Minnesota State University, Mankato

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.

College: Education
Department: Ed. Studies: Elementary and Early Childhood
Program: Early Childhood Education
Type of Change: COURSE PROPOSALS
Title: Including Young Children with Special Needs
24-Char. Abbrev: EEC 313

Proposal # 032
Effective Date of Change: 03-07
Academic Year:
(For Office Use Only)
Course Designator: EEC
Number of Credits: 3

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

Foundational knowledge and early skills in serving young children with disabilities. Includes projects in the community related to observations, interviews, and hands-on service learning with young children, families, and professionals.

Rationale or Justification for change:

Early childhood educators are responsible for meeting the needs of all young children in their care in inclusive early childhood environments, including young children with special needs. What are developmentally appropriate methods and materials for early childhood education need to be modified for children with special needs.

***For General Education or Cultural Diversity Courses Only***

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<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
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<tbody>
<tr>
<td>N/A</td>
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</table>

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

***For New Courses***

<table>
<thead>
<tr>
<th>Instructional Type:</th>
<th>Lecture</th>
<th>Course will be offered:</th>
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<tr>
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<td>Fall Semester</td>
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<td>Summer Session</td>
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<td>Drop ESSP 304: this course will better meet student needs</td>
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</table>

Course is an elective.
Course is required for program
Pre- or Co-requisites:
Other courses are being changed or eliminated. (Explain.)

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

Revised September 2002
**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.

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***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:
   a. 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.
   b. 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.
   c. Change in program name.
   d. Change in program CIP #.
   e. Change in TOTAL program credits.
   f. Change in degree award. For example, changing a B.A. to B.S.
   g. 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 all its department'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.
<table>
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<tr>
<th>Department</th>
<th>Signature Page</th>
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<tbody>
<tr>
<td>X Recommended</td>
<td>O. Sandell</td>
</tr>
<tr>
<td>Not Recommended</td>
<td>Date</td>
</tr>
<tr>
<td>Comments</td>
<td></td>
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| College Curriculum Committee             |                |
| X Recommended                            | Daniel Reid    |
| Not Recommended                          | Date           |
| Comments                                 |                |

| College Dean                             |                |
| X Recommended                            | Date           |
| Not Recommended                          |                |
| Comments                                 |                |

| General Education Subcommittee            |                |
| X Recommended                            | Date           |
| Not Recommended                          |                |
| Comments                                 |                |

| Undergraduate Curriculum and Academic Policy Committee |                |
| X Recommended                                        | Date           |
| Not Recommended                                      |                |
| Comments                                              |                |

| Faculty Association Graduate Committee             |                |
| X Recommended                                        | Date           |
| Not Recommended                                      |                |
| Comments                                              |                |

| Graduate Dean                                        |                |
| X Recommended                                         | Date           |
| Not Recommended                                       |                |
| Comments                                              |                |

| Academic Affairs Council                            |                |
| X Recommended                                        | Assistant Vice President |
| Not Recommended                                      | Date           |
| Comments                                              |                |

| Senior Vice President and Vice President for Academic Affairs |                |
| X Approved                                              | Sr. Vice President, Vice Pres, Academic Affairs |
| Not Approved                                           | Date           |
| Comments                                               |                |
The MSU library has many resources (books, journals, and videos) that will support this course. Additional materials will be requested within the library acquisitions allocation for the department. Additionally, faculty have their own private resources.

Professor Lillian Duran, who has a specialization in early childhood special education, joined the faculty in fall, 2006. Additionally, a request has been submitted for one additional faculty member in early childhood special education.
Minnesota State University, Mankato
EEC 313 (3): Including Young Children with Special Needs

Instructor: Faculty TBD
Department: Educational Studies: Elementary and Early Childhood
Office: Armstrong Hall 328
Telephone: 507-389-1516
Time and Location: TBD
Office Hours: TBD
E-mail: TBD

Course Description:
This course is designed to provide students with foundational knowledge and early skills in serving young children with disabilities. Working from primarily developmental and ecological approaches, the course will review best practices in the planning, implementation, and evaluation of services for these children and their families. Through the course, students will become familiar with typical needs of infants, toddlers, and preschoolers/kindergartners with disabilities, be it motor, communication, sensory perception or cognitive skills. Students will be expected to complete projects in the community and schools related to observations, interviews and hands-on service learning with young children, their families or professionals who support them.

