

Curriculum Proposals Packet ID: 3987
Listing of Enclosed Forms

Form A	Department - College	Form ID
Summary of Changes	Curriculum & Instruction - College of Education	A-7983.4

Form B-1	Title	Form ID
Drop Course	210:122-:01 - Middle Level Classroom Management	B-1-7773.4

Form C	Title	Form ID
Change Course	210:120 - Elementary Classroom Management	C-7772.2
Change Course	210:123g - Expressive Arts in the Elementary School	C-6079.11
Change Course	210:135g - Middle Level Socialization and Instructional Strategies	C-7982.5
Change Course	210:150g - Middle Level Curriculum	C-6084.19
Change Course	230:155g - Grammar for Middle Level Educators	C-6926.8

Form E	Title	Form ID
Program Restatement	Early Childhood Education-Teaching	E-7774.13
Program Restatement	Elementary Education-Teaching K-6 General Classr	E-6591.42
Program Restatement	Middle Level Dual Major	E-6083.22

CHECKLIST []

1. Has appropriate consultation been completed and has all consultation correspondence been included? []
2. Have any unresolved objections to college-approved proposals been identified? []
3. Have all college-approved proposals which violate curricular guidelines been identified? []
4. Have all budgetary needs been identified and estimated? []
5. For graduate level courses and programs, has approval been obtained from departmental graduate faculty? []
6. Does your curriculum proposal reflect findings from other planning processes such as Academic Program Reviews, Student Outcomes Assessment, Strategic Planning, and/or licensure, accreditation, and reaccreditation requirements? []
7. For a new major or minor program, has the appropriate Regents Program Review form been completed? []
8. Have the required signatures been obtained for all proposals? []

Please visit <https://access.uni.edu/cgi-bin/ccd/curriculum/viewProposals.cgi> on the Web and enter Packet ID 3987, to view a summary of these proposals online.

Form A - Summary of Curriculum Changes and Budget Support

Date: 02/03/2011
College: College of Education
Dept/School: Curriculum & Instruction

1. Dropped Courses and/or Programs

- a. **Automatic Course Drop:** initiated by the Office of the Registrar (list titles and course numbers)
- b. **Course Drop:** initiated by Department/School [see Form B-1] (list titles and course numbers)
 210:122 Middle Level Classroom Management

2. Course Changes [see Form C] (list titles and course numbers)

210:120 Elementary Classroom Management
 210:123g Expressive Arts in the Elementary School
 210:135g Middle Level Socialization and Instructional Strategies
 210:150g Middle Level Curriculum
 230:155g Grammar for Middle Level Educators

3. New Courses [see Form D] (list proposed titles, course numbers, and credit hours)

4.; Dropped and/or Suspended Major/Minor/Emphasis/Certificate [see Form B-2] (list titles)

5. Restatements of Majors/Minors/Emphasis/Certificates [see Form E] (list titles)

Early Childhood Education - Teaching
 Elementary Education - Teaching K-6 General Classroom Teacher
 (Extended Program)
 Middle Level Dual Major

6. New Majors/Minors/Emphasis/Certificates [see Form F] (list proposed titles)

7. Other Catalog Changes and/or additions [See Form G] (list items)

8. Budget Summary for Department (should summarize needs for entire curriculum proposal package)

- a. Will the curriculum changes proposed in this package increase the budgetary needs of the department?

No

- b. **If Yes, identify the total costs**

(1)	Staff	\$0.00
(2)	Additional facilities	\$0.00
(3)	Equipment	\$0.00
(4)	Support personnel	\$0.00
(5)	Library requirements	\$0.00
(6)	Computer service	\$0.00
(7)	Educational technology	\$0.00
(8)	Other services:	\$0.00
TOTAL:		\$0.00

- c. If the costs above are not simply the sum of all the various budgets in this package (Forms C, D, E, F), explain why

9. Unresolved Objections to College-Approved Proposals (list all proposals with unresolved objections)

10.

College-Approved Proposals which violate curricular guidelines (list all proposals violating curricular guidelines)

Department Head Signature _____

Date _____

College Deans' Signature _____

Date _____

Form B-1 - Dropped Course

Dept/School: Curriculum & Instruction

College: College of Education

1. **Course Number:** 210:122
Course Title: Middle Level Classroom Management
Section and Section Course Title are only entered if dropping a specific section of a course.
Section: :01
Section Course Title: Middle Level Classroom Management
Semester Course was last offered: Spring 2011

2. **Identify the impact on majors, minors, certificates, courses and/or prerequisites within or outside of the department**

Elementary/Middle Education Dual Majors will take the existing course, 210:120, Elementary Classroom Management, which is currently being changed to include grades K-8, and the title will be changed to reflect that the management course will be for educators of grades K-8. Secondary/Middle Level Education Dual Majors will take the existing course, 200:151, Current Approaches to Classroom Discipline, which is currently in the process of being changed to a course for secondary classroom management.

3. **Explanation and justification**

A new interpretation of the licensing requirements made by the Iowa Board of Educational Examiners (BOEE) in December 2010 has removed the practice of substituting 210:122, Middle Level Classroom Management, for 210:120, Elementary Classroom Management.

This change means that all Middle Level majors must take both 210:120, Elementary Classroom Management, and 210:122, Middle Level Classroom Management to meet licensure requirements for both majors. By combining the two management courses into one course that covers management in the K-8 span, and dropping the Middle Level Classroom Management course, 210:122, both programs are covered by the same course. The BOEE has approved this combining of management courses into one K-8 course.

4. **Consultation summary: Check the appropriate response(s) [Must consult with all those identified in #2 above] For Departmental and LACC (Form J) consultations:**

Consultation From	Consultation Request Date	Person Consulted	Current Status	Current Status Date
No consultations requests.				

For Library (Form J-L) Consultations:

Consultation From: Uhlenberg, Jill M
 Consultation Requested: 01/20/2011
 Consultation Status: No further consultation needed
 Consultation Status Date: 01/27/2011

For Teacher Ed. (Form J-T Ed) Consultations:

Consultation From:	Uhlenberg, Jill M
Consultation Requested:	01/20/2011
Consultation Status:	Further consultation needed with Council on Teacher Ed
Consultation Status Date:	01/20/2011

Form J-L

Complete **Part A** of this form and send the form to:

Martin, Katherine F
 Head, Collection Management and Special Services Department
 Rod Library - 3675

Consultation with the Library during the developmental phase of curriculum development is an essential component of the curriculum process. The Library is prepared to work with academic departments and programs to determine the services and resources associated with curricular proposals. The earlier the process begins, the better the Library can prepare to support changes in the curriculum. The Library can use the information obtained through this process to redirect funds, justify budgetary increases, and seek other means of supplying services and resources.

- It is the responsibility of the department initiating curriculum proposals to consult with the Library to assess the impact of proposed changes on the Library resources and services and to determine what additional Library resources and services may be needed for an appropriate level of support.
- Library consultations are to be completed during the departmental phase of the curriculum development process.

TO: Martin, Katherine F, Head, Collection Management and Special Services, Rod Library, 3675
 FROM: Uhlenberg, Jill M - 0606 (*Dept. Head initiating proposal*)
 CONSULTATION REQUEST DATE: 01/20/2011
 RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (Identify changes being proposed and Library resources and services which will be affected or utilized. Include present Library resources and services as well as requests for new ones.)

A new interpretation of the licensing requirements made by the Iowa Board of Educational Examiners (BOEE) in December 2010 has removed the practice of substituting 210:122, Middle Level Classroom Management, for 210:120, Elementary Classroom Management. This change means that all Middle Level majors must take both 210:120, Elementary Classroom Management, and 210:122, Middle Level Classroom Management to meet licensure requirements for both majors. By combining the two management courses into one course that covers management in the K-8 span, and dropping the Middle Level Classroom Management course, 210:122, both programs are covered by the same course. The BOEE has approved this combining of management courses into one K-8 course.

Consultation Response History

Date	Status/Response	Notes	User
01/20/2011	Requested	Initial Consultation Request	Johnson, Julie A
01/27/2011	No further consultation needed	The dropping of 210:122 Middle Level Classroom Management should have no significant impact on Library resources or services. Barbara Allen Education Bibliographer	Martin, Katherine F

Form J-T Ed

TO: Heston, Melissa L, Office of Teacher Education

FROM: Uhlenberg, Jill M (*Dept. head initiating proposal*)

CONSULTATION REQUEST DATE: 01/20/2011

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
(Identify changes being proposed and how this could impact teaching majors, minors, or professional education requirements.)

A new interpretation of the licensing requirements made by the Iowa Board of Educational Examiners (BOEE) in December 2010 has removed the practice of substituting 210:122, Middle Level Classroom Management, for 210:120, Elementary Classroom Management. This change means that all Middle Level majors must take both 210:120, Elementary Classroom Management, and 210:122, Middle Level Classroom Management to meet licensure requirements for both majors. By combining the two management courses into one course that covers management in the K-8 span, and dropping the Middle Level Classroom Management course, 210:122, both programs are covered by the same course. The BOEE has approved this combining of management courses into one K-8 course.

Consultation Response History

Date	Status/Response	Notes	User
01/20/2011	Requested	Initial Consultation Request	Johnson, Julie A
01/20/2011	Further consultation needed with Council on Teacher Ed	This should be reviewed by the Council. Some secondary teaching majors pick up the middle level endorsement as well, and this change may impact their programs.	Heston, Melissa L

Form C - Changes Made to an Existing Course

Dept/School: Curriculum & Instruction

College: College of Education

1. Present Course Information

- a. **Present Course Number:** 210:120
 - b. **Present Course Title:** Elementary Classroom Management
Present Abbreviation: Elem Classroom Management
 - c. **Present Credit Hours** 3
 - d. **Present Description:**
Focus on skills needed to plan, organize, manage, implement, and evaluate appropriate instruction in the elementary classroom.
 - e. **Present Prerequisites, including any "hidden" prerequisites separated by commas:**
(ex. 111:111, 222:222, 333:333)
210:150 or 210:152.
-

2. Identify all proposed change(s)

- a. **Course # change, including an add/drop of "g" designation:** ELEMECML 3120/
 - b. **Title change (If longer than 26 characters, including spaces, also provide an abbreviation to be used by the Office of the Registrar):** Classroom Management K-8
Proposed Abbreviation: Management K-8
 - c. **Credit Hour Change:**
 - d. **Description change (Limited to 280 characters, including spaces and prerequisites)**
Focus on skills needed to plan, organize, manage, implement, and evaluate appropriate instruction in the elementary or middle level classroom.
 - e. **Prerequisite change (Note that any "hidden" prerequisites must be explicitly listed and all courses with a "g" designation must, at a minimum, include the statement "Junior Standing or Consent of Instructor")**
 - f. Is course proposal to be considered a 100g-level course in the new curriculum? **No**
-

3. Identify the impact on majors, minors, certificates, courses and/or prerequisites within or outside of the department

All elementary education and middle level students would be required to take this course as part of their program.

4. Explanation and justification

Currently Elementary Education majors must take 210:120, Elementary Classroom Management. Middle Level students, who are dual majors in elementary education, may substitute 210:122 Middle Level Classroom Management and meet state licensing requirements for both elementary and middle level endorsements. A new interpretation of the licensing requirements made by the Board of Educational Examiners in December 2010 has removed that substitution as a possibility for Middle Level majors. This means that all Middle Level majors must take both 210:120, Elementary Classroom Management and 210:122, Middle Level Classroom Management. By combining the two management courses into one course that covers management in the K-8 span, both programs are covered by the same course.

5. If a "g" designation has been added

- a. **Explain why the course is appropriate for graduate students**
- b. **Describe the differences in requirements for graduate students**
N/A
- c. **Have the departmental graduate faculty approved this change?**

6. **If the course number is to be changed (other than a change in "g" designation), will students who have received credit under the existing number be permitted to register for and receive credit for the course under the proposed new number?**

Not Applicable

7. **Describe how the proposed change(s) will affect the usage of computer and library resources and facilities**

No change

8. **Consultation summaries: Check the appropriate response(s) [Must consult with all those identified in #3 and #7 above]**

For Departmental and LACC (Form J) consultations:

Consultation From	Consultation Request Date	Person Consulted	Current Status	Current Status Date
No consultations requests.				

For Library (Form J-L) Consultations:

No consultation requested

For Teacher Ed. (Form J-T Ed) Consultations:

No consultation requested

9. **Will this curriculum change increase the total budgetary requirements of the Department?**

No

- a. **If No, explain why not**

The course 210:122, Middle Level Classroom Management, will be dropped from the program requirements. Faculty reassignment from this course will cover the anticipated additional section of 210:120, Classroom Management K-8.

- b. **If Yes, identify the total costs**

(1) Staff	\$0.00
(2) Additional facilities	\$0.00
(3) Equipment	\$0.00
(4) Support personnel	\$0.00
(5) Library requirements	\$0.00
(6) Computer service	\$0.00
(7) Educational technology	\$0.00
(8) Other services:	\$0.00
TOTAL:	\$0.00

Form C - Changes Made to an Existing Course

Dept/School: Curriculum & Instruction

College: College of Education

1. Present Course Information

- a. **Present Course Number:** 210:123g
- b. **Present Course Title:** Expressive Arts in the Elementary School
Present Abbreviation: Expressive Arts Elem Sch
- c. **Present Credit Hours** 3
- d. **Present Description:**
Integration of the creative arts: art, music, drama, and media as utilized for strengthening and enriching content across the curriculum of the elementary classroom.
- e. **Present Prerequisites, including any "hidden" prerequisites separated by commas:**
(ex. 111:111, 222:222, 333:333)
junior standing.

2. Identify all proposed change(s)

- a. **Course # change, including an add/drop of "g" designation:** ELEMECML 4123/5123
- b. **Title change (If longer than 26 characters, including spaces, also provide an abbreviation to be used by the Office of the Registrar):** Methods of Teaching Visual and Performing Arts Integration in the Elementary Classroom
Proposed Abbreviation: MethodsTchg Arts Integr
- c. **Credit Hour Change:** None
- d. **Description change (Limited to 280 characters, including spaces and prerequisites)**
Introduction, exploration and application of various methods for teaching and assessing visual and performing arts integration with content across the elementary curriculum.
- e. **Prerequisite change (Note that any "hidden" prerequisites must be explicitly listed and all courses with a "g" designation must, at a minimum, include the statement "Junior Standing or Consent of Instructor")**
- f. Is course proposal to be considered a 100g-level course in the new curriculum? **Yes**

3. Identify the impact on majors, minors, certificates, courses and/or prerequisites within or outside of the department

No impact.

4. Explanation and justification

It is the same course but the changes to course title and description include the language methods of teaching visual and performing arts integration and uses the same language as the new elementary teaching endorsement. It also better reflects the purpose of the course which is to prepare educators in teaching methods for arts integration: both visual and performing arts.

5. If a "g" designation has been added

- a. **Explain why the course is appropriate for graduate students**
- b. **Describe the differences in requirements for graduate students**
- c. **Have the departmental graduate faculty approved this change?**
Yes

6. If the course number is to be changed (other than a change in "g" designation), will students who have received credit under the existing number be permitted to register for and receive credit for the course under the proposed new number?

Not Applicable

7. Describe how the proposed change(s) will affect the usage of computer and library resources and facilities

There are no changes to the purpose or content of the course and will not affect the usage of computer and library resources and facilities.

8. Consultation summaries: Check the appropriate response(s) [Must consult with all those identified in #3 and #7 above]

For Departmental and LACC (Form J) consultations:

Consultation From	Consultation Request Date	Person Consulted	Current Status	Current Status Date
Uhlenberg, Jill M	10/12/2010	Byrd, Jeffery J	No Impact	10/12/2010
Uhlenberg, Jill M	10/12/2010	Vallentine, John F	Requested	03/27/2011
Uhlenberg, Jill M	10/12/2010	Lange, Eric R	Requested	03/27/2011

For Library (Form J-L) Consultations:

No consultation requested

For Teacher Ed. (Form J-T Ed) Consultations:

Consultation From: Uhlenberg, Jill M
 Consultation Requested: 10/08/2010
 Consultation Status: Further consultation needed with Council on Teacher Ed
 Consultation Status Date: 10/08/2010

9. Will this curriculum change increase the total budgetary requirements of the Department?

No

a. If No, explain why not

There is no impact on the budget as this is only a title and description change.

b. If Yes, identify the total costs

(1) Staff	\$0.00
(2) Additional facilities	\$0.00
(3) Equipment	\$0.00
(4) Support personnel	\$0.00
(5) Library requirements	\$0.00
(6) Computer service	\$0.00
(7) Educational technology	\$0.00
(8) Other services:	\$0.00
TOTAL:	\$0.00

Form J

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
 - If the recipients have objections to the changes, it is their responsibility to promptly notify the initiating department of the reasons for the objections.
 - Both parties are then expected to work together to attempt to find a solution to their differences.
-

TO: Byrd, Jeffery J - 0362 (Dept. Head affected by proposal)
 FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)
 CONSULTATION REQUEST
 DATE: 10/12/2010
 RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

Title change
 from: Expressive Arts in the Elementary School

to: Methods of Teaching Visual and Performing Arts
 Integration

Description change
 from: Integration of the creative arts: art, music, drama, and media as utilized for strengthening and enriching content across the curriculum of the elementary classroom.

to: Introduction, exploration and application of various methods for teaching and assessing visual and performing arts integration with content across the elementary curriculum.

Explanation: Better reflects the content of the course.

Consultation Response History

Date	Status/Response	Notes	User
10/12/2010	Requested	Initial Consultation Request	Johnson, Julie A
10/12/2010	No Impact		Byrd, Jeffery J

Form J

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
 - If the recipients have objections to the changes, it is their responsibility to promptly notify the initiating department of the reasons for the objections.
 - Both parties are then expected to work together to attempt to find a solution to their differences.
-

TO: Lange, Eric R - 0371 (Dept. Head affected by proposal)
 FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)
 CONSULTATION REQUEST
 DATE: 10/12/2010
 RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

Title change
 from: Expressive Arts in the Elementary School
 to: Methods of Teaching Visual and Performing Arts Integration

Description change
 from: Integration of the creative arts: art, music, drama, and media as utilized for strengthening and enriching content across the curriculum of the elementary classroom.
 to: Introduction, exploration and application of various methods for teaching and assessing visual and performing arts integration with content across the elementary curriculum.

Explanation: Better reflects the content of the course.

This resubmission is to determine whether your department continues to have objections to this curriculum change. Thanks.

Consultation Response History

Date	Status/Response	Notes	User
10/12/2010	Requested	Initial Consultation Request	Johnson, Julie A
10/16/2010	Has Impact - Has Objections	Meetings w/ CHFA Dean requested by departments involved.	Lange, Eric R
03/27/2011	Requested	Re-submit of consultation	Uhlenberg, Jill M

Form J

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
 - If the recipients have objections to the changes, it is their responsibility to promptly notify the initiating department of the reasons for the objections.
 - Both parties are then expected to work together to attempt to find a solution to their differences.
-

TO: Vallentine, John F - 0246 (Dept. Head affected by proposal)
 FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)
 CONSULTATION REQUEST DATE: 10/12/2010
 RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

Title change
 from: Expressive Arts in the Elementary School

to: Methods of Teaching Visual and Performing Arts
 Integration

Description change
 from: Integration of the creative arts: art, music, drama, and media as utilized for strengthening and enriching content across the curriculum of the elementary classroom.

to: Introduction, exploration and application of various methods for teaching and assessing visual and performing arts integration with content across the elementary curriculum.

