Lab)	3
Theatre Arts 101 Acting for Everyone	3	Theatre Arts 101 Acting for Everyone	3
Theatre Arts 229 Kinetic Lrng. in the Clsrm	1	Theatre Arts 229 Kinetic Lrng. in the Clsrm	1
History 190 United States to 1877 or History 191 United States Since 1877 or History 450 Minnesota to 1880 or History 451 Minnesota Since 1880	4 3	History 190 United States to 1877 or History 191 United States Since 1877 or History 450 Minnesota to 1880 or History 451 Minnesota Since 1880	4 3
EEC 222 Human Rel. in a Multicultural Soc.	3	EEC 222 Human Rel. in a Multicultural Soc.	3
Health 310 Drug Education	3	Health 310 Drug Education	3
Core Support (300/400 level courses require Admit to Major)		Core Support (300/400 level courses require Admit to Major)	
EEC 200 Intro. to Elementary Teaching	3	EEC 200 Intro. to Elementary Teaching	3
EEC 225 Technology Applications in Ed	2	EEC 225 Technology Applications in Ed	2
Physics 480 Lab. Exp. in Physical Science	2	Physics 480 Lab. Exp. in Physical Science	2
Geography 340 United States or Geography 341 World Regional	3	Geography 340 United States or Geography 341 World Regional	3
Math 202 Elements of Math II	3	Math 202 Elements of Math II	3
KSP 417 Materials for Children or English 325 Children's Literature	3	KSP 417 Materials for Children or English 325 Children's Literature	3
Required Professional Education		Required Professional Education	

March 2, 2006

EEC333 Classroom Learning & Theory	2	EEC333 Classroom Learning & Theory	2
Art 421 Art Methods/Materials	2	Art 421 Art Methods/Materials	2
HP 323 Elementary PE Methods	2	HP 323 Elementary PE Methods	2
Block I Literacy		Block I Literacy	
EEC 320 Social Studies in Elem.	2	EEC 320 Social Studies in Elem.	2
EEC 334 Literacy Methods	4	EEC 334 Reading and Language Arts Methods	5
EEC 321 Social Studies/Literacy Clinical	1	EEC 321 Social Studies/Literacy Clinical	1
EEC 355 Curric. Management & Assessment	3	EEC 355 Curric. Management & Assessment	3
Bio 480 Lab. Experiences Elementary	2	Bio 480 Lab. Experiences Elementary	2
Music 340 Music Materials/Methods	3	Music 340 Music Materials/Methods	3
EEC 410 Middle School Classroom or EEC 370/371 Kindergtn Methods & Mat	3	EEC 410 Middle School Classroom or EEC 370/371 Kindergtn Methods & Mat	3
Block II Inquiry		Block II Inquiry	
EEC 322 Science/Health in Elem	3	EEC 322 Science/Health in Elem	3
EEC 324 Mathematics in Elem	3	EEC 324 Mathematics in Elem	3
EEC 323 Science/Math Clinical	1	EEC 323 Science/Math Clinical	1
EEC 421 Literacy Interventions	2	EEC 421 Reading Interventions	3
EEC 407 Special Learner in the Regular Education Classroom	2	EEC 424 Special Student in Regular Classroom	4
EEC 444 Behavioral Management in the Classroom	2		
Geology 305 Earth/Space Systems for El Ed	2	Geology 305 Earth/Space Systems for El Ed	2
Block III		Block III	
EEC 473 Student Teaching Elem.	14	EEC 473 Student Teaching Elem.	12
Middle School or Pre-Primary Specialty			
Students choose one area – no changes			
Pre-Primary – Age 3 and above			
Psych 433 Child Psychology 4			
EEC 368 Preprimary Methods & Materials 4			
EEC 369 Preprimary Methods & Mat Lab 1			
EEC 435 Teacher/Parent Relations 3			
EEC 422 Emergent Literacy 3			
Middle School Mathematics			
Stat 154 Elementary Statistics 3			
Math 112 College Algebra 4			

