**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.

<table>
<thead>
<tr>
<th>College: Education</th>
<th>Undergraduate</th>
<th>Proposal Type: COURSE PROPOSALS</th>
<th>Program: Early Childhood Education</th>
<th>CIP #: 13.1204</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department: Ed. Studies: Elementary and Early Childhood</td>
<td>Graduate</td>
<td>Title Current: Interdisciplinary Team</td>
<td>Collaborating with Families and Professionals</td>
<td></td>
</tr>
<tr>
<td>Type of Change:</td>
<td>New Course</td>
<td>Title Proposed: Interdisciplinary Team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24-Char. Abbrev:</td>
<td>EEC 434</td>
<td>Number of Credits: 3</td>
<td></td>
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</tr>
</tbody>
</table>

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

A theoretical and practical base for conferencing and collaboration with parents of children with special needs and other professionals during the IFSP or IEP team process.

**Rationale or Justification for change:**

There is a need for early childhood education teachers to know how to function as a member of a special education team since many young children with special needs are integrated into typical early childhood classrooms as the least restrictive environment. ECE teachers need to understand who may be members of teams and what role they play as a member of the team.

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

<table>
<thead>
<tr>
<th>General Education Course:</th>
<th>Cultural Diversity Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GE Category #</td>
<td>GE Category Name</td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</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:

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

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### **For New Courses**

<table>
<thead>
<tr>
<th>Instructional Type: Lecture</th>
<th>Course will be offered:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course is elective.</td>
<td>□ Fall Semester</td>
</tr>
<tr>
<td>□ Course is required for program</td>
<td>□ Spring Semester</td>
</tr>
<tr>
<td>□ Pre- or Co-requisites: Yes</td>
<td>□ Summer Session</td>
</tr>
<tr>
<td>□ Other courses are being changed or eliminated. (Explain.) Drop EESP 440: this course will better meet student needs</td>
<td></td>
</tr>
</tbody>
</table>

*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.
**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/acadaff/ora/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/acadaff/Curriculum/curformsprocess.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 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.

Revised September 2002
### Signature Page

**Department**
- **Recommended** (Category/ies)
- **Not Recommended** (Category/ies)

**Comments:**

**College Curriculum Committee**
- **Recommended** (Category/ies)
- **Not Recommended** (Category/ies)

**Comments:**

**College Dean**
- **Recommended** (Category/ies)
- **Not Recommended** (Category/ies)

**Comments:**

**General Education Subcommittee**
- **Recommended** (Category/ies)
- **Not Recommended** (Category/ies)

**Comments:**

**Undergraduate Curriculum and Academic Policy Committee**
- **Recommended** (Category/ies)
- **Not Recommended** (Category/ies)

**Comments:**

**Faculty Association Graduate Committee**
- **Recommended**
- **Not Recommended**

**Comments:**

**Graduate Dean**
- **Recommended**
- **Not Recommended**

**Comments:**

**Academic Affairs Council**
- **Recommended** (Category/ies)
- **Not Approved** (Category/ies)

**Comments:**

**Senior Vice President and Vice President for Academic Affairs**
- **Approved** (Category/ies)
- **Not Approved** (Category/ies)

**Comments:**

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**Date:**

- **Department Chair:** 10/5/06
- **Committee Chair:** 2/25/06
- **Dean:** 10/24/06
- **General Education Subcommittee Chair:** 3/29/07
- **UCAP Faculty Chair:** 3/29/07
- **Faculty Association Graduate Chair:**
- **Graduate Dean:**
- **Assistant Vice President:**
- **Sr. Vice President/Vice Pres. Academic Affairs:** 4/9/07

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**Revised September 2002**
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 434 (3): Interdisciplinary Teaming: Collaborating with Families and Professionals

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 provides a theoretical and practical base for conferencing and collaboration with parents of children with exceptional needs and other professionals in a team construct. Its content includes practical and theoretical understanding of the history and purpose of teaming.