Explanation: Better reflects the content of the course.

I am resubmitting to determine whether your department now will approve this proposed change. Thanks.

Consultation Response History

Date	Status/Response	Notes	User
10/12/2010	Requested	Initial Consultation Request	Johnson, Julie A
10/12/2010	Has Impact - Has Objections	As requested by Melissa Heston, the departments involved are currently requesting a meeting with the CHFA Dean/heads. We will then request a meeting with your department.	Vallentine, John F
03/27/2011	Requested	Re-submit of consultation	Uhlenberg, Jill M

Form J-T Ed

TO: Heston, Melissa L, Office of Teacher Education

FROM: Uhlenberg, Jill M (*Dept. head initiating proposal*)

CONSULTATION REQUEST DATE: 10/08/2010

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (Identify changes being proposed and how this could impact teaching majors, minors, or professional education requirements.)

See Form C for Expressive Arts in the Elementary School,
210:123g

Consultation Response History

Date	Status/Response	Notes	User
10/08/2010	Requested	Initial Consultation Request	Johnson, Julie A
10/08/2010	Further consultation needed with Council on Teacher Ed	Hi, I'm assuming this went to the various CHFA units that offer courses we've used. If they don't object, then I'll change this to "No further consultation needed." If they do object, then talking with the Council will be needed.	Heston, Melissa L

Form C - Changes Made to an Existing Course

Dept/School: Curriculum & Instruction

College: College of Education

1. Present Course Information

- a. **Present Course Number:** 210:135g
- b. **Present Course Title:** Middle Level Socialization and Instructional Strategies
Present Abbreviation: Mid Levl Soc/Inst Strategy
- c. **Present Credit Hours** 3
- d. **Present Description:**
Instructional strategies and resources for addressing the social, emotional, physical, and intellectual needs of young adolescents in the middle level/junior high school classroom.
- e. **Present Prerequisites, including any "hidden" prerequisites separated by commas:**
(*ex. 111:111, 222:222, 333:333*)
200:148; 200:152; junior standing.

2. Identify all proposed change(s)

- a. **Course # change, including an add/drop of "g" designation:** ELEMECML 4135/5135
- b. **Title change** (*If longer than 26 characters, including spaces, also provide an abbreviation to be used by the Office of the Registrar*): Middle Level Instruction, Differentiation, and Assessment
Proposed Abbreviation: Mid Levl Instr/Diff/Assess
- c. **Credit Hour Change:**
- d. **Description change** (*Limited to 280 characters, including spaces and prerequisites*)
Strategies for instruction, differentiation, and assessment for addressing the cognitive characteristics and needs of young adolescents in grades five through eight.
- e. **Prerequisite change** (*Note that any "hidden" prerequisites must be explicitly listed and all courses with a "g" designation must, at a minimum, include the statement "Junior Standing or Consent of Instructor"*)
No change.
- f. Is course proposal to be considered a 100g-level course in the new curriculum? **No**

3. Identify the impact on majors, minors, certificates, courses and/or prerequisites within or outside of the department

To mitigate the effect of the recently articulated requirement of the state Department of Education, the course, 210:135g, Middle Level Socialization and Instructional Strategies, will be renamed as Middle Level Instruction, Differentiation, and Assessment and restructured, along with restructuring 210:150, Middle Level Curriculum. This change will assure that 210:135g and 210:150 complement one another to meet the state middle school teacher endorsement [14.140(15) Section b.2.2]: "middle school design, curriculum, instruction, and assessment, including, but not limited to, interdisciplinary instruction, learning, and differentiated instruction."

4. Explanation and justification

To mitigate the effect of the recently articulated requirement of the state Department of Education, the course, 210:135g, Middle Level Socialization and Instructional Strategies, will be renamed as Middle Level Instruction, Differentiation, and Assessment and restructured, along with restructuring 210:150, Middle Level Curriculum. This change will assure that 210:135g and 210:150 complement one another to meet the state middle school teacher endorsement [14.140(15) Section b.2.2]: "middle school design, curriculum, instruction, and assessment, including, but not limited to, interdisciplinary instruction, learning, and differentiated instruction."

The new syllabus for 210:135g follows:

COURSE SYLLABUS

210:135g, 3 Credit Hours

Middle Level Instruction, Differentiation, and Assessment

FALL 2011

Tuesdays and Thursdays & Fridays as Arranged

9:30 - 10:45 a.m.

SEC 306 & Central Middle School

5 Hour Required Field Experience: During Regular Class Meeting Times

Professor: Dr. Jean Suchsland Schneider
 Office: SEC 606
 Phone: 319-273-3274
 E-mail: jean.schneider@uni.edu
 Office hours: T & Th, 2:00 - 4:00 p.m. until Midterm, or by appointment
 T & Th, 11:00 - 1:00 p.m. after Midterm, or by appointment

Prerequisites: Prerequisite(s): 200:148; 200:152; junior standing.
 Prerequisite(s) or corequisite(s): 210:150 or equivalent. Level II of the Professional Educational Requirements. This course may meet at Central Middle School, 1350 Katoski Drive, Waterloo. A five hour required field experience in a middle school is part of this course.

Course Introduction for 210:135(g). Middle Level Socialization and Instructional Strategies -- 3 hrs. Strategies for instruction, differentiation, and assessment for addressing the cognitive characteristics and needs of young adolescents in the grades five through eight.

This is a methods course, so you must earn a grade of C or higher before you may student teach, in addition to other requirements. Teacher candidates will be expected to uphold the standards expected for teachers in the field through participation in the learning community, ethical practice, professional demeanor, accountability, and in part, by taking advantage of the opportunities for teaching practice through presentations of advisory lessons, developing a unit overview and a partial to complete unit, and participating in a field experience.

REQUIRED TEXTS:

Marzano, R..J., Pickering, D.J., & Pollock, J.E. (2005). Classroom instruction that works: Research-based strategies for increasing student achievement 1 /E. Columbus, OH: Merrill. ISBN-13:9780131195035

Tomlinson, C. A. & McTighe, J. (2006). Integrating differentiated instruction and understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN-13:978-1-4166-0284-2

Marzano, R. J. (2006). Classroom assessment and grading that work. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN-13:978-1-4166-0422-8

Students also will need to purchase a course packet.

Possible Videos for in-class viewing:

Pipher, M. (Writer), & Ericsson, S. (Producer). (1998). Reviving Ophelia: saving the selves of adolescent girls. [Video Recording]. Northampton, MA: Media Education Foundation.

Tyler (Writer/Producer). (2006). I'm Tyler: Don't be surprised. [Video Recording]. Waterloo, Iowa: ME&V.

Wiseman, F. (Producer/Director). (1994). High School II. [Video Recording]. Cambridge, MA: Zipporah Films.

IMPORTANT WEBSITES:

McRel's National Content Standards & Benchmarks (4th Edition)
<http://www.mcrel.org/compendium/browse.asp>

National Middle School Association (NMSA)
<http://www.nmsa.org>

Northwest Regional Educational Laboratory
<http://www.nwrel.org>

UNI - Middle Level Home Page
<http://www.uni.edu/coe/departments/curriculum-instruction/middle-level-education>

UNI SAMLE Website
<http://sites.google.com/site/unisamle/>

(INTASC STANDARDS [Interstate New Teacher Assessment and Support Consortium] + Technology: These standards are principles for preparing beginning teachers. They reflect knowledge, performances, and dispositions needed to successfully teach today's P - 12 students. The 11 standards are as follows :

1. Content/Subject Matter Specialization: Knowledge of subject matter and how to make it accessible to students;
2. Student Learning: Understanding of how to foster learning and development;
3. Diverse Learners: Ability to create learning experiences adapted to the needs of diverse learners;
4. Instructional Strategies: Use of teaching strategies that foster critical thinking, problem solving, and high levels of performance;
5. Learning Environment/Classroom Management: Ability to create a positive, purposeful learning environment;
6. Communication: Knowledge of how to foster effective communication and collaboration in the classroom;
7. Instructional Planning: Ability to plan instruction based on subject matter, students, curriculum goals, and the community context;
8. Assessment: Understanding and skilled use of a wide array of assessment strategies;
9. Foundations, Reflection, and Professional Development: Ability to reflect on, evaluate, and improve teaching and learning;
10. Collaboration, Ethics, and Relationships: Ability to collaborate with colleagues and parents to support student learning;
11. Computer/Technology Applications: Integrates the computer and other high and low technology into teacher preparation, classroom teaching activities, assessment and/or documentation

Tentative Schedule: Topics

Week 1

Part 1 Course Overview & Expectations; Begin WebQuest Unit

Part 2 Standards; Objectives; Feedback

Week 2
Part 1 Measuring Learning; Vocabulary
Part 2 Summative Assessment

Week 3
Part 1 Summative Assessment
Part 2 Homework and Practice

Week 4
Part 1 Iowa Core; Critical & Creative Thinking
Part 2 Iowa Core; Critical & Creative Thinking

Week 5
Part 1 Socratic Seminar
Part 2 Socratic Seminar

Week 6
Part 1 Identifying Similarities & Differences
Part 2 Identifying Similarities & Differences

Week 7
Part 1 Summarizing & Note-taking
Part 2 Summarizing & Note-taking

Week 8
Part 1 Effort & Recognition
Part 2 Midterm Exam

Week 9
Part 1 Non-linguistic Representations
Part 1 Cues, Questions, Advance Organizers

Week 10
Part 1 Diverse Learners; Differentiation
Part 2 Diverse Learners; Differentiation

Week 11
Part 1 Differentiation
Part 2 Formative Assessment

Week 12
Part 1 Formative Assessment
Part 2 Field Experience 1: Teach WebQuest

Week 13
Part 1 Field Experience 2: Teach WebQuest
Part 2 Field Experience 3: Teach WebQuest

Week 14
Part 1 Field Experience 4: Teach WebQuest
Part 2 Field Experience 5: Teach WebQuest

Week 15
Part 1 Debrief Field Experience; Grading
Part 2 Final Exam

Week 16 Finals Week: Celebration!

Instructional Strategies

Standards, Course Goals, and Assessments

The goals for this course are aligned with the following standards set by the Interstate New Teacher Assessment and Support Consortium (INTASC):

INTASC Standard #1: Content/Subject Matter Specialization

The candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Course Goal (Assessment):

By the end of this course, the candidate understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches. (Favorite Topic to Teach Unit)

INTASC Standard #2: Student Learning

The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Course Goal (Assessment):

By the end of this course, the candidate, understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind and knows how to use instructional strategies that promote student learning (Favorite Topic to Teach Unit).

Understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions. (Favorite Topic to Teach Unit).

INTASC Standard #3: Diverse Learners

The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Course Goal (Assessment):

By the end of this course, the candidate understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth. (Favorite Topic to Teach Unit)

Knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges. (Favorite Topic to Teach Unit)

Knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English. (Favorite Topic to Teach Unit)

Understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values. (Favorite Topic to Teach Unit)

INTASC Standard #4: Instructional Strategies

The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Course Goal (Assessment):

By the end of this course, the candidate understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem solving, invention, memorization, and recall) and how these processes can be stimulated. (Favorite Topic to Teach Unit)

Understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g.

cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction) (Selected Responses on Quizzes; Favorite Topic to Teach Unit)

Knows how to enhance learning through the use of a wide variety of materials as well as human and technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature, and other print resources) (Selected Responses on Quizzes; Favorite Topic to Teach Unit)

INTASC Standard #5: Learning Environment and Classroom Management

The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Course Goal (Assessment):

By the end of this course, the candidate can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work. (Selected Responses on Quizzes; Favorite Topic to Teach Unit)

The candidate knows how to help people work productively and cooperatively with each other in complex social settings. (Advisory Quiz; Advisory Lesson)

INTASC Standard #6: Communication

The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Course Goal (Assessment):

By the end of this course, the candidate understands how cultural and gender differences can affect communication in the classroom. (Selected Responses on Quizzes)

The candidate recognizes the importance of nonverbal as well as verbal communication. (Advisory Lesson)

The candidate knows about and can use effective verbal, nonverbal, and media communication techniques. (Advisory Lesson)

INTASC Standard #7: Instructional Planning

The candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Course Goal (Assessment):

By the end of this course, the candidate understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals. (Favorite Topic to Teach Unit)

INTASC Standard #8: Assessment

The candidate understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Course Goal (Assessment):

By the end of this course, the candidate understands the characteristics, uses, advantages, and limitations of the different types of assessments (e.g. criterion-referenced and norm-referenced instruments, traditional standardized and performance-based tests, observation systems, and assessments of student work) for evaluating how students learn, what they know and are able to do, and what kinds

of experiences will support their further growth and development.
(Selected Responses on Quizzes; Favorite Topic to Teach Unit)

Knows how to select, construct, and use assessment strategies and instruments appropriate to the learning outcomes being evaluated and to other diagnostic purposes. (Selected Responses on Quizzes; Favorite Topic to Teach Unit)

INTASC Standard #9: Foundations, Reflection, and Professional Development

The candidate is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Course Goal (Assessment):

This standard is not assessed in this course.

INTASC Standard #10: Collaboration, Ethics, and Relationships

The candidate fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well being.

Course Goal (Assessment):

This standard is not assessed in this course.

INTASC Standard #11: Computer and Technology Applications

The candidate integrates the computer and other high and low technology into classroom teaching activities, assessment, and/or documentation.

Course Goal (Assessment):

By the end of this course, teachers plan and design learning environments and experiences supported by technology. (Favorite Topic to Teach Unit)

COURSE REQUIREMENTS: Attendance, Participation, Dispositions, Assignments

At this point in students' academic careers, it should be readily understood that active and positive participation and attendance are required and expected, and that professional teacher dispositions are expected. Details are outlined below.

ATTENDANCE (15 points possible)

Attendance is required, including Friday classes, field experiences, or certain events. The instructor does not consider "excused" or "unexcused" absences as different. The UNI catalog guidelines will be followed for students involved in school-sanctioned activities. If you must be absent, inform the instructor via email prior to your absence - it is the professional thing to do. Dr. Schneider's email address: jean.schneider@uni.edu If email is not possible, call 319-273-3274.

Absences, up to 3, will result in point deductions from the attendance score and the participation score.

Late notice or no notice will result in additional point deductions for the possible professional demeanor score.

On the 4th absence, there will be a 3 point-per-absence deduction from the attendance and participation scores, plus the possibility of more severe reductions in the final grade (see details below).

Students who miss 3 classes miss about 10% of the class. If a student misses class more than 3 times, the instructor reserves the right to lower the final grade by 10% for [each absence in excess of 3]. More than 3 absences may result in the process of a "Notification of Concern."

Weather-Related Class Cancellation

If the weather causes the Waterloo Community School District to start late or cancel school, our class may be affected. Watch the class's email listserv and UNI e-Learning announcements for the most updated information in case of inclement weather. Basically, if Dr. Schneider can travel safely to class, class will be held as usual.

PARTICIPATION (15 points possible)

Students will be expected to demonstrate their understanding of the course material by participating in class and possibly outside of class (ex: team work; completing reading assignments; etc.).

Active participation in this class includes, but is not limited to, coming prepared to class (required readings read on time, completing assignments on time, and bringing materials to class), engaging in class discussions, raising questions, responding to questions, volunteering to assist in class activities, fulfilling committee duties, helping with tasks, collaborating with team members, and displaying a positive attitude toward the class, instructor, and others.

The participation grade will combine two areas: 1) a formula grade for in-class and/or UNI e-Learning participation based on total points earned; & 2) points determined by the instructor and class policy (ex: absence.)

DISPOSITIONS

Professional Demeanor (PD) (20 points possible)

Appropriate school-site professional teacher-behaviors are expected throughout this course. Violation of the expectations will result in points deducted in the area of professional demeanor (PD) at the discretion of the instructor. More serious infractions will result in more severe point deductions, including a possible "Notification of Concern", final grade reduction, or failure for the course. Bottom line: Consider how your clothing or behavior might influence a young adolescent's perception of you. Do you look, act, and sound like a respected and respectful teacher? This perception should guide your decisions in your clothing, behavior, communication, and ethics.

1. PD: Dress Code: Casual attire is acceptable for on-campus classes, but should be consistent with the casual attire one would wear to an after-school event at which middle level students would be present.

This includes no obscene or inappropriate language or graphics, no gender-biased remarks, and no illegal substances or activities should be depicted or suggested. This includes alcohol, smoking-related phrases, or graphics that would be illegal or inappropriate for young adolescents.

No exposed midriffs, body parts, exposed underwear, or other fashions that would be inappropriate to wear around young adolescents will be allowed in class or on a school site. Head to toe covering is appropriate.

Remember that some language, graphics, or clothing fashions appropriate for college students could be misconstrued by young adolescents, or simply, could be inappropriate when working with young adolescents.

For any field experience or presentation, professional dress is required!

2. PD: Problem Solving: Appropriate conflict resolution strategies should be employed if problems arise with another student or with the instructor, either personal or academic. Discuss the issue privately and calmly in an appropriate setting and at an appropriate time with the other party. If the individual needs assistance to resolve the conflict, an appointment with the instructor or with one or more advisory committee members is recommended.

3. PD: Ethical Behavior: Teacher candidates are expected to act ethically, to be honest, and to act with integrity at all times. This class will follow the academic ethics policy as defined in the UNI

catalog or by UNI policy. The instructor may take additional action, as defined by the academic ethics policy, if a student commits a violation of academic ethics.

Cheating and plagiarism are considered issues that can affect a student's status at the university in serious ways.

Dr. Schneider recognizes her responsibility to maintain and enforce standards of ethical behavior. Your future students deserve an ethical teacher.

The program for "Turnitin.com" may be used to detect plagiarism.

Consequences will follow infractions regardless of the method for determining cheating or plagiarism.

Good rule to follow: Take credit as it is deserved, and always give credit to whom credit is due.

4. PD: Language and Respect: A respectful learning environment is expected at all times.

Profanity, derogatory comments, slang terms, racial slurs, gender-biased remarks, harassment, or other actions which negatively impact the learning of others, the learning environment of the classroom, or the instructor's instructional program are not appropriate for this class.

Respect includes, but is not limited to, turning off cell phones before class begins and not checking text messages or the identity of the caller when the phone is on "buzz" and not leaving class outside of emergencies.

Respect also includes a positive attitude and avoiding side-bar conversations.

5. PD: Assignment Completion & Timeliness: Complete all assignments with quality & timeliness; Arrive to class on time and be ready to participate at the beginning of class.

Complete all assignments with the quality expected of a professional. Not completing an assignment can result in losing some or all professional demeanor points, as well as a grade reduction, even to failing the course! (Ex: An incomplete Favorite Topic to Teach Unit may likely result in failing the course).

Timeliness is expected regarding assignment completion, whether or not the assignment is graded.

Tardy marks may result in a 1 point or more deduction in the area of professional demeanor, and could possibly affect a student's attendance or participation grade as well.

Teacher candidates are expected to record the time they enter class late or leave class early. Not doing so may result in fewer professional demeanor points.

Late work may result in a deduction of professional demeanor points in addition a penalty for a late assignment.

Notification of Concern

A Notification of Concern (NOC) may be filed if the student's behavior, attitude, skills, professionalism, or level of responsibility becomes a concern. The UNI Notification of Concern Form will be presented in class at the beginning of the semester. An NOC is intended to help the student track concerns that could interfere with successful completion of the program and includes the categories of skills, content knowledge, pedagogy and performance, and professional dispositions.