March 2, 2006

<p>Math 181 Intuitive Calculus 3 Math 303 Elements of Mathematics 3 EEC 342 Teach Sci/Tech/Soc in Middle Sch 2</p>		
<p>Middle School Science* Ast 101 Intro to Astronomy 3 Chem 201 General Chemistry 5 Geol 121 Physical Geology 4 Geol 310 Earth & Space Systems 3 EEC 342 Teach Sci/Tech/Soc in Middle Sch 2 *MS Science students do not take Geol 305</p>		
<p>Middle School Social Studies Econ 201 Principles of Macroeconomics 3 Pol 111 US Government 3 Anth 230 People: An Anthrop. Persp. 3 Soc 100 Social Problems 3 EEC 342 Teach Sci/Tech/Soc in Middle Sch 2 Elective Cr. in Social Studies Area 1</p>		
<p>Middle School Comm. Arts and Literat. Eng 285 Practical Grammar 2 Eng 242 Intro to Creative Writing 4 EEC 428 Teach Read/Writing in Content Area 3 Eng 464 Teach Literature in Middle Sch 3 Eng 425 Topics in Children's Literature 3</p>		
<p>World Languages K-8 * Spanish / German / French Pre Span 101, 102, 201, 202 or equiv Pre Ger 101, 102, 201, 202 or equiv Pre Fren 101, 102, 201, 202 or equiv Demonstrate Intermediate – Mid profic. before admit to 462/463 Demonstrate Intermediate – Mid profic. before admit to 462/463 Demonstrate Intermediate – Mid profic. before admit to 462/463 Span 310 Adv. Convrs and Comp 1-4 Ger 340 Topics in Lang 1-4 Fren 366 Oral Communication 1-3 Span 356 Latin Amer. Civilization 4 Ger 341 Comp & Conv 4 Fren 302 Composition 1-3 Span 365 Selected Readings 1-4 Ger 343 German Civ. * 1-4 Fren 323 French Phon/Appl Lingu 1-3 Modl 462 Foreign Lang Elem Meth 3 Modl 462 Foreign Lang Elem Meth 3 Fren 305 France Today or 1-4 Modl 463 Practicum 1 Modl 463 Practicum 1 Fren 402 French Civilization 3-4 Cultural Experience Cultural Experience Modl 462 Foreign Lang Elem Meth 3 Modl 463 Practicum 1 Alt. Option: Study in Mexico * or study abroad credits 300-level Cultural Experience or above Alt. Option: Study in France *Students considering a World Language Specialty must meet early in their career with a Modern Language advisor.</p>		
Total Credits		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">128</td> <td style="width: 50%; text-align: center;">128</td> </tr> </table>	128	128
128	128	

Bulletin copy

Description remains the same.

Rationale

The increasing emphasis in high quality reading instruction in K-12 schools requires an increase in the number of credits for the reading methods courses. In addition to Board of Teaching standards for elementary education licensure programs, current state statute delineates specific content for reading preparation courses required for teacher licensure under Reading Compliance. For student teaching the credit decrease does not affect the requirements of the experience. Elementary education students will still be full-time students during the student teaching semester with 12 credits.

e. A list of resources required to offer and support this program.

The program change does not require any additional resources.

f. A description of how offering this program will affect department staffing.

Faculty loads will be adjusted without difficulty. The program enrollment management plan decreased the number of sections, allowing ample opportunity for faculty to cover the increased credit load.

g. A list of additional library holdings required for this program.

Library holdings are already adequate to support this change.

College of Education Curriculum Committee Action (3/21)

Part I:

Existing course identifier and title	Existing course credits	Proposed change(s)	Proposed course identifier and title	Proposed course credits
EEC 473-Student Teaching	14	Decrease in credits	Same	12
EEC 334-Literacy Methods	4	Change in name and increase in credits	EEC 334-Reading and Language Arts Methods in the Elem. School	5
EEC 421-Literacy Interventions	2	Change in name and increase in credits	EEC 421-Reading Interventions	3

Note: The two credits removed from Student Teaching have been distributed equally to EEC 334 and EEC 421 (one credit to each course).

Part II:

Existing course identifier and title	Existing course credits	Proposed change(s)	Proposed course identifier and title	Proposed course credits
EEC 407-Special Education Learner in the Regular Classroom	2	Withdraw course	---	---
EEC 444-Behavior Management in the Classroom	2	Withdraw course	---	---
---	---	Create course	EEC 424-Special Education and Behavioral Needs in Elementary Education	4

Part III:

“Program Proposal” reflects realignment of credits presented above.