Required Text:


COE Conceptual Framework & Diversity:
The College of Education community has considered the premise or conceptual framework upon which all community members will work. This framework includes the belief that all learners will work to their fullest potential and be supported/nurtured by others in the learning community. The members of the learning community are diverse, and all people as well as ideas will be welcomed. This course in particular addresses the needs of children of diversity within school communities; the class and the COE will be a model of including diversity in the learning environment. In particular, the knowledge and skills documented in this class concern the ability to successfully interact with all team members—including family members of diverse backgrounds.
<table>
<thead>
<tr>
<th>STANDARDS OF EFFECTIVE PRACTICE</th>
<th>Early Childhood Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>3N. Identify when and how to access appropriate services or resources to meet exceptional learning needs</td>
<td>Knowledge Assessment</td>
</tr>
<tr>
<td>7D. Create short-range and long-range plans that are linked to student needs and performance.</td>
<td>Knowledge Assessment</td>
</tr>
<tr>
<td>7E. Plan instructional programs that accommodate individual student learning styles and performance modes.</td>
<td>Knowledge Assessment</td>
</tr>
<tr>
<td>9H. Use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;</td>
<td>Knowledge Assessment</td>
</tr>
<tr>
<td>10F. Understand data practices.</td>
<td>Knowledge Assessment</td>
</tr>
<tr>
<td>10G. Collaborate with other professionals to improve the overall learning environment for students</td>
<td>Knowledge Assessment</td>
</tr>
<tr>
<td>10I. Consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link the students’ other environments</td>
<td>Knowledge Assessment</td>
</tr>
</tbody>
</table>
Topics of Study:

I. Historical and Current Relationships between Families and School Professionals
II. Families and Systems within Schools
   A. Characteristics of Systems
   B. Roles within Systems
   C. Interactions within Systems
   D. Development of Systems
   E. Impact on Systems with a Special Needs Child
III. Communication between Systems
IV. Characteristics of Effective Communication Systems
V. The Special Education Referral System within Schools
VI. Family Members as Teachers
   A. Advantages (for families and professionals)
   B. Disadvantages (for families and professionals)
VII. Choices for Family Involvement
IX. The Fundamentals of Collaboration with Examples from Special Education
   A. Team Characteristics that Foster Collaboration
   B. Implementation of Collaboration
      (Co-Teaching, Consultation, Collaboration, Team Members)
   C. Collaboration Planning
   D. Professional Characteristics that Foster Collaboration
      (Interpersonal Problem-Solving, Interpersonal Communication Skills,
      Development of Communication Skills)
X. Practicing the Skills of Collaboration as a Special Education Team Member
   A. Listening
   B. Communicating Non-verbally
   C. Asking Questions
   D. Asking Interview Questions
   E. Collaborating in Difficult Situations
   F. Using Special Education Resources within the School Systems
   G. Referring outside the School System
   H. Communicating in writing as a Special Education Team Member
XI. Obtaining Licensure
Assignments/Requirements

Attendance and Participation in Class and Class Discussions 5 pts.
Attendance at 1 Professional Meeting 5 pts.
   (information will be provided in class)
Attendance and Participation in Team Meeting Scenarios 30 pts.
Two Written Papers 30 pts.
   1 presentation project (10 pts.)
   1 follow-up paper to professional meeting and interview (20 pts.)
Final Exam 30 pts.
Total 100 pts.

92 - 100%    A
83 - 91%      B
75 - 82%      C
66 - 74%      D

Students with Disabilities: Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see me as early in the semester as possible to discuss the necessary accommodations and/or contact the Disability Services Office at 507.389.2825 or 1.800.627.3529.

Basic Skills for Teachers: There are certain basic skills that are necessary for Elementary Education teachers; these include - but are not limited to - the ability to read, write, solve math problems, and communicate successfully. In addition, the State of Minnesota requires passing the Pre-Professional Skills Test (PPST or PRAXIS I) before a teaching license is issued. If you have not passed sections of the PPST, another attempt should be made as soon as possible to determine whether or not you will qualify for a teaching license. During Student Teaching, you will complete the PRAXIS II test which also must be passed before a State of Minnesota teaching license is issued.
TEXT OUTLINE:

1. THE FUNDAMENTALS OF COLLABORATION
   COLLABORATION CONCEPTS
   DEFINING CHARACTERISTICS FOR COLLABORATION
   EMERGENT CHARACTERISTICS
   THE DILEMMAS OF COLLABORATION
   COLLABORATION IN A CONTEMPORARY CONTEXT
   SOCIETAL TRENDS
   SCHOOL COLLABORATION
   SPECIAL EDUCATION COLLABORATION
   A FRAMEWORK FOR LEARNING ABOUT COLLABORATION