Possible concerns include the following four areas:

Skills: Reading, writing, listening, speaking, or other skills

Content Knowledge: Factual accuracy, conceptual understanding, procedural understanding, problem solving, or other knowledge issues.

Pedagogy or Performance: Rapport with students, instructional strategies, management, confidence, response to diversity, other

performance issues.

Professional Dispositions: Attendance, respect, responsibility, initiative, judgment, teamwork, attire in clinical setting, honesty, emotional coping strategies, or other dispositions.

Committee Work or Community Service

In a school setting, teachers are expected to contribute to their school community through service. In this course, students will be responsible to contribute to the community in the following ways:

- 1) Take class notes at least one time & post on UNI e-Learning Discussion tool,
 - 2) Record participation during at least one class session, and
 - 3) Serve on a class committee (listed in a later section).
- (Class notes are a service to all students and not be used as a substitute for class attendance or personal note taking.)

Team Work: Teamwork Evaluation

After any group project is completed, students are given the opportunity to reflect on their contributions to the group process, their team members' contributions, and the final product the group produced. Questions include the following: Did you contribute fully to your team? Were you a good team member? Did you listen to others' ideas? Did you take credit when deserving, and give credit to whom credit was due?

Other criteria include dependability, productivity, creativity, leadership, mentorship, and caring about and respecting other group members. Students fill out a self/team member evaluation form after presenting to the class or completing a team project, such as the WebQuest unit. A self-evaluation (rubric provided) for teamwork is due the class period after the presentation or on the due date for the project.

ASSIGNMENTS

Clarifying Grading Criteria

Additional information about grading criteria will be shared and discussed throughout the semester. Any student who is unsure about the grading criteria for this course at any time during this semester should contact the instructor or advisory committee members for clarification at an appropriate time. UNI e-Learning will also serve to help students monitor their grades and their fulfillment of class expectations.

Assignment Submission and Quality Required

Quality and timeliness for each assignment is expected.

All assignments for this course must be completed and turned into UNI e-Learning Assignments Tool to receive a FINAL course grade of "C" or higher. If you miss the Assignment Drop Box deadline, turn your work into the UNI e-Learning email box for Dr. Schneider. Typically, you have a 1 to 2 week time frame for submission. Not completing an assignment can result in a grade reduction, even to failing the course, and losing some or all professional demeanor points. (Ex: An incomplete WebQuest unit may result in failing the course).

Typically, late assignments will have 10% deducted from the earned score for each late day. Your final grade will be lowered if there is incomplete work at the end of the semester, regardless of total points earned from completed work. Therefore, it is better to turn in an assignment late and receive a "0" score than to turn in nothing at all.

All work is to reflect proper word usage, grammar, spelling, punctuation, organizational style, and clarity of thought. Use Strunk

and White's Elements of Style as a resource! It is important to proofread and edit all papers prior to submission. Points may be deducted from assignments for errors of this type. A Notification of Concern may be issued if writing errors are common.

Out-of-class assignments must be typed to be accepted, unless otherwise noted.

For some out-of-class assignments, templates in Wordx, 2003 Word, and Rich Text Format are provided on UNI e-Learning. (You may need to re-format when you download. If you have problems, copy over the template, and change the style to one that works on your computer).
SAVE AS: firstname.lastname.title_of_assignment.rtf before you submit!

To view the online classes, you'll need to download Real Player.

Assigned Reading and Assignments

Some written assignments will be required, but not collected or graded. Others may be collected, but not graded. The purpose of these assignments may be to enhance the learning process, to prepare for later, graded quizzes, to develop or extend knowledge, or to enrich a class activity. The instructor reserves the right to "spot-check" any of these activities and non-graded assignments. Students should devote the same level of effort and care (Ex: typed, quality work) as graded assignments and bring to class on the due date. Students who do not have these assignments completed on the due date may lose professional demeanor points and participation points, and, depending on the purpose of the activity assignment, may not be allowed to contribute in class or to participate in a class activity. Reading assignments should be completed by the date due. The instructor may give a formative or a graded, pop-quiz over any reading assignments.

Keep Assignment Duplicates

Students are responsible for making copies of all assignments by saving their work on a computer disk and making a duplicate hard-copy. All graded work is to be organized and saved until graduation for possible later use in professional portfolios.

Resubmission of Written Assignments

In a middle school, we have high expectations, yet we often give students a second chance. Therefore, in this class, written work submitted by a student may be returned to the student with a request for the student to revise and resubmit the work. Such work, though perfected, may not earn full credit. Additionally, students may request to resubmit an assignment that earns a score lower than 75% of the possible point total, but the instructor will decide whether work may be re-done and resubmitted. Students are required to have all resubmissions completed within two weeks of notification or by the last class - whichever occurs first - or the professor will assume the student is not interested in resubmitting the assignment. The two scores will be averaged for a final score. Ex: 60% on 1st assignment, 95% on resubmitted assignment = 77.5%.

Mailserv and UNI e-Learning

You will be enrolled in a course mailserv (i.e.: 210-150-01-SPRING@uni.edu). Some course announcements will be posted to the class mailserv. Any class member may use the mailserv to make a public announcement. Some course announcements will be posted on UNI e-Learning. Many materials for class can be obtained and printed via the UNI e-Learning.

The UNI e-Learning may also be used for various purposes (course syllabus, presentation handouts, course calendar, class discussions, public reflections, private access to grades, course templates, important websites, etc.) To activate your UNI email account, go to Room 027 in the Curris Business Building with your UNI ID card. If you have not already done so, please enroll in a UNI technology workshop about using WebCT. This is a tool that instructors and

students can use to share information about the course and conduct online discussions.

Special Notes

Office of Disability Services

The University of Northern Iowa is an Equal Opportunity Institution. Students with identified disabilities or special needs should feel free to contact the instructor if there are services or adaptations which can be made to accommodate special needs. The Americans with Disabilities Act of 1990 (ADA) provides protection from discrimination for qualified individuals with disabilities. Students with a disability, who require assistance, will need to contact the Office of Disability Services (ODS) for coordination of academic accommodations. The ODS is located at 213 Student Services Center. Phone: 319-273-2676.

Academic Learning Center Services

Remember to utilize the Academic Learning Center's free assistance with writing, math, reading, and learning strategies:

The Writing Center offers one-on-one writing assistance open to all UNI undergraduate and graduate students. Writing Assistants offer strategies for getting started, citing and documenting, and editing your work. Visit the Online Writing Guide at www.uni.edu/unialc/writingcenter/ and schedule an appointment at 008 ITTC or 319-273-2361.

Math and Science Services offers individual and small-group tutorials especially helpful for students in Liberal Arts Core math and science courses. No appointment is necessary, but contact Math and Science Services at 008 ITTC or 319-273-2361 to make certain a tutor will be available at a time convenient for you.

The Reading and Learning Center helps students transition to college-level reading and learning expectations at UNI. Students may receive assistance from certified tutors by signing up for workshops, scheduling appointments, walking in, or while working in the computer center or study area. Additionally, students can register for PPST and GRE preparation courses or enjoy casual conversations about classes, majors, programs, and life at UNI by coming to daily Coffee Chats.

210:135g Assignments/Assessment

Criteria for Success--Determining your final grade

Throughout the semester, formative evaluation will occur through feedback on some assignments. In addition, summative evaluation will be based on the evidence of growth toward course objectives. Sources of such evidence are performance on each of the assignments.

(Instructor may add to or subtract from some of the following criteria or the possible points)

Course Requirements:	Points Possible
Attendance	(15)
Participation & Community Service	(15)
Professional Demeanor	(20)
Subtotal	50

Assignments:	Points Possible
Reading Assignments	(50)
Online Class Assignment (varied skills & tasks)	(50)
Favorite Topic: Formative Assessment/Learning Targets & Questions	(10)
Habits of Mind Discussion Questions	(10)
FTtoT: Summative Assessment Quiz, Key, Reflection	(20)

INTIME Assignment	(10)
Homework Policy	(10)
Socratic Seminar	(10)
Favorite Topic Unit: Application through WebQuest Unit	(100)
Quizzes & Exams:	Points Possible
Quiz: Syllabus	(20)
Midterm Exam	(30)
Final Exam	(30)
Grand Total:	400

Grading Scale: Based on the percentage of the total points possible earned during the course.

Minimum of 96% = A	Minimum of 76% = C+
Minimum of 93% = A-	Minimum of 72% = C
Minimum of 89% = B+	Minimum of 69% = C-
Minimum of 85% = B	Minimum of 65% = D+
Minimum of 80% = B-	Minimum of 63% = D
	Minimum of 61% = D-
	Less than 61% = F

(See instructor for specific grading criteria for final course grade.)

5. If a "g" designation has been added

- Explain why the course is appropriate for graduate students**
- Describe the differences in requirements for graduate students**
- Have the departmental graduate faculty approved this change?**

6. If the course number is to be changed (other than a change in "g" designation), will students who have received credit under the existing number be permitted to register for and receive credit for the course under the proposed new number?

Not Applicable

7. Describe how the proposed change(s) will affect the usage of computer and library resources and facilities

No impact anticipated.

8. Consultation summaries: Check the appropriate response(s) [Must consult with all those identified in #3 and #7 above]

For Departmental and LACC (Form J) consultations:

Consultation From	Consultation Request Date	Person Consulted	Current Status	Current Status Date
Uhlenberg, Jill M	02/03/2011	Copeland, Jeffrey S	Has Impact - No Objections	02/28/2011

For Library (Form J-L) Consultations:

Consultation From: Uhlenberg, Jill M
 Consultation Requested: 02/03/2011
 Consultation Status: No further consultation needed
 Consultation Status Date: 02/09/2011

For Teacher Ed. (Form J-T Ed) Consultations:

Consultation From: Uhlenberg, Jill M
 Consultation Requested: 02/03/2011
 Consultation Status: No further consultation needed
 Consultation Status Date: 02/04/2011

9. Will this curriculum change increase the total budgetary requirements of the Department?

No

a. If No, explain why not

Faculty are already assigned to teach this course.

b. If Yes, identify the total costs

(1) Staff	\$0.00
(2) Additional facilities	\$0.00
(3) Equipment	\$0.00
(4) Support personnel	\$0.00
(5) Library requirements	\$0.00
(6) Computer service	\$0.00
(7) Educational technology	\$0.00
(8) Other services:	\$0.00
TOTAL:	\$0.00

Form J-L

Complete **Part A** of this form and send the form to:

Martin, Katherine F
Head, Collection Management and Special Services Department
Rod Library - 3675

Consultation with the Library during the developmental phase of curriculum development is an essential component of the curriculum process. The Library is prepared to work with academic departments and programs to determine the services and resources associated with curricular proposals. The earlier the process begins, the better the Library can prepare to support changes in the curriculum. The Library can use the information obtained through this process to redirect funds, justify budgetary increases, and seek other means of supplying services and resources.

- It is the responsibility of the department initiating curriculum proposals to consult with the Library to assess the impact of proposed changes on the Library resources and services and to determine what additional Library resources and services may be needed for an appropriate level of support.
- Library consultations are to be completed during the departmental phase of the curriculum development process.

TO: Martin, Katherine F, Head, Collection Management and Special Services, Rod Library, 3675
 FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)
 CONSULTATION REQUEST DATE: 02/03/2011
 RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (Identify changes being proposed and Library resources and services which will be affected or utilized. Include present Library resources and services as well as requests for new ones.)

Current Course Title:
Middle Level Socialization and Instructional Strategies

Proposed Course Title:
Middle Level Instruction, Differentiation, and Assessment

Present Course Description:
Instructional strategies and resources for addressing the social, emotional, physical, and intellectual needs of young adolescents in the middle level/junior high school classroom.

Proposed Course Description:
Strategies for instruction, differentiation, and assessment for addressing the cognitive characteristics and needs of young adolescents in grades five through eight.

Consultation Response History

Date	Status/Response	Notes	User
02/03/2011	Requested	Initial Consultation Request	Johnson, Julie A
02/09/2011	No further consultation needed	The following information is provided in response to your Library consultation request: The course Middle Level Socialization and Instructional Strategies will be renamed to: Middle Level Instruction, Differentiation, and Assessment. The course will be restructured and the content will be adjusted. Library resources should be adequate to support the revised content of this course. Should additional books be needed to support this course, please contact Barbara Allen (barbara.allen@uni.edu). Due to a very limited Library budget, it will most likely not be possible to initiate new journal subscriptions. Barbara Allen Reference Librarian & Education Bibliographer	Martin, Katherine F

Form J-T Ed

TO: Heston, Melissa L, Office of Teacher Education

FROM: Uhlenberg, Jill M (*Dept. head initiating proposal*)

CONSULTATION REQUEST DATE: 02/03/2011

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
(Identify changes being proposed and how this could impact teaching majors, minors, or professional education requirements.)

Current Course Title:
Middle Level Socialization and Instructional Strategies

Proposed Course Title:
Middle Level Instruction, Differentiation, and Assessment

Present Course Description:
Instructional strategies and resources for addressing the social, emotional, physical, and intellectual needs of young adolescents in the middle level/junior high school classroom.

Proposed Course Description:
Strategies for instruction, differentiation, and assessment for addressing the cognitive characteristics and needs of young adolescents in grades five through eight.

Consultation Response History

Date	Status/Response	Notes	User
02/03/2011	Requested	Initial Consultation Request	Johnson, Julie A
02/04/2011	No further consultation needed		Heston, Melissa L

Form J

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
 - If the recipients have objections to the changes, it is their responsibility to promptly notify the initiating department of the reasons for the objections.
 - Both parties are then expected to work together to attempt to find a solution to their differences.
-

TO: Copeland, Jeffrey S - 0502 (Dept. Head affected by proposal)
 FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)
 CONSULTATION REQUEST
 DATE: 02/03/2011
 RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)
 Current Course Title:
 Middle Level Socialization and Instructional Strategies

 Proposed Course Title:
 Middle Level Instruction, Differentiation, and Assessment

 Present Course Description:
 Instructional strategies and resources for addressing the social, emotional, physical, and intellectual needs of young adolescents in the middle level/junior high school classroom.

 Proposed Course Description:
 Strategies for instruction, differentiation, and assessment for addressing the cognitive characteristics and needs of young adolescents in grades five through eight.

Consultation Response History

Date	Status/Response	Notes	User
02/03/2011	Requested	Initial Consultation Request	Johnson, Julie A
02/28/2011	Has Impact - No Objections	Has impact - no objections.	Copeland, Jeffrey S

Form C - Changes Made to an Existing Course

Dept/School: Curriculum & Instruction

College: College of Education

1. Present Course Information

- a. **Present Course Number:** 210:150g
- b. **Present Course Title:** Middle Level Curriculum
Present Abbreviation: Middle Level Curriculum
- c. **Present Credit Hours** 3
- d. **Present Description:**
Teaching strategies, instructional resources, and school organization designed specifically for meeting the unique needs of young adolescents in the middle level/junior high school setting.
- e. **Present Prerequisites, including any "hidden" prerequisites separated by commas:**
(*ex. 111:111, 222:222, 333:333*)
200:152; completion of Level I of the Professional Education Requirements; junior standing.

2. Identify all proposed change(s)

- a. **Course # change, including an add/drop of "g" designation:** ELEMECML 4152/5152
- b. **Title change** (*If longer than 26 characters, including spaces, also provide an abbreviation to be used by the Office of the Registrar*):
Proposed Abbreviation:
- c. **Credit Hour Change:** 2
- d. **Description change** (*Limited to 280 characters, including spaces and prerequisites*)
Examination of middle school design, programs, and practices for meeting the needs of young adolescents in grades 5-8, including middle school philosophy, history, interdisciplinary instruction and teaming, core curriculum, exploratory courses, and advisory programs.
- e. **Prerequisite change** (*Note that any "hidden" prerequisites must be explicitly listed and all courses with a "g" designation must, at a minimum, include the statement "Junior Standing or Consent of Instructor"*)
Prerequisite(s): completion of Level I of the Professional Education Requirements; junior standing. Prerequisite(s) or corequisite(s): 200:152; Level II of the Professional Education Requirements. (Offered Fall and Spring). Registration requires FULL ADMISSION TO THE TEACHER EDUCATION PROGRAM. Students must be available for a 10-hour field experience.

NOTE TO CURRICULUM COMMITTEES: A previous prerequisite change was submitted, but due to the new information required by the Department of Education, 240:031 is no longer necessary as a pre-requisite to 210:150.
- f. **Is course proposal to be considered a 100g-level course in the new curriculum?** Yes

3. Identify the impact on majors, minors, certificates, courses and/or prerequisites within or outside of the department

Recently, the state Department of Education communicated to UNI that Elementary/Middle Level Education Dual Majors may not "double-count" Middle Level Curriculum (210:150) to meet the curriculum course requirement for the Elementary Education Major. Due to this recent re-interpretation, the undergraduate Elementary/Middle Level Dual Majors (unless we make this curricular change) would now be required to enroll in both of these three semester hour courses (210:150 and 210:152). These two courses contain several projects which were extremely similar to one another. Therefore, the Middle Level Curriculum course is being changed to a two hour class to avoid those duplications. The effect of this curriculum change request will be that the Dual Majors will have only 2 hours added to their programs of study. In addition, an additional section of Elementary Curriculum

will need to be offered to accommodate the additional Dual Majors, but the overall number of faculty credit hours within the department will increase by only two, to offer the one section of 210:150.

4. Explanation and justification

To mitigate the effect of the recently articulated requirement of the state Department of Education that Elementary/Middle Level Education Dual Majors would have to complete both Elementary Curriculum (210:152) and Middle Level Curriculum (210:150), the Middle Level Curriculum course has been changed to avoid any redundancy with Elementary Curriculum and still satisfy the requirements of the Middle School Endorsement. Although the state was asking us to add a 3 hour class to the Elementary/Middle Level Education Dual Majors program of study, the effect of this change will be that the Dual Majors will have only have two added hours. These two additional hours are offset by shortening the Elementary Education major (see Restatement of the Elementary Education program in this packet).

The new syllabus for 210:150g follows:

COURSE SYLLABUS

210:150g, 2 Credit Hours

Middle Level Curriculum: FALL 2011

Tuesdays and Thursdays, Weeks 1-8, plus one Saturday (6 Hours)

12:30 - 1:45 p.m.

SEC 306

10-Field Experience Hours: During Regular Class Hours (5 Hours) and one Friday (5 Hours)

Professor: Dr. Jean Suchsland Schneider
 Office: SEC 606
 Phone: 319-273-3274 (Office) or 319-352-4840 (Home)
 E-mail: jean.schneider@uni.edu
 Office hours: T & Th, 2:00 - 4:00 pm or by appointment (Weeks 1-8)
 T & Th, 11:00 - 1:00 am or by appointment (After Midterm)

Prerequisites: Prerequisite(s): completion of Level I of the Professional Education Requirements; junior standing. Prerequisite(s) or co-requisite(s): 200:152; Level II of the Professional Education Requirements. Middle Level Education Majors are encouraged to enroll this semester in 230:155g. During the scheduled meeting time, students will complete a 10-hour required field experience with middle school students, with 5 hours scheduled during regular class meeting time and 5 hours tentatively scheduled on a Friday in November (the 8th Grade Middle Level Leadership Conference hosted by the Student Association of Middle Level Educators). This class will meet for 8 weeks, plus one Saturday (6 hours). REGISTRATION REQUIRES FULL ADMISSION TO TEACHER EDUCATION.