Required texts:

S. Sandall & M. Ostrosky (Eds.) Young Exceptional Children monograph series no. 2. Natural Environments and Inclusion. Longmont, CO: Sopris West.

Services for Identified Students with Disabilities
Minnesota State University, Mankato provides students with disabilities reasonable accommodations to participate in educational programs, activities, or services. Students with disabilities who believe they may need an accommodation in this class are encouraged to contact the Director of Disability Services, located in 116 Memorial Library (507-389-2825 TDD 711) as early as possible to ensure that accommodations are implemented in a timely manner. Please contact the instructor as soon as possible thereafter.

Weather and Emergency Closure Process
If University classes are canceled or if University offices are closed, notification will be provided through area media, including radio and television stations. In case of inclement
weather, students should consult with media broadcasts for class status.

Course evaluation and Grading Scale

If students want to receive a grade of A, they must complete all course requirements, on time and with outstanding quality. Grades may be interpreted to the descriptions outlined in MSU, Mankato 2003-2004 Undergraduate Bulletin, page 36, “The Grading System.” Briefly, the bulletin references the descriptions below. Grades for this course will be awarded based on points with these parameters:

- 93-100% = A  Work of definitely superior quality
- 83-92% = B  Work of better than average level of performance
- 74-83% = C  Work of average performance
- 67-73% = D  Work of below-average performance
- 66-0% = F  Work of unacceptable performance

Academic Honesty

Academic integrity refers to the ‘integral’ quality of the search for knowledge that a student undertakes. The work a student produces, therefore, ought to result completely from the student’s own efforts. A student will be guilty of violating Academic Integrity and Honesty if the student (a) knowingly represents the work of others as the student’s own work, (b) uses or obtains unauthorized assistance in the execution of any academic work, or (c) gives fraudulent assistance to another student. Sources for intellectual and/or teaching ideas, including direct quotes, must be cited and referenced according to the Publication Manual of the American Psychological Association (5th edition). Please see the MSU Handbook for the University policy on academic honesty.
Minnesota Teacher Preparation Standards

This course is part of the program of study for the initial teacher licensure in Early Childhood Education, birth – grade 3. The course has been aligned to Minnesota Teacher Preparation Standards:

<table>
<thead>
<tr>
<th>Standards for Effective Practice</th>
<th>Role in Course</th>
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<tbody>
<tr>
<td>Early Childhood Education</td>
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<tr>
<td>3B Know about areas of exceptionality in learning, including learning disabilities, perceptual difficulties, and special physical or mental challenges, gifts, and talents</td>
<td>Knowledge Assessment</td>
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<tr>
<td>3I Understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success</td>
<td>Knowledge Assessment</td>
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<td>3M Accommodate a student’s learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes</td>
<td>Knowledge Assessment</td>
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<td>3Q Develop a learning community in which individual differences are respected</td>
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<tr>
<td>4B Understand the cognitive processes associated with various kinds of learning and how these processes can be stimulated</td>
<td>Knowledge Assessment</td>
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<td>5F Know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated</td>
<td>Knowledge Assessment</td>
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<td>5K Use different motivational strategies that are likely to encourage continuous development of individual learner abilities</td>
<td>Knowledge Assessment</td>
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<tr>
<td>10C Understand student rights and teacher responsibilities to equal education, appropriate education for students with disabilities, confidentiality, privacy, appropriate treatment of students, and reporting in situations of know or suspected abuse or neglect.</td>
<td>Knowledge Assessment</td>
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<table>
<thead>
<tr>
<th>Subject Matter Standards</th>
<th>Role in Course</th>
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<tr>
<td>Early Childhood Education</td>
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<tr>
<td>(A)(3) How young children differ in their development and approaches to learning to support the development and learning of individual children</td>
<td>Knowledge Assessment</td>
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<tr>
<th>SSN</th>
<th>Std/s</th>
<th>Topical Focus for Sessions</th>
<th>Reading</th>
<th>Assessment</th>
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</table>
| 7   |       | Reaching the infant and toddler through the family  
Goals for family support  
Sample family support services  
Evaluation of child change through the family growth and IFSP | Special readings (2) on provision of family support services through IFSP process | Project Activities (PA) 1: Research and description of early intervention and preschool |
| 8   | (D)(2) (b) | Goals of inclusive day care (IDC)  
Characteristics of IDC and differences between traditional day care and Head Start  
Critical activities to support change in day care services needed to achieve IDC goals | Special reading (1) on inclusive day care services | OD 3 starts Friday AM and continues to Thurs of week 9. |
| 9   | (D)(2) (b) | Goals of preschool services: the jump from IFSP to IEP  
Elements and characteristics of effective preschool programs  
Family and parent participation within inclusive preschool programs | Special readings on preschool service delivery models; and on transition planning (preschool and kindergarten) | Quiz 3 PA 2: Research and description of parent and family support services |
| 10  |       | The role of motor skills in the overall development of the child  
Understanding motor development from the world of an infant/toddler  
Refining motors skills through play and natural routines. | Chapter 7. Gross Motor Development  
Chapter 8. Fine Motor, Oral Motor, and Self-Care Development | OD 4 starts Friday AM and continues to week 11. |
| 11  | 4 B   | Overview of cognitive development  
Impact of sensory impairments and delays on cognitive development  
Impact of play and early stimulation | Chapter 9. Cognitive Development,  
Chapter 6. Technology for Assessment and Intervention, | Quiz 4 Service Learning (SL) 1: Direct volunteer service  
OD 5 starts Thursday AM and continues to week 13. |
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<tr>
<th>SSN</th>
<th>STD/S</th>
<th>TOPICAL FOCUS FOR SESSIONS</th>
<th>READING</th>
<th>ASSESSMENT</th>
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</table>
| 12  | 5 F   | Overview of communication development  
Speech versus communication  
Early and core communication functions  
Responding to communicative behaviors to build social interaction | Chapter 10. Communication,  
Chapter 11. Social and Emotional Development, | SL 2: Family member interview due by Friday 5 PM |
| 13  | 5 K 10C | Impact of two decades of early intervention and preschool services: will the circle remain unbroken?  
Continuing professional development in the area of early intervention services.  
Closure | Chapter 12. Issues and Directions, | Quiz 5 Course evaluation |
| 14  |       | Final examination           |         | Final exam |

Instructor Expectations

It is expected that all students will submit their own work. Plagiarism, including improper documentation or quoting of research materials, or cheating on papers or tests is not acceptable and is grounds for dismissal from MSU. In a similar manner, you are expected to attend all class sessions as attendance and participation is essential to achieving the goals of this course. You must give at least 1 week notice of the fact that you may miss a session and must complete any assignment from that session the very next week in order to receive credit. A maximum of 75% credit will be awarded for these make-up assignments.

Materials for this course will be available on-line using the D2L website. You are responsible for gaining access to a computer that is capable of accessing the internet and gaining access to the materials. You are expected to finish all readings assigned prior to attending the class on that topic unless the instructor gives other instructions. You are expected to participate in class discussion and activities in a positive manner. In order to benefit from classroom time, students need to be supportive and open to constructive criticism from others. You are expected to turn in all classroom assignments on the due date. Late assignments will have 25% of the total point value deducted weekly. If an assignment is turned in one day late, it will still lose 25% of the total point value. Keep copies of assignments until final grades are submitted.

Course Assignments

Quizzes and comprehensive exam (200 points): Five short quizzes will be held
intermittently through the semester to ensure timely completion and comprehension of assigned readings. These may also address content presented in class. Each quiz will be worth 20 points. There will be no opportunity for extra credit. A comprehensive exam will take place during final exam week. The comprehensive exam will be worth a total of 100 points.

Project Activities (100 points): Students will work in pairs two complete two research projects associated with services and supports of very young children with disabilities and their families. Each project will be worth 50 points. There will be no opportunity for extra credit.