2. INTERPERSONAL PROBLEM SOLVING
   A CONTEXT FOR INTERPERSONAL PROBLEM SOLVING
   REACTIVE AND PROACTIVE PROBLEM SOLVING
   DECIDING WHETHER TO PROBLEM SOLVE
   STEPS IN INTERPERSONAL PROBLEM SOLVING
   IDENTIFYING THE PROBLEM
   GENERATING POTENTIAL SOLUTIONS
   EVALUATING POTENTIAL SOLUTIONS
   SELECTING THE SOLUTION
   IMPLEMENTING THE SOLUTION
   EVALUATING THE OUTCOME
   PUTTING THE PROBLEM SOLVING PIECES TOGETHER

3. TEAMS
   TEAM CONCEPTS
   CHARACTERISTICS OF TEAMS
   DEVELOPMENTAL STAGES FOR TEAMS
   RATIONALE FOR AND BENEFITS OF TEAMS
   TEAM MODELS
   DISCIPLINARY RELATIONSHIPS ON TEAMS
   TYPES OF STUDENT-CENTERED TEAMS
   EFFECTIVENESS OF TEAMS
   CONDUCTING MEETINGS
   PRIOR TO THE MEETING
   DURING THE MEETING
   AFTER THE MEETING
   COLLABORATION AND TEAMS

4. CONSULTATION
CONSULTATION CONCEPTS
  CHARACTERISTICS OF CONSULTATION
  RATIONALE FOR AND BENEFITS OF CONSULTATION
CONSULTATION MODELS
  BEHAVIORAL CONSULTATION
  CLINICAL CONSULTATION
  CHOOSING AND USING CONSULTATION MODELS
CONSULTATION AND COLLABORATION
  THE CONSULTING RELATIONSHIP
  ISSUES IN CONSULTATION AS COLLABORATIVE SERVICE DELIVERY

5. CO-TEACHING

CO-TEACHING CONCEPTS
  DEFINING CHARACTERISTICS OF CO-TEACHING
RATIONALE FOR CO-TEACHING
CO-TEACHING APPROACHES
  ONE TEACHING, ONE OBSERVING
  STATION TEACHING
  PARALLEL TEACHING
  ALTERNATIVE TEACHING
  TEAMING
  ONE TEACHING, ONE DRIFTING
CO-TEACHING AND COLLABORATION
THE CO-TEACHING RELATIONSHIP
  MAINTAINING COLLABORATIVE RELATIONSHIPS IN CO-TEACHING
  ADMINISTRATIVE AND PRAGMATIC MATTERS RELATED TO CO-TEACHING
  USE OF PLANNING TIME

6. PARAEDUCATORS

PARAEDUCATORS IN PUBLIC SCHOOLS
  PARAEDUCATOR QUALIFICATIONS
  THE PREVALENCE OF PARAEDUCATORS
PARAEDUCATOR ROLES AND RESPONSIBILITIES
  INSTRUCTIONAL RESPONSIBILITIES
  NONINSTRUCTIONAL RESPONSIBILITIES
ETHICAL CONSIDERATIONS
WORKING WITH PARAEDUCATORS
  TRAINING PARAEDUCATORS
  PLANNING WITH PARAEDUCATORS
  ASSIGNING RESPONSIBILITIES TO PARAEDUCATORS
DAY-TO-DAY COMMUNICATION
  SUPERVISING PARAEDUCATORS
PARAEDUCATORS AND COLLABORATION
7. PRACTICAL MATTERS

TIME FOR PLANNING
  OPTIONS FOR CREATING SHARED PLANNING TIME
SCHEDULING AND COORDINATING SERVICES
  ESTABLISHING SCHEDULES IN A COLLABORATIVE SCHOOL
  COORDINATING SERVICES FOR COLLABORATION
ROLES AND ROLE RESPONSIBILITIES
  SCHOOL AS A PROFESSIONAL WORKPLACE
  ROLE MANAGEMENT
PROGRAM DEVELOPMENT TASKS
  STAGE 1: ESTABLISHING THE PROGRAM AND ITS GOALS
  STAGE 2: PLANNING FOR IMPLEMENTATION
  STAGE 3: PREPARING FOR IMPLEMENTATION
  STAGE 4: IMPLEMENTING THE PROGRAM
  STAGE 5: MAINTAINING THE PROGRAM
STAFF DEVELOPMENT
  TYPES OF STAFF DEVELOPMENT
  PARTICIPANT INVOLVEMENT
  DESIGN AND DELIVERY