Catalog Description: Examination of middle school design, programs, and practices for meeting the needs of young adolescents in grades 5-8, including middle school philosophy, history, interdisciplinary instruction and teaming, core curriculum, exploratory, and advisory programs.

COURSE OVERVIEW:

This course examines the curriculum of a middle school or a junior high school. For part of this class, the term, "curriculum", will have a broad and inclusive nature, since curriculum, in the broad sense, means middle level programs and practices. This course is designed for pre-service teachers to develop knowledge, skills, and a personal understanding of the multiple roles a teacher assumes in a middle level school and the role the teacher plays regarding curriculum.

This course is divided into three major emphases or units:

1) Part I: Advisory Programs: The importance of advisory programs will be examined. Students will prepare an advisory lesson to teach to their classmates on a Saturday and to middle level learners during the field experience.

2) Part II: Programs and Practices in Middle Schools: Students examine research-based best practices regarding the philosophy, history, school organization, and other programs and best practices for young adolescents.

3) Part III: Field Experience: Future teachers will teach an advisory lesson to middle level learners, discuss the philosophy of middle school, observe a team meeting, and observe an exploratory class. During the fall semester, students will also help facilitate the SAMLE Middle Level Leadership Conference.

This course, Middle Level Curriculum, is designed for students pursuing either secondary or elementary certification and a middle level major and endorsement. Students with the professional goal to teach young adolescents between the ages of 10 to 15 years will benefit the most from this course. This 2-credit hour course fulfills Iowa Department of Education Middle Level Teacher Endorsement requirements for work in middle school design and curriculum, including a required field experience.

REQUIRED TEXTS:

National Middle School Association (2010). This we believe: Keys to educating young adolescents. Westerville, OH: National Middle School Association. ISBN-13:978-1-56090-232-4

Galassi, J.P., Cullledge, S.A., & Cox, N.D. (1998). Advisory: Definitions, descriptions, decisions, directions. Columbus, OH: National Middle School Association. ISBN 13:978-1-56090-127-3

Hoversten, C., Doda, N., & Lounsbury, J. (1991). Treasure chest: A teacher advisory source book. Columbus, OH: National Middle School Association. ISBN: 978-1-56090-056-6

Students also will need to be purchase a course packet.

Video for in-class viewing:

Baanan, J. (Writer), & Center for Education of the Young Adolescent (Producer). (2004). H.E.L.P. How to enjoy living with a pre-adolescent. [Video Recording]. Plattville, WI: CEYA.

IMPORTANT WEBSITES:

National Middle School Association (NMSA) <http://www.nmsa.org>
UNI SAMLE Website <http://sites.google.com/site/unisamle/>

INTASC STANDARDS [Interstate New Teacher Assessment and Support Consortium] + Technology: These standards are principles for preparing beginning teachers. They reflect knowledge, performances, and dispositions needed to successfully teach today's P - 12 students. The 11 standards are as follows:

1. Content/Subject Matter Specialization: Knowledge of subject matter and how to make it accessible to students;
2. Student Learning: Understanding of how to foster learning and development;
3. Diverse Learners: Ability to create learning experiences adapted to

the needs of diverse learners;

4. Instructional Strategies: Use of teaching strategies that foster critical thinking, problem solving, and high levels of performance;
5. Learning Environment/Classroom Management: Ability to create a positive, purposeful learning environment;
6. Communication: Knowledge of how to foster effective communication and collaboration in the classroom;
7. Instructional Planning: Ability to plan instruction based on subject matter, students, curriculum goals, and the community context;
8. Assessment: Understanding and skilled use of a wide array of assessment strategies;
9. Foundations, Reflection, and Professional Development: Ability to reflect on, evaluate, and improve teaching and learning;
10. Collaboration, Ethics, and Relationships: Ability to collaborate with colleagues and parents to support student learning;
11. Computer/Technology Applications: Integrates the computer and other high and low technology into teacher preparation, classroom teaching activities, assessment and/or documentation

Standards, Course Goals, and Assessments

The goals for this course are aligned with the following standards set by the Interstate New Teacher Assessment and Support Consortium (INTASC) and the National Middle School Association (NMSA):

INTASC Standard: (Standard #2: Student Learning)

The candidate understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

Course Goal (Assessment):

By the end of this course, the candidate understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind and knows how to use instructional strategies that promote student learning (Advisory Lesson & Quiz). Understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions. (Advisory Lesson & Quiz)

INTASC Standard: (Standard #5: Learning Environment and Classroom Management)

The candidate uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Course Goal (Assessment):

By the end of this course, the candidate knows how to help people work productively and cooperatively with each other in complex social settings. (Advisory Quiz; Advisory Lesson)

INTASC Standard: (Standard #6: Communication)

The candidate uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Course Goal (Assessment):

By the end of this course, the candidate recognizes the importance of nonverbal as well as verbal communication. (Advisory Lesson) The

candidate knows about and can use effective verbal, nonverbal, and media communication techniques. (Advisory Lesson)

INTASC Standard: (Standard #7: Instructional Planning)

The candidate plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Course Goal (Assessment):

By the end of this course, the candidate understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals. (Advisory Lesson & Quiz)

NMSA Standard 1. Young Adolescent Development:

Middle level teacher candidates understand the major concepts, principles, theories, and research related to young adolescent development, and they provide opportunities that support student development and learning.

Course Goal (Assessment):

Middle level candidates engage young adolescents in activities related to their interpersonal, community, and societal responsibilities (Advisory Lessons).

NMSA Standard 2. Middle Level Philosophy and School Organization

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within these organizational components.

Course Goal (Assessment):

Middle level candidates demonstrate comprehensive understanding of the concepts, principles, theories, and research underlying the philosophical and historical foundations of developmentally responsive middle level programs (Selected responses on quizzes).

Middle level candidates effectively articulate and implement developmentally responsive practices, such as, teaming, advisory, extra-curricular, and service learning. They understand the reasons these practices work to foster adolescent development academically, socially, emotionally, and physically and make instructional decisions based on these reasons (Advisory Lesson; Selected responses on quizzes).

Middle level candidates are committed to developmentally responsive organizational structures that foster socially equitable educational practices. They enthusiastically promote organizational components that maximize student learning. As they work successfully within teams and utilize flexible instructional time, candidates understand the significance of their actions on student learning (Selected responses on quizzes).

NMSA Standard 3. Middle Level Curriculum and Assessment

Middle level teacher candidates understand the major concepts, principles, theories, standards, and research related to middle level curriculum and assessment, and they use this knowledge in their practice.

Course Goal (Assessment):

Middle level candidates understand and advocate for the total school curriculum. They articulate this curriculum and assessment design to various stakeholders (Selected responses on quizzes).

NMSA Standard 7. Middle Level Professional Roles

Middle level teacher candidates understand the complexity of teaching young adolescents, and they engage in practices and behaviors

that develop their competence as professionals.

Course Goal (Assessment):

Middle level candidates demonstrate a comprehensive understanding of their evolving role as middle level education professionals, the importance of their influence on all young adolescents, and their responsibility for upholding high professional standards and modeling appropriate behaviors (Reflections)

Middle level candidates demonstrate a comprehensive understanding of teaming/collaborative theories and processes and the interrelationships and inter-dependencies among various professionals that serve young adolescents (e.g., school counselors, social service workers, home-school coordinators), and they frequently work as successful members of interdisciplinary teams (Advisory Lesson; Reflections).

Middle level candidates demonstrate a comprehensive knowledge of advisory/advocate theories, skills, and curriculum and regularly serve as advisors, advocates and mentors of young adolescents in various settings (Advisory Lesson & Quiz).

Middle level candidates model high standards of ethical behavior and professional competence and collegiality as part of their professional practice (Advisory Lesson; Reflections)

Tentative Schedule: Topics

Week 1

Part 1: Course Overview & Expectations

Part 2: Iowa Middle School Teacher Endorsement & UNI ML Major

Advisory Programs Overview & Expectations

Week 2

Part 1: Middle Level Learners

Part 2: Middle Level Philosophy

Week 3

Part 1: Quiz: ML Endorsement & UNI Major Middle Level Philosophy

Part 2: Middle Level Philosophy, Exploratory & Enrichment

Saturday

Part 1: Advisory Learning Centers: Conceptual Framework; Logistics

Part 2: Advisory Lessons, Peer Feedback

Week 4

Part 1: Quiz: Advisory Programs, Middle Level History

Part 2: Middle Level History

Week 5

Part 1: Quiz: Middle Level Philosophy, Middle Level History

Part 2: Teaming in the Middle School

Week 6

Part 1: Quiz: Middle Level History, Scheduling in Middle Schools

Part 2: Field Experience 1

Week 7

Part 1: Field Experience 2

Part 2: Field Experience 3

Week 8

Part 1: Field Experience 4

Part 2: Field Experience 5; Quiz: Teaming & Scheduling in Middle Schools

Friday

Middle Level Leadership Conference (5 hours) - Tentatively Scheduled for a Friday in November

COURSE REQUIREMENTS: Attendance, Participation, Dispositions, Assignments
At this point in students' academic careers, it should be readily understood that active and positive participation and attendance are required and expected, and that professional teacher dispositions are expected. Details are outlined below.

ATTENDANCE

Attendance is required, including the Saturday class, field experiences, or events. The instructor does not consider "excused" or "unexcused" absences as different. The UNI catalog guidelines will be followed for students involved in school-sanctioned activities. If you must be absent, inform the instructor via email prior to your absence - it is the professional thing to do. Dr. Schneider's email address: jean.schneider@uni.edu

Absences, up to 2, will result in one point deductions from the attendance score and the participation score.

Late notice or no notice will result in additional point deductions from the possible professional demeanor score.

Students who miss 2 classes miss about 12% of the class. If a student misses class more than 2 times, the instructor reserves the right to lower the final grade by 10% for each absence in excess of 2 and reduce attendance, participation, and possibly professional demeanor points by 3 per additional absence. More than 2 absences may result in the process of a "Notification of Concern".

Weather-Related Class Cancellation

If the weather causes the Waterloo Community School District to let out early or cancel school, our class may be affected. Watch the class's email list-serv and e-Learning@UNI announcements for information in case of inclement weather.

PARTICIPATION

Students will be expected to demonstrate their understanding of the course material by participating in class and possibly outside of class (ex: team work; completing reading assignments or reflections; etc.).

Active participation in this class includes, but is not limited to, coming prepared to class (via readings, bringing materials, and completing assignments on time), engaging in class discussions, raising questions, responding to questions, volunteering to assist in class activities, fulfilling committee duties, helping with other tasks, collaborating with team members, and displaying a positive attitude about the class, instructor, and others.

The participation grade will combine two areas: 1) a formula grade for in-class and/or e-Learning@UNI participation based on total points earned; & 2) points determined by the instructor and class policy (ex: absence.)

DISPOSITIONS

Professional Demeanor (PD)

Appropriate school-site professional teacher-behaviors are expected throughout this course. Violation of the expectations will result in points deducted in the area of professional demeanor (PD) at the discretion of the instructor. More serious infractions will result in more severe point deductions, including a possible "Notification of Concern", grade reduction, or failure for the course. Bottom line: Consider how your clothing or behavior might influence a young

adolescent's perception of you. Do you look, act, and sound like a teacher? This perception should guide your decisions in your clothing, behavior, communication, and ethics.

1. PD: Dress Code: Casual attire is acceptable for on-campus classes, but should be consistent with the casual attire one would wear to an after-school event at which middle level students would be present.

This includes no obscene or inappropriate language or graphics, no gender-biased remarks, and no illegal substances or activities should be depicted or suggested. This includes alcohol, smoking-related phrases, or graphics that would be illegal or inappropriate for young adolescents.

No exposed midriffs, body parts, exposed underwear, or other fashions that would be inappropriate to wear around young adolescents will be allowed in class or on a school site. Head to toe covering is appropriate.

Remember that some language, graphics, or clothing fashions appropriate for college students could be misconstrued by young adolescents, or simply, could be inappropriate when working with young adolescents.

For any field experience or presentation, professional dress is required!

2. PD: Problem Solving: Appropriate conflict resolution strategies should be employed if problems arise with another student or with the instructor, either personal or academic. Discuss the issue privately and calmly in an appropriate setting and at an appropriate time with the other party. If the individual needs assistance to resolve the conflict, an appointment with the instructor or with one or more advisory committee members is recommended.

3. PD: Ethical Behavior: Teacher candidates are expected to act ethically, to be honest, and to act with integrity at all times. This class will follow the academic ethics policy as defined in the UNI catalog or by UNI policy. The instructor may take additional action, as defined by the academic ethics policy, if a student commits a violation of academic ethics.

Cheating and plagiarism are considered issues that can affect a student's status at the university in serious ways.

Dr. Schneider recognizes her responsibility to maintain and enforce standards of ethical behavior. Your future students deserve an ethical teacher.

The program for 'Turnitin.com' may be used to detect plagiarism.

Consequences will follow infractions regardless of the method for determining cheating or plagiarism.

Good rule to follow! Take credit as it is deserved, and always give credit to whom credit is due.

4. PD: Language and Respect: A respectful learning environment is expected at all times.

Profanity, derogatory comments, slang terms, racial slurs, gender-biased remarks, harassment, or other actions which negatively impact the learning of others, the learning environment of the classroom, or the instructor's instructional program are not appropriate for this class.

Respect includes, but is not limited to, turning off cell phones before class begins and not checking text messages or the identity of the caller when the phone is on ?buzz? and not leaving class outside of emergencies.

Respect also includes a positive attitude and avoiding side-bar conversations.

5.PD: Timeliness: Arrive to class on time and be ready to participate at the beginning of class.

Tardy marks may result in a 1 point or more deduction in the area of

professional demeanor, and could possibly affect a student's attendance or participation grade as well.

Teacher candidates are expected to record the time they enter class late or leave class early as a sign of professionalism.

Timeliness is also expected regarding assignment completion, whether or not the assignment is graded.

Late work may result in a deduction of professional demeanor points in addition to the usual penalty for a late assignment.

Notification of Concern

A Notification of Concern (NOC) may be filed if the student's behavior, attitude, skills, professionalism, or level of responsibility becomes a concern. The UNI Notification of Concern Form will be presented in class at the beginning of the semester. An NOC is intended to help the student track concerns that could interfere with successful completion of the program and includes the categories of skills, content knowledge, pedagogy and performance, and professional dispositions.

The areas of possible concern include the following four areas:

Skills: Reading, writing, listening, speaking, or other skills

Content Knowledge: Factual accuracy, conceptual understanding, procedural understanding, problem solving, or other knowledge issues.

Pedagogy or Performance: Rapport with students, instructional strategies, management, confidence, response to diversity, other performance issues.

Professional Dispositions: Attendance, respect, responsibility, initiative, judgment, teamwork, attire in clinical setting, honesty, emotional coping strategies, or other dispositions.

Committee Work or Community Service

In a school setting, teachers are expected to contribute to their school community through service. In this course, students will be responsible to contribute to the community in the following ways:

- 1) Take class notes at least one time & post on e-Learning@UNI Discussion tool,
 - 2) Record participation during at least one class session, and
 - 3) Serve on a class committee (Room Environment, Attendance, Assignments, SAMEL, Advisory Council, or others as needed).
- (Class notes are a service to all students and should not be used as a substitute for class attendance or personal note taking.)

Team Work: Teamwork Evaluation

After any group project is completed, students are given the opportunity to reflect on their contributions to the group process, their team members' contributions, and the final product the group produced. Questions include the following: Did you contribute fully to your team? Were you a good team member? Did you listen to others' ideas? Did you take credit when deserving, and give credit to whom credit was due?

Other criteria include dependability, productivity, creativity, leadership, mentorship, and caring about and respecting other group members. Students fill out a self/team member evaluation form after presenting to the class or completing a team project, such as the WebQuest unit. A self-evaluation (rubric provided) for teamwork is due the class period after the presentation or on the due date for the project.

ASSIGNMENTS

Clarifying Grading Criteria

Additional information about grading criteria will be shared and discussed throughout the semester. Any student who is unsure about the grading criteria for this course at any time during this semester should contact the instructor or advisory committee members for clarification at an appropriate time. The e-Learning@UNI will also serve to help students monitor their grades and their fulfillment of class expectations.

Assignment Submission and Quality Required

Quality and timeliness for each assignment is expected.

All assignments for this course must be completed and turned into e-Learning@UNI Assignments Tool to receive a FINAL course grade of "C" or higher. If you miss the assignment drop box deadline, turn your work into the e-Learning@UNI email box for Dr. Schneider.

Typically, late assignments will have 10% deducted from the earned score for each late day. The final grade will be lowered if there is incomplete work at the end of the semester, regardless of total points earned from completed work. Therefore, it is better to turn in an assignment late and receive a "0" score than to turn in nothing at all.

All work is to reflect proper word usage, grammar, spelling, punctuation, organizational style, and clarity of thought. It is important to proofread and edit all papers prior to submission. Points may be deducted from assignments for errors of this type. A Notification of Concern may be issued if writing errors are common.

Out-of-class assignments must be typed to be accepted, unless otherwise noted.

For some out-of-class assignments, templates in Word format are provided on e-Learning@UNI. (You may need to re-format when you download).

Assigned Reading and Assignments

Some written assignments will be required, but not collected or graded. Others may be collected, but not graded. The purpose of these assignments may be to enhance the learning process, to prepare for later, graded quizzes, to develop or extend knowledge, or to enrich a class activity. The instructor reserves the right to "spot-check" any of these activities and non-graded assignments. Students should devote the same level of effort and care (Ex: typed, quality work) as graded assignments and bring to class on the due date. Students who do not have these assignments completed on the due date may lose professional demeanor points and participation points, and, depending on the purpose of the activity assignment, may not be allowed to contribute in class or to participate in a class activity. Reading assignments should be completed by the date due. The instructor may give a graded, pop-quiz over any reading assignments.

Keep Assignment Duplicates

Students are responsible for making copies of all assignments by saving their work on a computer disk and making a duplicate hard-copy. All graded work is to be organized and saved until graduation for possible later use in professional portfolios.

Resubmission of Written Assignments

In a middle school, we have high expectations, yet we often give students a second chance. Therefore, in this class, written work submitted by a student may be returned to the student with a request for the student to revise and resubmit the work. Such work, though perfected, may not earn full credit. Additionally, students may request to resubmit an assignment that earns a score lower than 75% of the possible point total, but the instructor will decide whether work may be re-done and resubmitted. Students are required to have all

resubmissions completed within two weeks of notification or by the last class -- whichever occurs first -- or the professor will assume the student is not interested in resubmitting the assignment. The two scores will be averaged for a final score. Ex: 60% on 1st assignment, 96% on resubmitted assignment = 78%.

Mailserv and e-Learning@UNI

You will be enrolled in a course mail-serv (i.e.: 210-150-01-FALL@uni.edu). Some course announcements will be posted to the class mail-serv. Any class member may use the mail-serv to make a public announcement. Some course announcements will be posted on e-Learning@UNI. Many materials for class can be obtained and printed via the e-Learning@UNI.

The e-Learning@UNI may also be used for various purposes (course syllabus, presentation handouts, course calendar, class discussions, public reflections, private access to grades, course templates, important websites, etc.) To activate your UNI email account, go to Room 027 in the Curris Business Building with your UNI ID card. If you have not already done so, please enroll in a UNI technology workshop about using WebCT. This is a tool that instructors and students can use to share information about the course and conduct online discussions.