**PA 1: Research and description of early intervention and preschool services for young children with disabilities in south central Minnesota.** Pairs of students will work together to identify the scope of agency and individuals providers who serve infants, toddlers, and preschoolers within Blue Earth and two other counties in the surrounding area. Through this effort, students will determine how the following five activities are conducted:

1. Case finding, screening and identification
2. Trans-disciplinary evaluation
3. IFSP and IEP planning
4. Service delivery
5. Transition planning

**PA 2: Research and description of parent and family support services for all families in south central Minnesota.** Pairs of students will work together to identify the scope of family agency and support services available to all families, including those with young children with disabilities within Blue Earth and two other counties in the surrounding area. Of particular concern will be how families with young children with disabilities can more effectively utilize natural community supports to aid their child, family or selves. Through this effort, students will determine how the following five supports are available.

1. Education and parent training
2. Counseling and family therapy
3. Fiscal and financial support and assistance
4. Job and housing support
5. Recreation

Service Learning (100 points): Students will work individually to complete two service learning activities associated with families and services for young children with disabilities. Each project will be worth 50 points. There will be no opportunity for extra credit.

**SL 1: Direct volunteer service with an infant, toddler or preschooler with a disability.** Students will work/play directly with a young child with a disability through a
home, day care, community center or preschool setting. Upon completion, students will complete a brief summary, answering reflective questions about the experiences provided by the instructor.

**SL 2: Development, implementation and summary of a family member interview.**
Each student will take sample material presented in class to develop and then implement an interview for a parent of a young child with disabilities. The purpose of the interview will be twofold: first, the student will ascertain how the family initially responded to learning that their infant/toddler had a disability; then, students will use the interview experience to learn what the parent perceives as most effective services in support of their son/daughter and other family members and why.

Online discussions (100 points): The Desire2Learn course platform permits the class to engage in "anytime" discussions related to the needs and services for child 0-8 years of age who experience delays or disabilities. Five discussions will be held during the course of semester, each lasting one calendar week. The topics for these discussions will pertain to critical issues associated with the needs of the population or effective services, and will be chosen by the class by the end of the third week of the semester. All students are expected to participate in each discussion. Students will self-select one of the five topics to plan and facilitate, so that it is expected that for each topic, five students will plan and lead discussion. For the discussion that the student is serving in a planning/lead capacity, the assignment is worth 40 points. Students will then earn up to 15 points per discussion for actively engaging in a participant role, for a maximum total of 60 points.

An example of such a discussion can be seen through the core topic, "Ensuring active parent partnerships and involvement in preschool and kindergarten services." The planning group may take this topic and divide it into parts or "break out conversations" for (1) communicating with parents, (2) promoting parent and family choice and input in the planning process, (3) parent training needs, (4) parents and other team members, and (5) planning and implementing home based interventions. Each member of the student planning group will lead one subtopic of the discussion.
September 29, 2006

To Whom It May Concern:

The addition of undergraduate and graduate courses in Early Childhood Special Education in Educational Studies: Elementary and Early Childhood will not duplicate classes offered in the Special Education Department. Because Early Childhood Special Education is a specialty area that is specific in nature and with the exception of a few classes that will be offered through the Special Education Department will be independent of current special education programs.

The national trend is to place Early Childhood Special Education programs in general early childhood education department. Dean Miller has then suggested that the Department of Educational Studies: Elementary and Early Childhood will be the home to this program. We then will be transferring the current responsibility for early childhood course development and offerings to EEC.

Dr. Gail Zahn
Chair, Department of Special Education
College of Education  
Department of Elementary and Early Childhood  
Wednesday, October 4, 2006, 12:15 – 2:00 pm  
Armstrong Hall 333

Faculty Meeting Minutes

Present: Peg Ballard, Laura Bemel, Ron Browne, Lillian Duran, Linda Good, Terry  
Fogg, Karl Matz, Kasee Page, Maureen Prenn, Beth Sandell, Marsha Traynor

Facilitator: Beth Sandell  
Recorder: Ron Browne  
Timekeeper: None  
Room set-up and snack: everyone

Curriculum Program Changes:

Early Childhood Program

Dr. Good passed around a summary of the changes in the Early Childhood Courses. Dr.  
Traynor also asked that a note to the Curriculum Committee be added that indicates that  
there has been a thorough check that the standards are all addressed in the new program.  
Dr. Ballard raised a concern about the 422 and 435 courses because they also have 500  
level components. There was a lot of discussion about title designation and the (EC)  
designation

Ron moved that we accept the Program Course Changes with the following exceptions:  
without the (EC) designation, with a change adding (K-3) to the 466 student teaching  
class, and fixing a typo. Laura seconded. After discussion, Ron and Laura withdrew the  
motion.