8. INTERPERSONAL COMMUNICATION

THE PROCESS OF COMMUNICATION
  A MODEL OF COMMUNICATION
  CONCEPTS REFLECTED IN THE COMMUNICATION PROCESS
COMMUNICATION TYPES
PREREQUISITES TO EFFECTIVE INTERACTIONS
  FRAME OF REFERENCE
COMMUNICATION SKILLS
  LISTENING
  NONVERBAL COMMUNICATION
DEVELOPING EFFECTIVE COMMUNICATION SKILLS
  PRINCIPLES FOR EFFECTIVE INTERPERSONAL COMMUNICATION
  SUGGESTIONS FOR IMPROVING YOUR COMMUNICATION SKILLS
  ADAPT YOUR COMMUNICATION TO MATCH THE TASK AND RELATIONSHIP

9. USING STATEMENTS

PURPOSES OF STATEMENTS
  STATEMENTS THAT PROVIDE INFORMATION
  STATEMENTS THAT SEEK INFORMATION
  STATEMENTS THAT CONFIRM OR CLARIFY INFORMATION
  GIVING VERBAL FEEDBACK
CHARACTERISTICS OF EFFECTIVE INTERPERSONAL FEEDBACK
GUIDELINES FOR GIVING EFFECTIVE FEEDBACK

10. ASKING QUESTIONS

PURPOSES OF QUESTIONS
   QUESTIONS THAT SEEK INFORMATION
   QUESTIONS THAT PROVIDE INFORMATION
   QUESTIONS THAT CLARIFY INFORMATION
CHARACTERISTICS OF QUESTIONS
   QUESTION FORMAT
   DEGREE OF CONCRETENESS
SUGGESTIONS FOR EFFECTIVELY ASKING QUESTIONS
   USE PAUSES EFFECTIVELY
   MONITOR QUESTION-ASKING INTERACTIONS
   ATTEND TO THE CULTURAL CONTEXT
   MAKE QUESTIONS MEANINGFUL
CONDUCTING INTERVIEWS
   PRIOR TO THE INTERVIEW
   DURING THE INTERVIEW
   AFTER THE INTERVIEW
   FINAL THOUGHTS ON INTERVIEWING

11. DIFFICULT INTERACTIONS

UNDERSTANDING CONFLICT
   CAUSES OF CONFLICT
   THE INFLUENCE OF ORGANIZATIONAL VARIABLES
   CONFLICT RESPONSE STYLES
   RESOLVING CONFLICT THROUGH NEGOTIATION
   RESOLVING CONFLICT THROUGH MEDIATION
   CONFLICT AND DIVERSITY
UNDERSTANDING RESISTANCE
   CAUSES OF RESISTANCE
   INDICATORS OF RESISTANCE
   ASSESSING WHETHER TO ADDRESS RESISTANCE
   PERSUASION AS A STRATEGY FOR RESPONDING TO RESISTANCE
   PUTTING THE PIECES TOGETHER

12. PERSPECTIVES AND ISSUES

ROLE-SPECIFIC CONSIDERATIONS IN COLLABORATION
   WORKING WITH ADMINISTRATORS
   WORKING WITH GENERAL EDUCATION TEACHERS
   WORKING WITH PROFESSIONALS FROM OTHER DISCIPLINES
   SPECIAL CONSIDERATIONS FOR INTERACTING WITH PARENTS
UNDERSTANDING FAMILIES
FACILITATING FAMILY PARTICIPATION IN DECISION MAKING
CONTEXT CONSIDERATIONS FOR COLLABORATION
INTERAGENCY CONTEXTS
EARLY INTERVENTION AND PRESCHOOL PROGRAMS
VOCATIONAL AND COMMUNITY-BASED SERVICES
MULTICULTURAL CONTEXTS
STUDENT TO STUDENT COLLABORATION
ETHICS IN COLLABORATION
COMMON ETHICAL ISSUES
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
ECS 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 ___EEC 434 New Course____

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
☐ 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.

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.