Special Notes

Office of Disability Services

The University of Northern Iowa is an Equal Opportunity Institution. Students with identified disabilities or special needs should feel free to contact the instructor if there are services or adaptations which can be made to accommodate special needs. The Americans with Disabilities Act of 1990 (ADA) provides protection from discrimination for qualified individuals with disabilities. Students with a disability, who require assistance, will need to contact the Office of Disability Services (ODS) for coordination of academic accommodations. The ODS is located at 213 Student Services Center. Phone: 319-273-2676.

Academic Learning Center Services

Remember to utilize the Academic Learning Center's free assistance with writing, math, reading, and learning strategies:

The Writing Center offers one-on-one writing assistance open to all UNI undergraduate and graduate students. Writing Assistants offer strategies for getting started, citing and documenting, and editing your work. Visit the Online Writing Guide at www.uni.edu/unialc/writingcenter/ and schedule an appointment at 008 ITTC or 319-273-2361.

The Math Center offers individual and small-group tutorials especially helpful for students in Liberal Arts Core math courses. No appointment is necessary, but contact the Math Center at 008 ITTC or 319-273-2361 for the hours that tutors are available.

The Reading and Learning Center provides the Ask-a-Tutor program, consultations with the reading specialist, and free, four-week, non-credit courses in Speed Reading, Effective Study Strategies, PPST-Reading and GRE-Verbal. Visit <http://www.uni.edu/unialc/> and 008 ITTC or call 319-273-2361.

210:150g Evaluation Sheet

Please keep a record of your progress and scores

Criteria for Success--Determining your final grade

(Instructor may add to or subtract from some of the following criteria)

Course Requirements	Points Possible	
Attendance	(10)	
Participation & Community Service	(10)	
Professional Demeanor	(10)	
	Subtotal	30
Quizzes/Graded Assignments		Tentative Due Date
Advisory Lesson	(50)	_____
Advisory: Critique Coupons	(10)	_____
Quiz: Advisory Programs	(30)	_____
Quiz: Middle Level Endorsement	(30)	_____
Quiz: ML Philosophy	(25)	_____
Quiz: History of ML Education	(25)	_____
Quiz: Teaming & Scheduling	(40)	_____
Field Experience Reflections (4x)	(20)	_____
	GRAND TOTAL	260

Grading Scale: Based on the percentage of the total points possible earned during the course.

Minimum of 96% = A
 Minimum of 93% = A-
 Minimum of 89% = B+
 Minimum of 85% = B
 Minimum of 80% = B-
 Minimum of 76% = C+
 Minimum of 72% = C
 Minimum of 69% = C-
 Minimum of 65% = D+
 Minimum of 63% = D
 Minimum of 61% = D-
 Less than 61% = F

(See instructor for specific grading criteria for final course grade.)

5. If a "g" designation has been added

- Explain why the course is appropriate for graduate students**
- Describe the differences in requirements for graduate students**
- Have the departmental graduate faculty approved this change?**

Yes

6. If the course number is to be changed (other than a change in "g" designation), will students who have received credit under the existing number be permitted to register for and receive credit for the course under the proposed new number?

Not Applicable

7. Describe how the proposed change(s) will affect the usage of computer and library resources and facilities

No change

8. Consultation summaries: Check the appropriate response(s) [Must consult with all those identified in #3 and #7 above]

For Departmental and LACC (Form J) consultations:

Consultation From	Consultation Request Date	Person Consulted	Current Status	Current Status Date
Uhlenberg, Jill M	01/12/2011	Heston, Melissa L	No Impact	02/04/2011
Uhlenberg, Jill M	01/12/2011	Heston, Melissa L	Requests Further Consultation	01/12/2011

For Library (Form J-L) Consultations:

Consultation From: Uhlenberg, Jill M
 Consultation Requested: 10/01/2010
 Consultation Status: No further consultation needed
 Consultation Status Date: 10/12/2010

For Teacher Ed. (Form J-T Ed) Consultations:

Consultation From: Uhlenberg, Jill M
 Consultation Requested: 10/01/2010
 Consultation Status: No further consultation needed
 Consultation Status Date: 10/03/2010

9. Will this curriculum change increase the total budgetary requirements of the Department?

No

a. If No, explain why not

Reassignment of the current faculty in Curriculum and Instruction will sufficiently cover this change.

b. If Yes, identify the total costs

(1) Staff	\$0.00
(2) Additional facilities	\$0.00
(3) Equipment	\$0.00
(4) Support personnel	\$0.00
(5) Library requirements	\$0.00
(6) Computer service	\$0.00
(7) Educational technology	\$0.00
(8) Other services:	\$0.00
TOTAL:	\$0.00

Form J-L

Complete **Part A** of this form and send the form to:

Martin, Katherine F
 Head, Collection Management and Special Services Department
 Rod Library - 3675

Consultation with the Library during the developmental phase of curriculum development is an essential component of the curriculum process. The Library is prepared to work with academic departments and programs to determine the services and resources associated with curricular proposals. The earlier the process begins, the better the Library can prepare to support changes in the curriculum. The Library can use the information obtained through this process to redirect funds, justify budgetary increases, and seek other means of supplying services and resources.

- It is the responsibility of the department initiating curriculum proposals to consult with the Library to assess the impact of proposed changes on the Library resources and services and to determine what additional Library resources and services may be needed for an appropriate level of support.
- Library consultations are to be completed during the departmental phase of the curriculum development process.

TO: Martin, Katherine F, Head, Collection Management and Special Services, Rod Library, 3675
 FROM: Uhlenberg, Jill M - 0606 (*Dept. Head initiating proposal*)
 CONSULTATION REQUEST DATE: 10/01/2010
 RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (Identify changes being proposed and Library resources and services which will be affected or utilized. Include present Library resources and services as well as requests for new ones.)

The course, 210:150, Middle Level Curriculum, requires students to develop a digital professional portfolio and on-line curriculum units (WebQuest units) for middle level students. Students need background knowledge in applications of instructional technology to perform to satisfactorily complete the requirements of this course. We propose having 240:031, Instructional Technology and Design, to become a prerequisite for the course. We don't believe present Library resources and services will be affected.

Consultation Response History

Date	Status/Response	Notes	User
10/01/2010	Requested	Initial Consultation Request	Schneider, Jean
10/12/2010	No further consultation needed	The following information is provided in response to your Library consultation request: The proposal is to make course 240:031, Instructional Technology and Design, a prerequisite for course 210:150, Middle Level Curriculum. Both courses are currently taught at UNI, so there would be no change in the need for library materials to support these courses. Barbara Allen Reference Librarian and Bibliographer	Martin, Katherine F

Form J

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
 - If the recipients have objections to the changes, it is their responsibility to promptly notify the initiating department of the reasons for the objections.
 - Both parties are then expected to work together to attempt to find a solution to their differences.
-

TO: Heston, Melissa L - 0606 (Dept. Head affected by proposal)
 FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)
 CONSULTATION REQUEST DATE: 01/12/2011
 RE: **PROPOSED CURRICULUM CHANGE NOTIFICATION**
 (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

To mitigate the effect of the recently articulated requirement of the state Department of Education that Elementary/Middle Level Education Dual Majors would have to complete both Elementary Curriculum (210:152) and Middle Level Curriculum (210:150), the Middle Level Curriculum course has been changed to avoid any redundancy with Elementary Curriculum and still satisfy the requirements of the Middle School Endorsement. Although the state was asking us to add a 3 hour class to the Elementary/Middle Level Education Dual Majors program of study, the effect of this change will be that the Dual Majors will have only have two added hours. Another section of Elementary Curriculum will need to be offered, but the total number of faculty hours will increase only by two.

Melissa, the original form contains a note to the Curriculum Committee that 240:031 as a prerequisite proposal has been dropped.

Consultation Response History

Date	Status/Response	Notes	User
01/12/2011	Requested	Initial Consultation Request	Schneider, Jean
01/12/2011	Requests Further Consultation	Jean and Jill, I don't see the direction between the information on the consultation form and the information in the curriculum change form. What does adding 240:031 as a prereq have to do with adding two hours to the middle level major? Shouldn't full admission to teacher education be required for the curriculum course, not just completion of Level I? Melissa	Heston, Melissa L
01/26/2011	Requested	Re-submit of consultation	Uhlenberg, Jill M
02/04/2011	No Impact		Heston, Melissa L

Form J

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
 - If the recipients have objections to the changes, it is their responsibility to promptly notify the initiating department of the reasons for the objections.
 - Both parties are then expected to work together to attempt to find a solution to their differences.
-

TO: Heston, Melissa L - 0606 (Dept. Head affected by proposal)
 FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)
 CONSULTATION REQUEST
 DATE: 01/12/2011
 RE: **PROPOSED CURRICULUM CHANGE NOTIFICATION**
 (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)
 Request to change 210:150 Middle Level Curriculum course description and reduce hours from 3 to 2, prerequisites, and corequisites. To mitigate the effect of the recently articulated requirement of the state Department of Education that Elementary/Middle Level Education Dual Majors would have to complete both Elementary Curriculum (210:152) and Middle Level Curriculum (210:150), the Middle Level Curriculum course has been changed to avoid any redundancy with Elementary Curriculum and still satisfy the requirements of the Middle School Endorsement. Although the state was asking us to add a 3 hour class to the Elementary/Middle Level Education Dual Majors program of study, the effect of this change will be that the Dual Majors will have only have two added hours. Another section of Elementary Curriculum will need to be offered, but the total number of faculty hours will increase only by two.

Consultation Response History

Date	Status/Response	Notes	User
01/12/2011	Requested	Initial Consultation Request	Schneider, Jean
01/12/2011	Requests Further Consultation	This is not the Teacher Education consultation form. This proposal will need to be reviewed by the Council on Teacher Education. This will be presented for consideration at the Feb. 3 Council meeting. You are welcome to attend and speak on behalf of the proposal.	Heston, Melissa L

Form J-T Ed

TO: Heston, Melissa L, Office of Teacher Education

FROM: Uhlenberg, Jill M (*Dept. head initiating proposal*)

CONSULTATION REQUEST DATE: 10/01/2010

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
(Identify changes being proposed and how this could impact teaching majors, minors, or professional education requirements.)

The course, 210:150, Middle Level Curriculum, requires students to develop a digital professional portfolio and on-line curriculum units (WebQuest units) for middle level students. Students need background knowledge in applications of instructional technology to perform to satisfactorily complete the requirements of this course. We propose having 240:031, Instructional Technology and Design, to become a prerequisite for the course. Students will need to plan their program of study so taking 240:031 precedes taking 210:150.

Consultation Response History

Date	Status/Response	Notes	User
10/01/2010	Requested	Initial Consultation Request	Schneider, Jean
10/03/2010	No further consultation needed		Heston, Melissa L

Form C - Changes Made to an Existing Course

Dept/School: Curriculum & Instruction

College: College of Education

1. Present Course Information

- a. **Present Course Number:** 230:155g
- b. **Present Course Title:** Grammar for Middle Level Educators
Present Abbreviation: Grammr Mid Level Educators
- c. **Present Credit Hours** 1
- d. **Present Description:**
 The structure of English grammar and best practices for teaching grammar at the middle level will be examined. This course fulfills Iowa Department of Education Middle Level Endorsement requirements for course work in grammar.
- e. **Present Prerequisites, including any "hidden" prerequisites separated by commas:**
 (ex. 111:111, 222:222, 333:333)
 junior standing.
-

2. Identify all proposed change(s)

- a. **Course # change, including an add/drop of "g" designation:** ELEMECML 4155/5155
- b. **Title change (If longer than 26 characters, including spaces, also provide an abbreviation to be used by the Office of the Registrar):** English Language Structures and Usage for K-8 Educators
Proposed Abbreviation: English Struc Usage K-8 Ed
- c. **Credit Hour Change:**
- d. **Description change (Limited to 280 characters, including spaces and prerequisites)**
 The study of English language structures, usage, conventions, and variations across contexts. Emphasis on learning to teach these concepts to K-8 students, including English Language Learners.
- e. **Prerequisite change (Note that any "hidden" prerequisites must be explicitly listed and all courses with a "g" designation must, at a minimum, include the statement "Junior Standing or Consent of Instructor")**
- f. Is course proposal to be considered a 100g-level course in the new curriculum? **Yes**
-

3. Identify the impact on majors, minors, certificates, courses and/or prerequisites within or outside of the department

No impact.

4. Explanation and justification

Iowa Department of Education Board of Educational Examiners approved a change in terminology in state minimum standards for the Middle Level Teacher Endorsement from "grammar" to "language usage" which is addressed in the course, 230:155. The term, "language usage" is a broader term than "grammar."

5. If a "g" designation has been added

- a. **Explain why the course is appropriate for graduate students**
- b. **Describe the differences in requirements for graduate students**
- c. **Have the departmental graduate faculty approved this change?**
 Yes
-

6. If the course number is to be changed (other than a change in "g" designation), will students who have received credit under the existing number be permitted to register for and receive credit for the course under the proposed new number?

Not Applicable

7. Describe how the proposed change(s) will affect the usage of computer and library resources and facilities

There will be no change.

8. Consultation summaries: Check the appropriate response(s) [Must consult with all those identified in #3 and #7 above]

For Departmental and LACC (Form J) consultations:

Consultation From	Consultation Request Date	Person Consulted	Current Status	Current Status Date
Uhlenberg, Jill M	01/12/2011	Copeland, Jeffrey S	Has Impact - No Objections	01/13/2011

For Library (Form J-L) Consultations:

Consultation From: Uhlenberg, Jill M
 Consultation Requested: 01/18/2011
 Consultation Status: No further consultation needed
 Consultation Status Date: 01/27/2011

For Teacher Ed. (Form J-T Ed) Consultations:

Consultation From: Uhlenberg, Jill M
 Consultation Requested: 01/18/2011
 Consultation Status: No further consultation needed
 Consultation Status Date: 01/19/2011

9. Will this curriculum change increase the total budgetary requirements of the Department?

No

a. If No, explain why not

The curriculum change only relates to a change in terminology and does not change the budgetary requirements.

b. If Yes, identify the total costs

(1) Staff	\$0.00
(2) Additional facilities	\$0.00
(3) Equipment	\$0.00
(4) Support personnel	\$0.00
(5) Library requirements	\$0.00
(6) Computer service	\$0.00
(7) Educational technology	\$0.00
(8) Other services:	\$0.00
TOTAL:	\$0.00

Form J-L

Complete **Part A** of this form and send the form to:

Martin, Katherine F
Head, Collection Management and Special Services Department
Rod Library - 3675

Consultation with the Library during the developmental phase of curriculum development is an essential component of the curriculum process. The Library is prepared to work with academic departments and programs to determine the services and resources associated with curricular proposals. The earlier the process begins, the better the Library can prepare to support changes in the curriculum. The Library can use the information obtained through this process to redirect funds, justify budgetary increases, and seek other means of supplying services and resources.

- It is the responsibility of the department initiating curriculum proposals to consult with the Library to assess the impact of proposed changes on the Library resources and services and to determine what additional Library resources and services may be needed for an appropriate level of support.
- Library consultations are to be completed during the departmental phase of the curriculum development process.

TO: Martin, Katherine F, Head, Collection Management and Special Services, Rod Library, 3675
 FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)
 CONSULTATION REQUEST DATE: 01/18/2011
 RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (Identify changes being proposed and Library resources and services which will be affected or utilized. Include present Library resources and services as well as requests for new ones.)

Current course description:
 The structure of English grammar and best practices for teaching grammar at the middle level will be examined. This course fulfills Iowa Department of Education Middle Level Endorsement requirements for course work in grammar.

Course description change:
 The study of English language structures, usage, conventions, and variations across contexts. Emphasis on learning to teach these concepts to K-8 students, including English Language Learners.

Explanation and justification:
 Iowa Department of Education Board of Educational Examiners approved a change in terminology in state minimum standards for the Middle Level Teacher Endorsement from "grammar" to "language usage" which is addressed in the course, 230:155. The term, "language usage" is a broader term than "grammar".

Consultation Response History

Date	Status/Response	Notes	User
01/18/2011	Requested	Initial Consultation Request	Johnson, Julie A
01/27/2011	No further consultation needed	The following information is provided in response to your Library consultation request: 230:155g Grammar for Middle Level Educators Change in title and, to some extent in content, to: English Language Structures and Usage for K-8 Educators Library resources should be sufficient to support teaching of this revised content. If additional books are	Martin, Katherine F

needed to support this course, please contact Barbara Allen. Barbara Allen
Education Bibliographer

Form J

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
 - If the recipients have objections to the changes, it is their responsibility to promptly notify the initiating department of the reasons for the objections.
 - Both parties are then expected to work together to attempt to find a solution to their differences.
-

TO: Copeland, Jeffrey S - 0502 (Dept. Head affected by proposal)
 FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)
 CONSULTATION REQUEST
 DATE: 01/12/2011
 RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)
 NEW TITLE:
 English Language Structures and Usage for K-8 Educators

 RATIONALE: Iowa Department of Education Board of Educational Examiners approved a change in terminology in state minimum standards for the Middle Level Teacher Endorsement from "grammar" to "language usage" which is addressed in the course, 230:155. The term, "language usage" is a broader term than "grammar."

 NEW DESCRIPTION: The study of English language structures, usage, conventions, and variations across contexts. Emphasis on learning to teach these concepts to K-8 students, including English Language Learners.

Consultation Response History

Date	Status/Response	Notes	User
01/12/2011	Requested	Initial Consultation Request	Schneider, Jean
01/13/2011	Has Impact - No Objections	Has impact - no objections	Copeland, Jeffrey S

Form J-T Ed

TO: Heston, Melissa L, Office of Teacher Education

FROM: Uhlenberg, Jill M (*Dept. head initiating proposal*)

CONSULTATION REQUEST DATE: 01/18/2011

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
(Identify changes being proposed and how this could impact teaching majors, minors, or professional education requirements.)

Current course description:
The structure of English grammar and best practices for teaching grammar at the middle level will be examined. This course fulfills Iowa Department of Education Middle Level Endorsement requirements for course work in grammar.

Course description change:
The study of English language structures, usage, conventions, and variations across contexts. Emphasis on learning to teach these concepts to K-8 students, including English Language Learners.

Explanation and justification:
Iowa Department of Education Board of Educational Examiners approved a change in terminology in state minimum standards for the Middle Level Teacher Endorsement from "grammar" to "language usage" which is addressed in the course, 230:155. The term, "language usage" is a broader term than "grammar".

Consultation Response History

Date	Status/Response	Notes	User
01/18/2011	Requested	Initial Consultation Request	Johnson, Julie A
01/19/2011	No further consultation needed		Heston, Melissa L

Form E - Restatement of Major/Minor/Emphasis/Certificate

Dept/School: Curriculum & Instruction

College: College of Education

1. Present Program Title: Early Childhood Education-Teaching

2. Proposed restatement of the program as it should appear in the Catalog

Early Childhood Education - Teaching
Undergraduate Majors (B.A.)