Maureen moved that we approve program course deletions and program course additions  
with the exception of the EC designator.

Program Course Deletions:
Math 110 or higher  
FCS 301  
FCS 303  
HP 413  
ESSP 304  
ESSP 421  
ESSP 440  
EEC 203 = course withdrawal  
EEC 474 = course withdrawal
Program Course Additions:
CDIS 205
Math 201
FCS 230
EEC 227 (3): Learning Development in the Early Years --- New course
EEC 311 (3): Creative Arts Methods --- New course
EEC 313 (3): Including Young Children with Special Needs --- New course
EEC 433 (3): Observation, Screening, and Assessment of Young Children --- New course
EEC 434 (3): Interdisciplinary Teaming: Collaborating with Families and Professionals --- New course

Ron seconded. Motion was approved

Maureen moved that we approve the EEC 201, EEC 440, EEC 441, EEC 442, EEC 443, and EEC 466 program course changes.

Program Course Changes:
EEC 201 (3): Introduction to Early Childhood Education --- Change in credits, change in title
EEC 440 (4): Primary Grade Literacy and Social Studies Methods --- title change
EEC 441 (1): Primary Grade Literacy and Social Studies Lab --- title change
EEC 442 (4): Primary Grade Mathematics and Science Methods --- title change
EEC 443 (1): Primary Grade Mathematics and Science Lab --- title change
EEC 466 (12): Early Childhood Student Teaching (K-3) and Seminar --- title change, credit change

Kasee seconded. After discussion, motion was approved.

Graduate Curriculum Changes

Maureen passed around a table indicating the changes in the K-12 Teacher Licensure Endorsement Certificate Program. The program was changed from 15-19 credits.

Maureen noted that the PEPER process for the newly revised programs and that the new program can be submitted at a later date for review.

Ron moved that the changes be accepted with the addition of the word “Program” in the EEC 629 course. Marsha seconded. Motion was adopted.

Sabbatical Report:

Terry reported on his sabbatical last year. He described the broad reading in neuroscience he did while in Toronto. He was trying to find a research protocol for educators in the field in the area. He found that the differences between medical research and classroom practice are just too great for him to tackle. He described helping undergraduate students in psychology while attending a weekly seminar.
Search Committee

Maureen and Marsha passed out a position description for the Literacy position.

Lilly moved that the position description for Literacy be accepted with changes Linda seconded. Motion was approved.

There was a discussion of the Social Studies Position. The faculty members directed the Search Committee to revise the job description in order to broaden the description and requirements, and thereby increase the pool of applicants.

Minutes respectfully submitted by Ron Browne.
(This checklist is used by the Office of Academic Affairs to review all curriculum proposals)
Please check all curriculum proposals for the following, and attach checklist to proposal.
If proposal is missing the following, refer to Asst. VP for Undergraduate Studies

Proposal # ______  Proposal Name  New Course: EEC 313

For New Courses:

☐ Syllabus or course outline (with proposed course designator/number)
☐ Course's student learning outcomes  Stated in syllabus = Board of Teaching Standards
☐ 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
☐ Course description/bulletin copy

If GE or CD:

☐ 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 Writing Intensive Courses, attach a description of the kind and quantity of writing
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For New Programs or Redesigned Programs:

☐ Student learning outcomes for the program.
☐ Minutes from department and college curriculum meetings in which action was taken on this proposal.
☐ Program Assessment Plan. Forms are available on the Academic Affairs Web site.
☐ List of program requirements for New programs, or a list of Current and Proposed program requirements for Redesigned programs.
☐ A list of resources required to offer and support this program.
☐ A description of how offering this program will affect department staffing.
☐ A list of additional library holdings required for this program.

For all proposals:

☐ Bulletin copy should not exceed 40 words for courses or 100 words for programs.
☐ Appropriate signatures are in place.