This major leads to licensure for teaching young children from birth through grade 3. The student will complete the Liberal Arts Core requirements (pages xxx-xxx), the Professional Education Requirements, the specified major requirements, plus electives to complete a minimum of 120 hours. The prescribed program is as follows:

I. Professional Education Requirements-Early Childhood Education Required:

~~Human Relations: 280:170.....3 hours~~

Instructional Technology: 240:031 **(3)**.....3 hours

Special Education: 220:150 **(2)**.....2 hours

~~(Before enrolling in 280:170, the student must be fully admitted to the Teacher Education Program.)~~

Level I

Educational Psychology: 200:017 **(1)**; 200:030 **(3)**.....4 hours

Level II

Before enrolling in Level II, the student must be fully admitted to the Teacher Education Program.

Educational Psychology: 200:128 **(1)**; 200:148 **(3)**.....4 hours

Human Relations: 280:170 (3).....3 hours

Measurement and Research: 250:150 **(2)**.....2 hours

Level III

Before enrolling in Level III, the student must be fully admitted to the Teacher Education Program.

Social Foundations: 260:119 **(3)**.....3 hours

Teaching: 280:132 **(12)**.....12 hours

33 hours

II. Early Childhood Education Major Requirements Required:

Design, Textiles, Gerontology, & Family Studies: 310:031 **(2)**.....2 hours

Educational Psychology: 200:109 **(3)**.....3 hours

Elementary, Early Childhood, and Middle Level Education: 210:121 (3); 210:130 (3); 210:149 (3); 210:151 (3); 210:161 (3); 210:164 (3); 210:192 (2).....20 hours

Literacy Education: 230:044 (3); 230:115 (3).....6 hours

Mathematics: 800:031 (3); 800:111 (4); 800:131 (3); 800:134 (3).....9 13 hours

Science: 820:031 (4); 820:032 (4); ~~and 210:142 (3), or 820:033 (4), or 870:010 (3-4), or 870:021 (3), or 870:031 (4).....11-12 hours~~

~~40 hours~~

51-52 hours

Students seeking dual endorsement, Early Childhood Education with Elementary, may do so by completing a program which includes the following additional course work:

Elementary, Early Childhood, and Middle Level Education: 210:120 (3); 210:152 (3).....6 hours

Elementary, Early Childhood, and Middle Level Education: 210:123 (3); ~~or Music: 520:102 (2); or Art: 600:090 (3).....2-3 hours~~ **Music: 520:XXX (2), Art: 600:XXX (2); Theater: 490:XXX (2).....3-6 hours**

~~Health Promotion and Education: 410:135 (2) or Physical Education: 420:045 (3) or Health, Physical Education and Leisure Services-Interdepartmental: 440:045 (3); ~~and or Health Promotion and Education: 410:135 (2), and Physical Education: 420:045 (3).....2-3 hours~~ **3-5 hours**~~

Literacy Education: 230:116 (3).....3 hours

~~13-15 hours~~

15-20 hours

A 2.50 grade index in all course work at the University of Northern Iowa, and, also, a 2.50 GPA in all course work at this university and elsewhere, or the approval of the head of the Department of Curriculum and Instruction is required for registration in major courses in the department.

Students should plan their course work so that all Early Childhood courses are taken prior to student teaching. Students must have a cumulative, UNI, and major GPA of 2.50 in order to student teach. In addition, students must achieve a grade of C (2.00) or higher in the following methods classes in order to student teach: 210:121 (3); 210:130 (3); 210:149 (3); 210:151 (3); 210:161 (3); 210:164 (3); 230:115 (3); 800:134 (3). Students should apply for their student teaching one year in advance.

3. When was the last time a change was made to this program?

20 years ago

4. If the program is long or contains many courses that must be taken sequentially, show how the program may be completed within the allowable number of semesters. [Standard program allow 8 semesters plus a summer session. Extended programs allow 9 semesters, or 9 semesters plus a summer session.]

Not an extended program

5. Identify the impact on majors, minors, certificates, courses, and/or prerequisites within or outside of the department

These changes will affect only Early Childhood Education majors who are not double majors. Changes outside the department are the same as those stated in the Elementary Education program restatement as the Early Childhood changes are being made to bring that major into compliance with the requirements of the new Elementary Education program.

6. Explanation and justification

This proposed restatement of the Early Childhood Education (ECE) major mirrors the changes proposed in the restatement of the Elementary Education major, which are being mandated by the State of Iowa for licensing requirements in Elementary Education by September 1, 2015. Because ECE graduates will be qualified to teach in Iowa from birth through primary grades (birth - 3rd grade), and Elementary Education graduates will be qualified to teach from Kindergarten through grade 6, these two groups of new teachers should have the same preparation in content and methods. In this way, both groups will be qualified to teach the same content in the grade levels that overlap in the two licensing areas--kindergarten - 3rd grade.

7. Describe how this change will affect the usage of computer and library resources and facilities

no change

8. Consultation summary: Click the appropriate response(s)

[Must consult with all those identified in #5 and #7 above] NOTE: For any proposed change that would have an impact on teacher education, the Council on Teacher Education must be consulted (use form J-T Ed) Any proposed change that has an impact on the Liberal Arts Core must be reviewed by the LACC (use Form J).

For Departmental and LACC (Form J) consultations:

Consultation From	Consultation Request Date	Person Consulted	Current Status	Current Status Date
No consultations requests.				

For Library (Form J-L) Consultations:

No consultation requested

For Teacher Ed. (Form J-T Ed) Consultations:

No consultation requested

9. Will this proposed new program increase the total budgetary requirements of the Department?

No

a. If No, explain why not

The changes in this restatement will affect only approximately 5 students per year--those who are single majors in Early Childhood Education. All other Early Childhood majors, double majors in Elementary Education, will already be meeting these same requirements to comply with licensing changes made at the state level.

b. If Yes, identify the total costs

(1) Staff	\$0.00
(2) Additional facilities	\$0.00
(3) Equipment	\$0.00
(4) Support personnel	\$0.00
(5) Library requirements	\$0.00
(6) Computer service	\$0.00
(7) Educational technology	\$0.00

(8) Other services:

\$0.00

TOTAL:

\$0.00

Form E - Restatement of Major/Minor/Emphasis/Certificate

Dept/School: Curriculum & Instruction

College: College of Education

1. Present Program Title: Elementary Education-Teaching K-6 General Classr

2. Proposed restatement of the program as it should appear in the Catalog

Elementary Education-Teaching K-6 General Classroom Teacher
~~(Extended Program)~~

Undergraduate Majors (B.A.)

The student will complete the Liberal Arts Core requirements (pages xxx-xxx), the Professional Education Requirements, the major requirements, a ~~24~~ **12**-hour area of ~~concentration or an endorsement minor~~ **specialization**, and electives to complete a minimum of ~~125-144~~ **120** hours ~~(depending on minor chosen)~~. The prescribed program is as follows:

I. Professional Education Requirements-Elementary Education

Required:

~~Human Relations: 280:170.....3 hours (Before enrolling in 280:170, the student must be fully admitted to the Teacher Education Program.)~~

Instructional Technology: 240:031* **(3)**.....3 hours

Special Education: 220:150 **(2)**.....2 hours

*Students must select 240:031 **(3)** in place of 240:020 **(2)** in the Professional Education Requirements unless the computer requirement is addressed in a minor subject field or elective course.

Level I

Educational Psychology: 200:017 **(1)**; 200:030 **(3)**.....4 hours

Level II

(Before enrolling in Level II, the student must be fully admitted to the Teacher Education Program.)

Educational Psychology: 200:128 **(1)**; 200:148 **(3)**.....4 hours

Human Relations: 280:170 (3).....3 hours

Measurement and Research: 250:150 **(2)**.....2 hours

Level III

(Before enrolling in Level III, the student must be fully admitted to the Teacher Education Program.)

Social Foundations: 260:119 **(3)**.....3 hours

Teaching: 280:134 **(12)** Elementary Teaching.....12 hours

33 hours

II. Elementary Education Major Requirements

Required:

Elementary, Early Childhood, and Middle Level Education: 210:120 **(3)** ~~or 210:122, 210:150 or~~; 210:152 **(3)**; 210:161 **(3)**; 210:164 **(3)**.....12 hours

Elementary, Early Childhood, and Middle Level Education: 210:123 **(3)** or Music: 520:~~102~~ **XXX (2)**, ~~or~~ Art: 600:~~090~~

~~XXX (3) (2), + and Theater 490:XXX (2) 2-3 3-6~~
hours

~~Health Promotion and Education: 410:135 (2) or Physical Education: 420:045 (3) or Health, Physical Education and Leisure Services-Interdepartmental: 440:045 (3); + and or Health Promotion and Education: 410:135 (2), and Physical Education: 420:045 (3) 2-3 hours 3-5 hours~~

Literacy Education: 230:044 (3); 230:115 (3); 230:116 (3)
(Middle Level/Elementary Education double majors may substitute 230:117 (3) for 230:116 (3) 9 hours

Mathematics: 800:031 (3); 800:111 (4); 800:131 (3); 800:134 (3) ~~9~~ 13 hours

Science: 820:031 (4); 820:032 (4); and ~~210:142 (3)~~, ~~or~~ 820:033 (4), or 870:010 (3-4), or 870:021 (3), or 870:031 (4) 11-12 hours

~~34-36~~ **47-53** hours

A 2.50 grade index in all work at the University of Northern Iowa and, also, a 2.50 GPA on all course work at this university and elsewhere, or the approval of the head of the Department of Curriculum and Instruction is required for registration in major courses in the department.

Students should plan their course work so that the following courses are taken concurrently as a professional semester block, prior to student teaching:

Elementary, Early Childhood, and Middle Level Education: 210:120 (3); ~~or 210:122~~, 210:161 (3); 210:164 (3).

Literacy Education: 230:116 (3).

Mathematics: 800:134 (3).

To be eligible for the courses in the Professional Semester block, students must have completed Level II of the Professional Education Requirements, a curriculum course (210:150 (3) ~~or 210:152~~), and have a cumulative 2.50 GPA. Students should plan their course work so that all Elementary Education courses are taken prior to student teaching. Students must have a cumulative, UNI, and major GPA of 2.50 in order to student teach. In addition, students must achieve a grade of C (2.00) or higher in the following methods classes in order to student teach: 210:120 (3) or 210:122 (3); 210:161 (3); 210:164 (3); 230:115 (3); 230:116 (3); 800:134 (3). Students should apply for their student teaching one year in advance.

III. Area of ~~Concentration~~ **Specialization:**

Students will include ~~either a 24~~ 12-hour area of ~~concentration specialization. or endorsement minor. The student may choose from one of the following areas of concentration or approved university minors. Liberal Arts Core courses may be counted in the 12-hour area of specialization. In special circumstances a 24 hour emphasis may be approved by the head of the Department of Curriculum and Instruction in an area not listed.~~

~~Basic Science Minor (K-8) Teaching~~

~~Liberal Arts Core courses included in minor program requirements are distinguished by italics. For those pursuing K-6 general classroom~~

~~teacher licensure with an endorsement in Basic Science (K-8).~~

~~Required:~~

~~Biology: 840:181.....4 hours~~

~~Earth Science: 870:181.....4 hours~~

~~Science and Science Education: 820:031, 820:032, 820:033, 820:130,
820:181.....18 hours~~

~~Electives:~~

~~Chemistry and Biochemistry, or Physics (select one): 860:010 (4 hrs.),
860:061, 880:011.....4 hours~~

~~30 hours~~

~~Health Education Minor (K-8) Teaching~~

~~Required.....25 hours~~

~~(The Health Education Minor (K-8) is under the jurisdiction of the
School of Health, Physical Education and Leisure Services.~~

~~Requirements are listed on page xxx.)~~

~~Mathematics Minor (K-8) Teaching~~

~~Liberal Arts Core courses included in minor program requirements are
distinguished by italics.~~

~~Required:~~

~~Mathematics: 800:031, 800:037, 800:111, 800:112, 800:113, 800:114,
800:131, 800:192.....24 hours~~

~~Modern Languages Minor (K-8) Teaching~~

~~Required.....29 hours~~

~~(These emphases are under the jurisdiction of the Department of Modern
Languages and requirements are on pages xxx xxx. Minors can be
selected from French, German, Portuguese, Russian, and Spanish.)~~

~~Plans are in progress to consolidate the Department of English
Language and Literature and the Department of Modern Languages by June
30, 2011.~~

~~Physical Education Minor (K-8) Teaching~~

~~Required.....26 hours~~

~~(The K-8 Physical Education Minor is under the jurisdiction of the
School of Health, Physical Education and Leisure Services.~~

~~Requirements are listed on page xxx.)~~

~~Social Studies Minor (K-8) Teaching~~

~~Required:~~

~~Elementary, Early Childhood, and Middle Level Education: 210:143.....3
hours~~

~~Completion of 21 hours in social studies to include course work from
at least 3 of the following areas:.....21 hours~~

~~American Government: 942:xxx.~~

~~Economics: 920:xxx.~~

~~Geography: 970:xxx.~~

~~History: 960:xxx, 961:xxx, 962:xxx, 963:xxx, 964:xxx.~~

~~Psychology: 400:xxx.~~

~~Sociology: 980:xxx, 982:xxx.~~

~~In addition to the course work in three areas above, courses may be
taken from:~~

~~Anthropology: 990:xxx.~~

~~Social Science: 900:xxx.~~

~~24 hours~~

~~Special Education Minor Teaching
Required.....24 hours~~

~~(The Instructional Strategist I: Mild/Moderate K-8 emphasis is under the jurisdiction of the Department of Special Education, and requirements are listed on pages xxx-xxx.)~~

3. When was the last time a change was made to this program?

1987-1989

4. If the program is long or contains many courses that must be taken sequentially, show how the program may be completed within the allowable number of semesters. [Standard program allow 8 semesters plus a summer session. Extended programs allow 9 semesters, or 9 semesters plus a summer session.]

No longer an extended program

5. Identify the impact on majors, minors, certificates, courses, and/or prerequisites within or outside of the department

Any students enrolled in the major who do not graduate with their Elementary Education degree by September 1, 2015, will not qualify for licensure by the State of Iowa unless they meet the new requirements. This includes students who may begin their programs in 2011 if they are unable to complete their program within the four years. Therefore, students who choose to add endorsements (literacy, early childhood, etc.) may be affected by these changes.

6. Explanation and justification

The State of Iowa and Department of Education revised the Elementary Education licensure requirements in the spring of 2010. These changes were announced in late spring with an implementation date of September 1, 2015. Given the short notice and the length of students' programs if they choose to add endorsements onto their Elementary Education program, which many do to be more marketable, students will need to meet these new requirements if they complete the program after the 2015 date.

Because this restatement proposes to reduce the number of hours in the major, students in the program should be better able to graduate in a timely manner. The changes being implemented at the state level require specific content credit hours rather than general requirements as in the past.

The Department of Curriculum and Instruction is proposing to allow students to meet these new requirements by choosing among options that are most acceptable to individuals, rather than requiring specific Liberal Arts Core courses by mandate. For some options, significantly greater numbers of course sections may be required, both within this department and in other departments across campus.

Options have been developed to give students a choice about how they wish to meet the state requirements. Students may add a required content course offered through an academic department (such as science), or they may take an additional Application/Methods course offered in Curriculum and Instruction. In some cases, adding content through an academic discipline course may require adding more credit hours to a student's program than adding a methods or application course in C&I. Increased enrollment in academic content courses may also present a problem in terms of staffing needs in those departments, should Elementary Education majors choose those courses in large numbers.

The proposed changes in this restatement proposal include the following:

The restatement includes dropping the 24 hour area of concentration/minor as part of the requirements for the Elementary

Education major. This is a UNI requirement rather than a State of Iowa requirement; for licensure, the state requires a 12 hour area of specialization. Dropping this requirement frees approximately 12 credit hours for the Elementary Education majors, some of which will be needed to cover the newly required additional content hours in mathematics and science. C&I has consulted with other departments in which the Elementary Education majors seek minors, most notably the Mathematics department where approximately 100 Elementary Education students seek Math minors. Conversations with Math faculty and the COE Academic Advising staff determined that students will continue to seek minors/endorsements in order to enhance their marketability to Iowa school districts and administrators. C&I does not anticipate a change in the number of students seeking minors/endorsements.

The restatement proposal means that the Elementary Education major will no longer be an Extended Program with this reduction of approximately 12 credit hours. Some credits will add back into the program, depending on choices students make regarding coursework in Earth/Space science to meet that new requirement, and Art/Music/Drama as an alternative to 210:123g Expressive Arts course.

Changes proposed in this restatement of the major are in compliance with the state's revised requirements. The restatement reduces the required hours of the overall program, but adds in specific content as listed in the requirements to meet the state's guidelines.

7. Describe how this change will affect the usage of computer and library resources and facilities

No change

- 8. Consultation summary: Click the appropriate response(s)**
[Must consult with all those identified in #5 and #7 above] NOTE: For any proposed change that would have an impact on teacher education, the Council on Teacher Education must be consulted (use form J-T Ed) Any proposed change that has an impact on the Liberal Arts Core must be reviewed by the LACC (use Form J). For Departmental and LACC (Form J) consultations:

Consultation From	Consultation Request Date	Person Consulted	Current Status	Current Status Date
Uhlenberg, Jill M	11/01/2010	Byrd, Jeffery J	No further consultation needed	12/02/2010
Uhlenberg, Jill M	11/01/2010	Saunders, David K	Has Impact - No Objections	12/07/2010
Uhlenberg, Jill M	11/01/2010	Lange, Eric R	Requests Further Consultation	11/03/2010
Uhlenberg, Jill M	11/01/2010	Harwood, William S	Requests Further Consultation	11/08/2010
Uhlenberg, Jill M	11/01/2010	Vallentine, John F	Requested	03/27/2011
Uhlenberg, Jill M	11/01/2010	Morgan, Siobahn M	Requests Further Consultation	12/16/2010
Uhlenberg, Jill M	11/10/2010	Lee, Cherin A	Requests Further Consultation	12/01/2010
Uhlenberg, Jill M	02/04/2011	Harwood, William S	Has Impact - No Objections	02/26/2011
Uhlenberg, Jill M	02/04/2011	Hildebrandt, Carolyn	Has Impact - No Objections	03/03/2011
Uhlenberg, Jill M	02/04/2011	Byrd, Jeffery J	Has Impact - No Objections	02/28/2011
Uhlenberg, Jill M	02/04/2011	Chancey, C Clifton	Has Impact - No Objections	03/01/2011
Uhlenberg, Jill M	02/04/2011	Copeland, Jeffrey S	Has Impact - No Objections	02/07/2011
Uhlenberg, Jill M	02/04/2011	Morgan, Siobahn M	Has Impact - No Objections	03/17/2011
Uhlenberg, Jill M	02/04/2011	Martin, Robert F	Has Impact - No Objections	03/03/2011
Uhlenberg, Jill M	02/04/2011	Lange, Eric R	No further consultation needed	03/07/2011
Uhlenberg, Jill M	02/04/2011	Kohler, Frank W	Has Impact - No Objections	02/28/2011

Uhlenberg, Jill M	02/04/2011	Mupasiri, Douglas	Requested	03/25/2011
Uhlenberg, Jill M	02/04/2011	Sandstrom, Kent L	Has Impact - No Objections	02/08/2011
Uhlenberg, Jill M	02/04/2011	Pease, Patrick P	No Impact	02/28/2011
Uhlenberg, Jill M	02/04/2011	Vallentine, John F	Requested	03/08/2011
Uhlenberg, Jill M	02/04/2011	Saunders, David K	No further consultation needed	03/07/2011
Uhlenberg, Jill M	02/04/2011	Lee, Cherin A	Has Impact - No Objections	02/28/2011
Uhlenberg, Jill M	03/28/2011	Mupasiri, Douglas	Requested	03/28/2011

For Library (Form J-L) Consultations:

Consultation From: Uhlenberg, Jill M
 Consultation Requested: 02/04/2011
 Consultation Status: No further consultation needed
 Consultation Status Date: 02/09/2011

For Teacher Ed. (Form J-T Ed) Consultations:

Consultation From: Uhlenberg, Jill M
 Consultation Requested: 11/01/2010
 Consultation Status: Further consultation needed with Council on Teacher Ed
 Consultation Status Date: 12/02/2010

9. Will this proposed new program increase the total budgetary requirements of the Department?

No

a. If No, explain why not

Additional courses to meet content requirements for state licensure may require additional sections of content courses in the Sciences, Mathematics, or Fine Arts. However, no additional costs will be evident for C&I.

b. If Yes, identify the total costs

(1) Staff	\$0.00
(2) Additional facilities	\$0.00
(3) Equipment	\$0.00
(4) Support personnel	\$0.00
(5) Library requirements	\$0.00
(6) Computer service	\$0.00
(7) Educational technology	\$0.00
(8) Other services:	\$0.00
TOTAL:	\$0.00

Form J

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
 - If the recipients have objections to the changes, it is their responsibility to promptly notify the initiating department of the reasons for the objections.
 - Both parties are then expected to work together to attempt to find a solution to their differences.
-

TO: Lee, Cherin A - 0421 (Dept. Head affected by proposal)
 FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)
 CONSULTATION REQUEST DATE: 11/10/2010
 RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)
 Text about meeting science requirements dropped out of original form. Please review restatement for updated science requirements.

Consultation Response History

Date	Status/Response	Notes	User
11/10/2010	Requested	Initial Consultation Request	Uhlenberg, Jill M
12/01/2010	Requests Further Consultation	While Science Education does not object to the proposed science course listings, there are wording changes and clarifications which would make the statement of the major more clear. Example: the Total number of hours for "science" is 11-12, but that is not stated. Example: the wording in items 5 and 6. Since there is no explanation of additional staffing needs, I'm curious if the total amount is in Curriculum and Instruction only or across campus to fill some of the needs you indicate might happen elsewhere.	Lee, Cherin A

Form J-T Ed

TO: Heston, Melissa L, Office of Teacher Education

FROM: Uhlenberg, Jill M (*Dept. head initiating proposal*)

CONSULTATION REQUEST DATE: 11/01/2010

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
(Identify changes being proposed and how this could impact teaching majors, minors, or professional education requirements.)

Original restatement form dropped text regarding science requirements. Please review the updated form for these requirements and proposed students' options for meeting the requirements.

Restatement of the Elementary Education Teaching major is in response to new state requirements. The proposed restatement shortens the department requirements in order to allow for added content credit hours mandated by the state. Elementary Education majors would be able to easily complete this restated program in four years unless students opt to add endorsements.

The state's content changes also may impact disciplines across campus as they may have to provide adequate sections of courses beyond current numbers. Where possible, this restatement offers options for students in choosing how they will meet the additional content requirements.

Consultation Response History

Date	Status/Response	Notes	User
11/01/2010	Requested	Initial Consultation Request	Uhlenberg, Jill M
11/01/2010	Further consultation needed with Council on Teacher Ed	Because of substantive changes, this proposal should be reviewed by the Council on Teacher Education.	Heston, Melissa L
11/10/2010	Requested	Re-submit of consultation	Uhlenberg, Jill M
12/02/2010	Further consultation needed with Council on Teacher Ed	Consultation will take place on Dec. 2, 2010 at the Council on Teacher Education Meeting	Heston, Melissa L

Form J

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-

TO: Byrd, Jeffery J - 0362 (Dept. Head affected by proposal)

FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)

CONSULTATION REQUEST DATE: 11/01/2010

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

Restatement of the Elementary Education Teaching major is in response to new state requirements. The proposed restatement shortens the department requirements in order to allow for added content credit hours mandated by the state. Elementary Education majors would be able to easily complete this restated program in four years unless students opt to add endorsements.

The state's content changes also may impact disciplines across campus as they may have to provide adequate sections of courses beyond current numbers. Where possible, this program restatement offers options for students in choosing how they will meet the additional content requirements.

Consultation Response History

Date	Status/Response	Notes	User
11/01/2010	Requested	Initial Consultation Request	Uhlenberg, Jill M
12/02/2010	No further consultation needed	Auto-approved due to inactivity	System

Form J

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TO: Harwood, William S - 0423 (Dept. Head affected by proposal)
 FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)
 CONSULTATION REQUEST DATE: 11/01/2010
 RE: **PROPOSED CURRICULUM CHANGE NOTIFICATION**
 (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)
 Restatement of the Elementary Education Teaching major is in response to new state requirements. The proposed restatement shortens the department requirements in order to allow for added content credit hours mandated by the state. Elementary Education majors would be able to easily complete this restated program in four years unless students opt to add endorsements.

 The state's content changes also may impact disciplines across campus as they may have to provide adequate sections of courses beyond current numbers. Where possible, this program restatement offers options for students in choosing how they will meet the additional content requirements.

Consultation Response History

Date	Status/Response	Notes	User
11/01/2010	Requested	Initial Consultation Request	Uhlenberg, Jill M
11/08/2010	Requests Further Consultation	This is too broad for me to know whether or how it might impact my department. Elementary Ed majors are not currently required to take Chemistry or Biochemistry. In what way do you see that the new major might affect our course offerings?	Harwood, William S

Form J

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-

TO: Lange, Eric R - 0371 (Dept. Head affected by proposal)
 FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)

CONSULTATION REQUEST DATE: 11/01/2010

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

Restatement of the Elementary Education Teaching major is in response to new state requirements. The proposed restatement shortens the department requirements in order to allow for added content credit hours mandated by the state. Elementary Education majors would be able to easily complete this restated program in four years unless students opt to add endorsements.

The state's content changes also may impact disciplines across campus as they may have to provide adequate sections of courses beyond current numbers. Where possible, this program restatement offers options for students in choosing how they will meet the additional content requirements.

Consultation Response History

Date	Status/Response	Notes	User
11/01/2010	Requested	Initial Consultation Request	Uhlenberg, Jill M
11/03/2010	Requests Further Consultation	Will need further discussuion on what is meant by "provide adequate sections of courses beyond current numbers."	Lange, Eric R

Form J

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-

TO: Morgan, Siobahn M - 0335 (Dept. Head affected by proposal)

FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)

CONSULTATION REQUEST DATE: 11/01/2010

RE:

PROPOSED CURRICULUM CHANGE NOTIFICATION

(The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

Restatement of the Elementary Education Teaching major is in response to new state requirements. The proposed restatement shortens the department requirements in order to allow for added content credit hours mandated by the state. Elementary Education majors would be able to easily complete this restated program in four years unless students opt to add endorsements.

The state's content changes also may impact disciplines across campus as they may have to provide adequate sections of courses beyond current numbers. Where possible, this program restatement offers options for students in choosing how they will meet the additional content requirements.

Your response 11/20/10:

Has Impact - Has Objections

Comments/Notes: The Department of Earth Science is opposed to this course change proposal. The proposed change is inappropriate for several reasons ? 1) The change in the description indicates a complete change in the content areas addressed and the emphasis from a methods course to a science content course. Such a radical change would indicate that a new course proposal is required rather than a change of course title and description. 2) Students can currently gain content in earth and space science in approximately 30 different courses taught by the Earth Science department, including four courses that are currently in the LAC, 870:010, 870:021, 870:031 and 820:033. Over 1100 students per year are enrolled in these courses, and recently spaces have been reserved for freshmen during summer registration in these courses, so they are accessible early in a student's career. 3) 870:181, ?Investigations in Earth Science? appears to have the same content and emphasis as is proposed by this curricular change, which can be seen in its course description ? ?Introduction to significant concepts and theories of earth science and a model of effective teaching strategies related to elementary school level. Topics include geologic materials and processes acting on them and fundamentals of earth history, weather, and astronomy.? While 870:181 is currently offered only in odd spring semesters, if demand warrants, it can be offered at a greater frequency.

C&I response:

1. We met with members of the Science Education Department

on several occasions and discussed this course change. There was agreement that the numbers of students who would need to take Inquiry into Earth Science was more than could be handled and that there would need to be alternative courses. The science education people agreed that this course would offer a viable and needed alternative.

2. This course will not only teach earth science content, but will involve the students in exploring and designing exercises that are appropriate for elementary students learning the content. Although the college students will be expected to learn the content at a much higher level, they will leave the course with a repertoire of elementary-level activities, which will be very useful in their careers. Often students do not understand how to translate more abstract science concepts into concrete, elementary-level activities.

3. One of the major course designers/instructors has a PhD in geology and has published numerous articles on Earth science curriculum materials for elementary students.

4. The course has always included some science content, we are just making this more explicit because of the change in state requirements.

Consultation Response History

Date	Status/Response	Notes	User
11/01/2010	Requested	Initial Consultation Request	Uhlenberg, Jill M
11/20/2010	Requests Further Consultation	The only area for this proposal that can be addressing by this consultation is the science content area. The science content area includes the following options - Science: 820:031 (4); 820:032 (4); and 210:142 (3), or 820:033 (4), or 870:010 (3-4), or 870:021 (3), or 870:031 (4). The inclusion of the course 210:142 is not appropriate since this course is not a content course and is a duplication of 820:033, or any of a combination of the other Earth science courses based upon the revised description submitted. This course also appears to duplicate 870:181. It is also unlikely that there are enough course offerings in the other required areas of the science content (820:031 and 820:032) to provide access to all of the majors in this program. Additional content courses should be included to provide options for students, particularly the Natural Science LAC courses that are in this area, such as 840:012, 840:014, 860:010, 860:011, 880:011, 880:012, or any of the other Natural Science courses in the LAC category 4A or 4B list. In addition, there is no total for the number of hours for the science content area. This areas should be revised.	Morgan, Siobahn M
11/29/2010	Requested	Re-submit of consultation	Uhlenberg, Jill M
12/16/2010	Requests Further Consultation	Needs some more time	Morgan, Siobahn M

Form J

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-

TO: Saunders, David K - 0421 (Dept. Head affected by proposal)
 FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)
 CONSULTATION REQUEST DATE: 11/01/2010
 RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

Restatement of the Elementary Education Teaching major is in response to new state requirements. The proposed restatement shortens the department requirements in order to allow for added content credit hours mandated by the state. Elementary Education majors would be able to easily complete this restated program in four years unless students opt to add endorsements.

The state's content changes also may impact disciplines across campus as they may have to provide adequate sections of courses beyond current numbers. Where possible, this program restatement offers options for students in choosing how they will meet the additional content requirements.

Updated Science requirements (as of 11-8-10):
 Science: 820:031 (4); 820:032 (4); and 210:142 (3), 820:033 (4), 870:010 (3-4), 870:021 (3), or 870:031 (4) . . . 11-12 hours

820:031 and 820:032 are also LAC courses. Students would need one additional course and could choose from one of these to meet the state's requirement for physical, life, and earth/space science content.

Consultation Response History

Date	Status/Response	Notes	User
11/01/2010	Requested	Initial Consultation Request	Uhlenberg, Jill M
11/10/2010	Requests Further Consultation	Jill: The document I received had nothing regarding the science requirements. Would you be willing to meet with me, Bill Harwood (Chemistry), Cliff Chancey (Physics), Siobahn Morgan (Earth Science) and Cherin Lee (Science Ed) to discuss this? Thank you. David Saunders	Saunders, David K
11/12/2010	Requested	Re-submit of consultation	Uhlenberg, Jill M
12/07/2010	Has Impact - No Objections	This will likely reduce the number of students enrolling in the Department of Biology's LAC courses, but the effect should be small.	Saunders, David K

Form J

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-

TO: Vallentine, John F - 0246 (Dept. Head affected by proposal)
 FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)
 CONSULTATION REQUEST DATE: 11/01/2010
 RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)
 Restatement of the Elementary Education Teaching major is in response to new state requirements. The proposed restatement shortens the department requirements in order to allow for added content credit hours mandated by the state. Elementary Education majors would be able to easily complete this restated program in four years unless students opt to add endorsements.

Please confirm that your department has/has not agreed to the proposed compromise regarding the restatement of the Elementary Education program. Thanks.

Consultation Response History

Date	Status/Response	Notes	User
11/01/2010	Requested	Initial Consultation Request	Uhlenberg, Jill M
11/01/2010	Requests Further Consultation	The School of Music requests more specific information relating to the impact on our discipline. Thanks.	Vallentine, John F
03/27/2011	Requested	Re-submit of consultation	Uhlenberg, Jill M

Form J

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-

TO: Kohler, Frank W - 0601 (Dept. Head affected by proposal)

FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)

CONSULTATION REQUEST DATE: 02/04/2011

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

This curriculum proposal is revised and updated from an earlier (November 2010) one. It has been separated from the original packet submitted by the Department of Curriculum and Instruction; that original (non-expedited) packet remains under the established time line for curricular changes for the 2012-2014 catalog. This restatement proposal now is part of a packet that is approved for expedited consideration by the University Senate for implementation in Fall 2011.

Also included in the expedited packet are the program restatements for Middle Level Education Dual major and Early Childhood Education-Teaching major. They, along with this Elementary Education-Teaching K-6 General Classroom Teacher restatement, are designed to meet the revised state requirements for Elementary Education which will take effect September 1, 2015. In addition, some changes for the Middle Level Dual major are designed to meet requirements which result from a reinterpretation by the BOEE of the 2008 Middle Level curriculum exhibit. The restatements for all three majors are aligned so that any single majors or double majors from among these three will receive the same preparation in content and methods.

The Elementary Education-Teaching major will no longer be an extended program because the required 24-hour area of concentration has been reduced to meet the state's 12 hour area of specialization. This change will now provide majors with elective hours which students will use to complete minors or endorsements as they choose. In addition, the new state requirements for content in specific areas have been incorporated into these program restatements.

Consultation Response History

Date	Status/Response	Notes	User
02/04/2011	Requested	Initial Consultation Request	Johnson, Julie A
02/28/2011	Has Impact - No Objections	this proposal does have an impact on all of the minor endorsements, but seems like the best option for addressing the requests of the State DOE.	Kohler, Frank W

Form J

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-

TO: Lange, Eric R - 0371 (Dept. Head affected by proposal)
 FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)

CONSULTATION REQUEST DATE: 02/04/2011

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

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Consultation Response History

Date	Status/Response	Notes	User
02/04/2011	Requested	Initial Consultation Request	Johnson, Julie A
03/07/2011	No further consultation needed	Auto-approved due to inactivity	System

Form J

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-

TO: Martin, Robert F - 0701 (Dept. Head affected by proposal)

FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)

CONSULTATION REQUEST DATE: 02/04/2011

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
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The Elementary Education-Teaching major will no longer be an extended program because the required 24-hour area of concentration has been reduced to meet the state's 12 hour area of specialization. This change will now provide majors with elective hours which students will use to complete minors or endorsements as they choose. In addition, the new state requirements for content in specific areas have been incorporated into these program restatements.

Consultation Response History

Date	Status/Response	Notes	User
02/04/2011	Requested	Initial Consultation Request	Johnson, Julie A
03/03/2011	Has Impact - No Objections	Impact should be minimal.	Martin, Robert F

Form J

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-

TO: Morgan, Siobahn M - 0335 (Dept. Head affected by proposal)
 FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)
 CONSULTATION REQUEST
 DATE: 02/04/2011
 RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)
 The C&I Department is withdrawing 210:142 as an option for meeting the Earth/Space requirement in the Elementary Education restatement.

Consultation Response History

Date	Status/Response	Notes	User
02/04/2011	Requested	Initial Consultation Request	Johnson, Julie A
02/12/2011	Has Impact - Has Objections	The major area of concern remains the science section of the proposal, specifically the inclusion of 210:142 as a content course for the Earth and Space Sciences component of the program. This course's inclusion is entirely unnecessary and unacceptable for several reasons. 1) There are many options for students to obtain earth and space science content via the other courses listed, namely 870:010, 870:021, or 870:031, all of which are offered every fall and spring semester with enough spaces for all students. If Elementary Education majors require guaranteed access to these courses, it is possible to reserve spaces for those students during registration. 2) The number of sections of 820:033 are currently cited as being insufficient to meet the needs of the Elementary Education majors and that is correct. But rather than including another course that duplicates the content of 820:033, the staff that has been indicated as being able to teach Earth and Space Science content could and should be able to teach a section or two of 820:033 each semester. This would avoid duplication of course content, which is what 210:142 is currently being proposed to do. It would be possible to re-arrange classroom times to make it possible to offer 4 sections of 820:033 each semester if necessary in Latham hall, which would be able to meet the needs of the elementary education majors. 3) The proposed revised course 210:142 is supposed to be able to cover the content currently covered in 820:033, which covers the areas of not only geology but also meteorology and astronomy. Currently curricular and lab resources related to all of those disciplines reside in Latham hall and funds are not needed to make those resources available to students in 820:033 - the only need is more staffing for the course. Under the current proposal, there would be a duplication of resources elsewhere on campus, including the need to outfit lab and teaching spaces. If current Curriculum and Instruction faculty were to simply teach 820:033, then there is no need to create or expand current instructional spaces elsewhere on campus, and this would result in a great savings of resources. In the response to our initial objections to the inclusion of 210:142, several items were cited. While the Science Education faculty may have not initially objected to the inclusion of the course 210:142, upon a later meeting with Cherin Lee, the issues that the Earth Science Department has with the	Morgan, Siobahn M

courses inclusion were made known to her, and that position may have changed. Another item noted was the fact that 210:142 will also provide curricular content to students. Students will also gain curricular methods in 820:031, and 820:032, and will therefore have experience in incorporating science content into curricular methods. Any regular science lab-based course provides hands-on experience which will be helpful for these students in developing their teaching portfolios. In addition to the various issues mentioned above, the proposal will also be needed to be updated to include underline designation for various LAC courses in the proposed course list. This includes 820:033, 870:010, 870:021 870:031 and in the math section, 800:031. These should all be underlined.

02/23/2011	Requested	Re-submit of consultation	Uhlenberg, Jill M
03/17/2011	Has Impact - No Objections	Thanks for the update	Morgan, Siobahn M

Form J

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-

TO: Mupasiri, Douglas - 0506 (Dept. Head affected by proposal)

FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)

CONSULTATION REQUEST DATE: 02/04/2011

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION

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The Elementary Education-Teaching major will no longer be an extended program because the required 24-hour area of concentration has been reduced to meet the state's 12 hour area of specialization. This change will now provide majors with elective hours which students will use to complete minors or endorsements as they choose. In addition, the new state requirements for content in specific areas have been incorporated into these program restatements.

Based on our meeting, I am requesting your department's approval of this change from requiring Elementary Education majors to take a 24-credit area of concentration to a 12-credit area of specialization.

Consultation Response History

Date	Status/Response	Notes	User
02/04/2011	Requested	Initial Consultation Request	Johnson, Julie A
02/28/2011	Requests Further Consultation	The mathematics education group wishes to learn more about the proposed changes to try to determine their possible impact on the mathematics minor.	Mupasiri, Douglas
03/25/2011	Requested	Re-submit of consultation	Uhlenberg, Jill M

Form J

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-

TO: Byrd, Jeffery J - 0362 (Dept. Head affected by proposal)

FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)

CONSULTATION REQUEST DATE: 02/04/2011

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
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Consultation Response History

Date	Status/Response	Notes	User
02/04/2011	Requested	Initial Consultation Request	Johnson, Julie A
02/28/2011	Has Impact - No Objections	Our course number will remain 600:090.	Byrd, Jeffery J

Form J

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-

TO: Chancey, C Clifton - 0150 (Dept. Head affected by proposal)

FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)

CONSULTATION REQUEST DATE: 02/04/2011

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION

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See additional information at the end.

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I met with Cherin Lee to discuss the potential need for additional sections of both 820:031 and 820:032. Dr. Lee indicated that she thought current offerings of 820:031 would be adequate for the demand.

Consultation Response History

Date	Status/Response	Notes	User
02/04/2011	Requested	Initial Consultation Request	Johnson, Julie A
02/04/2011	Requests Further Consultation	Jill, I've read the proposal and there isn't enough information for me to assess the effect in regard to the role of the physics and physics education faculty. My question is this: how many new students do you think will now take 820:031? I know the current enrollments: what additional enrollment is likely due to your proposed changes? Cliff	Chancey, C Clifton
02/07/2011	Requested	Re-submit of consultation	Uhlenberg, Jill M
03/01/2011	Has Impact - No Objections	If current planning for 820:031 is adequate (as Cherin Lee thinks) then Physics is comfortable with this proposal.	Chancey, C Clifton

Form J

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-

TO: Copeland, Jeffrey S - 0502 (Dept. Head affected by proposal)

FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)

CONSULTATION REQUEST DATE: 02/04/2011

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
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Consultation Response History

Date	Status/Response	Notes	User
02/04/2011	Requested	Initial Consultation Request	Johnson, Julie A
02/07/2011	Has Impact - No Objections	Has impact - no objections.	Copeland, Jeffrey S

Form J

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-

TO: Harwood, William S - 0423 (Dept. Head affected by proposal)

FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)

CONSULTATION REQUEST DATE: 02/04/2011

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
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Consultation Response History

Date	Status/Response	Notes	User
02/04/2011	Requested	Initial Consultation Request	Johnson, Julie A
02/26/2011	Has Impact - No Objections	That's fine	Harwood, William S

Form J

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-

TO: Hildebrandt, Carolyn - 0505 (Dept. Head affected by proposal)

FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)

CONSULTATION REQUEST DATE: 02/04/2011

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION

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The major impact would for Psychology as a department, if any, would be any change in demand for courses leading to a minor, as the restated Elementary Education major will no longer require a 24-hour area of concentration or endorsement. Few Elementary Education students select Psychology for that minor or endorsement currently, so the impact is expected to be minimal. I am just trying to be communicative with all departments in this regard, but would be happy to visit with you by phone.

Consultation Response History

Date	Status/Response	Notes	User
02/04/2011	Requested	Initial Consultation Request	Johnson, Julie A
02/06/2011	Requests Further Consultation	Hi Jill, Linda Walsh, Seth Brown, and I read your curriculum change notification, but are unsure how this might impact Psychology. Could we schedule a time to talk about this over the phone? Thanks, Carolyn	Hildebrandt, Carolyn
02/07/2011	Requested	Re-submit of consultation	Uhlenberg, Jill M
03/03/2011	Has Impact - No Objections	Since so few elementary education students pursue a psychology minor, the impact on the psychology department will be minimal.	Hildebrandt, Carolyn

Form J

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-

TO: Lee, Cherin A - 0421 (Dept. Head affected by proposal)
 FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)

CONSULTATION REQUEST DATE: 02/04/2011

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
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Consultation Response History

Date	Status/Response	Notes	User
02/04/2011	Requested	Initial Consultation Request	Johnson, Julie A
02/28/2011	Has Impact - No Objections	I understand there is a newer version that omits 210:142 as one of the science content options. I approve that version too.	Lee, Cherin A

Form J

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-

TO: Pease, Patrick P - 0406 (Dept. Head affected by proposal)

FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)

CONSULTATION REQUEST DATE: 02/04/2011

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
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Consultation Response History

Date	Status/Response	Notes	User
02/04/2011	Requested	Initial Consultation Request	Johnson, Julie A
02/28/2011	No Impact		Pease, Patrick P

Form J

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-

TO: Sandstrom, Kent L - 0513 (Dept. Head affected by proposal)

FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)

CONSULTATION REQUEST DATE: 02/04/2011

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
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Consultation Response History

Date	Status/Response	Notes	User
02/04/2011	Requested	Initial Consultation Request	Johnson, Julie A
02/08/2011	Has Impact - No Objections	We approve of this proposal.	Sandstrom, Kent L

Form J

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TO: Saunders, David K - 0421 (Dept. Head affected by proposal)
 FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)
 CONSULTATION REQUEST
 DATE: 02/04/2011
 RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
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Consultation Response History

Date	Status/Response	Notes	User
02/04/2011	Requested	Initial Consultation Request	Johnson, Julie A
03/07/2011	No further consultation needed	Auto-approved due to inactivity	System

Form J

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-

TO: Vallentine, John F - 0246 (Dept. Head affected by proposal)

FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)

CONSULTATION REQUEST DATE: 02/04/2011

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION

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See additional paragraph at the end.

This curriculum proposal is revised and updated from an earlier (November 2010) one. It has been separated from the original packet submitted by the Department of Curriculum and Instruction; that original (non-expedited) packet remains under the established time line for curricular changes for the 2012-2014 catalog. This restatement proposal now is part of a packet that is approved for expedited consideration by the University Senate for implementation in Fall 2011.

Also included in the expedited packet are the program restatements for Middle Level Education Dual major and Early Childhood Education-Teaching major. They, along with this Elementary Education-Teaching K-6 General Classroom Teacher restatement, are designed to meet the revised state requirements for Elementary Education which will take effect September 1, 2015. In addition, some changes for the Middle Level Dual major are designed to meet requirements which result from a reinterpretation by the BOEE of the 2008 Middle Level curriculum exhibit. The restatements for all three majors are aligned so that any single majors or double majors from among these three will receive the same preparation in content and methods.

The Elementary Education-Teaching major will no longer be an extended program because the required 24-hour area of concentration has been reduced to meet the state's 12 hour area of specialization. This change will now provide majors with elective hours which students will use to complete minors or endorsements as they choose. In addition, the new state requirements for content in specific areas have been incorporated into these program restatements.

The updated and revised restatement contains the options we agreed upon for Expressive Arts or the courses for the three areas of fine arts:

Elementary, Early Childhood, and Middle Level Education:
 210:123(3) or Music: [-520:102-] [520:XXX (2)]; [-or-] Art:
 [-600:090-] [600:XXX] [- (3) -] [(2)]; Theater [-490:XXX-]
 (2).....[-2-3-] [3-6 hours]

Barbara Heitzman is lead Instructor for Expressive Arts in the Elementary School. She has been teaching 210:123 since

1991.
Denise Tallakson is the other Instructor. She has been
teaching 210:123 since 2003.

Consultation Response History

Date	Status/Response	Notes	User
02/04/2011	Requested	Initial Consultation Request	Johnson, Julie A
02/04/2011	Requests Further Consultation	Jill: I read the above proposal but do not see the ramification for music. Please explain. Thanks much, John	Vallentine, John F
02/07/2011	Requested	Re-submit of consultation	Uhlenberg, Jill M
03/01/2011	Requests Further Consultation	Can you list the faculty members who will be teaching expressive arts and their degree qualifications so that this can be explained and forwarded to the Arts faculty members and those on the college and faculty senate?	Vallentine, John F
03/08/2011	Requested	Re-submit of consultation	Uhlenberg, Jill M

Form J-L

Complete **Part A** of this form and send the form to:

Martin, Katherine F
 Head, Collection Management and Special Services Department
 Rod Library - 3675

Consultation with the Library during the developmental phase of curriculum development is an essential component of the curriculum process. The Library is prepared to work with academic departments and programs to determine the services and resources associated with curricular proposals. The earlier the process begins, the better the Library can prepare to support changes in the curriculum. The Library can use the information obtained through this process to redirect funds, justify budgetary increases, and seek other means of supplying services and resources.

- It is the responsibility of the department initiating curriculum proposals to consult with the Library to assess the impact of proposed changes on the Library resources and services and to determine what additional Library resources and services may be needed for an appropriate level of support.
- Library consultations are to be completed during the departmental phase of the curriculum development process.

TO: Martin, Katherine F, Head, Collection Management and Special Services, Rod Library, 3675
 FROM: Uhlenberg, Jill M - 0606 (*Dept. Head initiating proposal*)
 CONSULTATION REQUEST DATE: 02/04/2011
 RE: PROPOSED CURRICULUM CHANGE NOTIFICATION

(Identify changes being proposed and Library resources and services which will be affected or utilized. Include present Library resources and services as well as requests for new ones.)

This curriculum proposal is revised and updated from an earlier (November 2010) one. It has been separated from the original packet submitted by the Department of Curriculum and Instruction; that original (non-expedited) packet remains under the established time line for curricular changes for the 2012-2014 catalog. This restatement proposal now is part of a packet that is approved for expedited consideration by the University Senate for implementation in Fall 2011.

Also included in the expedited packet are the program restatements for Middle Level Education Dual major and Early Childhood Education-Teaching major. They, along with this Elementary Education-Teaching K-6 General Classroom Teacher restatement, are designed to meet the revised state requirements for Elementary Education which will take effect September 1, 2015. In addition, some changes for the Middle Level Dual major are designed to meet requirements which result from a reinterpretation by the BOEE of the 2008 Middle Level curriculum exhibit. The restatements for all three majors are aligned so that any single majors or double majors from among these three will receive the same preparation in content and methods.

The Elementary Education-Teaching major will no longer be an extended program because the required 24-hour area of concentration has been reduced to meet the state's 12 hour area of specialization. This change will now provide majors with elective hours which students will use to complete minors or endorsements as they choose. In addition, the new state requirements for content in specific areas have been incorporated into these program restatements.

Consultation Response History

Date	Status/Response	Notes	User
02/04/2011	Requested	Initial Consultation Request	Johnson, Julie A
02/09/2011	No further consultation needed	The following information is provided in response to your Library consultation request: Elementary Education-Teaching K-6 General Classroom Teacher, Undergraduate Major (B.A.) The program will no longer be an extended program. Students will have more flexibility choosing electives. Library resources should be adequate to support this revised program. Barbara Allen Reference Librarian & Education Bibliographer	Martin, Katherine F

Form J

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
 - If the recipients have objections to the changes, it is their responsibility to promptly notify the initiating department of the reasons for the objections.
 - Both parties are then expected to work together to attempt to find a solution to their differences.
-

TO: Mupasiri, Douglas - 0506 (Dept. Head affected by proposal)

FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)

CONSULTATION REQUEST DATE: 03/28/2011

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION

(The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

This curriculum proposal is revised and updated from an earlier (November 2010) one. It has been separated from the original packet submitted by the Department of Curriculum and Instruction; that original (non-expedited) packet remains under the established time line for curricular changes for the 2012-2014 catalog. This restatement proposal now is part of a packet that is approved for expedited consideration by the University Senate for implementation in Fall 2011.

Also included in the expedited packet are the program restatements for Middle Level Education Dual major and Early Childhood Education-Teaching major. They, along with this Elementary Education-Teaching K-6 General Classroom Teacher restatement, are designed to meet the revised state requirements for Elementary Education which will take effect September 1, 2015. In addition, some changes for the Middle Level Dual major are designed to meet requirements which result from a reinterpretation by the BOEE of the 2008 Middle Level curriculum exhibit. The restatements for all three majors are aligned so that any single majors or double majors from among these three will receive the same preparation in content and methods.

The Elementary Education-Teaching major will no longer be an extended program because the required 24-hour area of concentration has been reduced to meet the state's 12 hour area of specialization. This change will now provide majors with elective hours which students will use to complete minors or endorsements as they choose. In addition, the new state requirements for content in specific areas have been incorporated into these program restatements.

Based on our meeting, I am requesting your department's approval of this change from requiring Elementary Education majors to take a 24-credit area of concentration to a 12-credit area of specialization.

Update (3/25/2011):

800:111 has been added as a required course in the mathematics component for the Elementary Education Major, so the statement in the catalog for this section will read:

Mathematics: {800:031} [(3)]; [800:111 (4);] 800:131 [(3)]; 800:134 [(3)].....[-9-] [13] hours

Consultation Response History

Date	Status/Response	Notes	User
03/28/2011	Requested	Initial Consultation Request	Johnson, Julie A

Form E - Restatement of Major/Minor/Emphasis/Certificate

Dept/School: Curriculum & Instruction

College: College of Education

1. **Present Program Title:** Middle Level Dual Major

2. **Proposed restatement of the program as it should appear in the Catalog**

NOTE TO CURRICULUM COMMITTEE: A previous restatement of the Middle Level Education Dual Major-Teaching was submitted in October 2010. Due to the new requirements established by the Iowa Department of Education Board of Examiners, this restatement supersedes the one submitted in October 2010.

Middle Level Education Dual Major-Teaching

* Undergraduate Majors (B.A.)

This major is designed to prepare students to teach young adolescents at the middle level of education (grades 5-8). This is a dual major and must be combined with either an elementary or secondary education teaching major. This major leads to State of Iowa Middle School Endorsement. Students will complete Liberal Arts Core requirements (~~pages xxx-xxx~~), the Professional Education Requirements (~~page xxx~~), major requirements for middle level education, major requirements for elementary or secondary education, and endorsement requirements for ~~middle school teacher~~ **the Iowa Middle School endorsement** for a minimum total of 125 hours.

The holder of this endorsement is authorized to teach in grades five through eight in ~~the two~~ **two to four** concentration areas in which the specific requirements have been completed. The holder is not authorized to teach art, industrial arts, music, reading, physical education and special education, but may teach in other areas allowed by the State of Iowa.

Required:

Educational Psychology: 200:152 **(3)**.....3 hours

Literacy Education: 230:117 **(3)**; **230:155 (1)**~~3~~ **4** hours

Middle Level Education: ~~210:122~~ **210:120 (3) or 200:151 (3)**;
210:135 **(3)**; 210:150 **(2)**..... 8 hours

Courses selected with approval of advisor.....15 hours

30 hours total

Students will complete a minimum of 12 hours of course work in two, **three, or four** subject area concentrations. Subject area concentrations are limited to the following four areas and must include the specified course work.

Required:

Language Arts: to include composition, language usage, speech, young adult literature, and literature across cultures.....~~12~~ **12** hours

Mathematics: to include algebra.....12 hours

Science: to include life, earth, and physical.....12 hours

Social Studies: to include United States history, world history, government, and geography.....12 hours

~~24-25~~ **24** hours **minimum**

Some or all of this course work may be completed as part of the Liberal Arts Core requirements. Students should contact their advisor, the College of Education Advising Center, and the undergraduate record analyst in the Office of the Registrar to determine specific courses required for the endorsement.

Students should plan their course work so that all Middle Level Education courses are taken prior to student teaching. Students must have a cumulative, UNI, and major GPA of 2.50 in order to student teach. In addition, students must achieve a grade of C (2.00) or higher in the following methods classes in order to student teach: ~~210:122~~, **210:120 (3)**; 210:135 **(3)**; 230:117 **(3)**, and other methods courses required by their second major. Students should apply for **their** student teaching one year in advance.

~~The~~ **Each** program of study should be planned so the following courses are completed after Level II of the Professional Education Requirements and prior to student teaching: ~~210:122~~, **210:120 (3)**; 210:135 **(3)**; 210:150 **(3)**; and all methods courses. The student teaching semester will include two experiences, one in either an elementary or secondary classroom, **depending on the primary major**, and the other in a ~~junior high or middle school~~ **teamed or departmentalized, grades 5-8, middle level** classroom. Students enroll for 280:137 and 280:134 or 280:138 for a total of 12 hours.

3. When was the last time a change was made to this program?

2010-2012 Catalog

4. If the program is long or contains many courses that must be taken sequentially, show how the program may be completed within the allowable number of semesters. [Standard program allow 8 semesters plus a summer session. Extended programs allow 9 semesters, or 9 semesters plus a summer session.]

The College of Education Advising Center has outlined a program of study within the allowable number of semesters.

5. Identify the impact on majors, minors, certificates, courses, and/or prerequisites within or outside of the department

Elementary/Middle Level Curriculum Courses: To mitigate the effect of the recently articulated requirement of the state Department of Education that Elementary/Middle Level Education Dual Majors would have to complete both 210:152(3), Elementary Curriculum, and 210:150(2), Middle Level Curriculum, the Middle Level Curriculum course has been changed to avoid any redundancy with Elementary Curriculum and still satisfy the requirements of the Middle School Endorsement. Elementary/Middle Level Dual Majors will take both 210:150(2) and 210:152(3) for a total of five semester hours. Secondary/Middle Level Education Dual Majors will take 210:150(2) for a total of two semester hours rather than three semester hours.

Elementary/Middle Level Classroom Management Courses: To mitigate the effect of the recently articulated requirement of the state Department of Education that Elementary/Middle Level Education Dual Majors would have to complete both 210:120(3), Elementary Classroom Management, and 210:122(3), Middle Level Classroom Management, the Middle Level Classroom Management course will be dropped, and the

Elementary Classroom Management will be reconfigured to address grades K-8 classroom management. This will satisfy the requirements of the Middle School Endorsement. Secondary/Middle Level Education Dual Majors will now take the classroom management course for secondary majors to be offered by the Department of Ed Psych and Foundations, 200:151(3).

Grammar for Middle Level Educators Course: Due to a change in terminology in the Iowa Middle School Endorsement, the class 230:155(1) will have a title change and content will be broadened to include language usage. By requiring all Middle Level Education Dual Majors to take this course, they will become more proficient in using and teaching English language structures, usage, conventions, and variations across contexts and content areas. Due to the one hour reduction in Middle Level Curriculum, the requiring of 230:155(1) of all Middle Level Dual Majors is, in essence, an equal exchange of hours.

6. Explanation and justification

Elementary/Middle Level Curriculum Courses: To mitigate the effect of the recently articulated requirement of the state Department of Education that Elementary/Middle Level Education Dual Majors would have to complete both 210:152(3), Elementary Curriculum, and 210:150(2) Middle Level Curriculum, the Middle Level Curriculum course has been changed to avoid any redundancy with Elementary Curriculum and still satisfy the requirements of the Middle School Endorsement. Elementary/Middle Level Dual Majors will take both 210:150(2) and 210:152(3) for a total of five semester hours. Secondary/Middle Level Education Dual Majors will take 210:150(2) rather than three semester hours.

Elementary/Middle Level Classroom Management Courses: To mitigate the effect of the recently articulated requirement of the state Department of Education that Elementary/Middle Level Education Dual Majors would have to complete both 210:120(3), Elementary Classroom Management, and 210:122(3) Middle Level Classroom Management, the Middle Level Classroom Management course will be dropped, and the Elementary Classroom Management will be reconfigured to address grades K-8 classroom management. This will satisfy the requirements of the Middle School Endorsement. Secondary/Middle Level Education Dual Majors will now take the classroom management course for secondary majors to be offered by the Department of Ed Psych and Foundations, 200:151(3).

Grammar for Middle Level Educators Course: Due to a change in terminology in the Iowa Middle School Endorsement, the class 230:155(1) will have a title change and content will be broadened to include language usage. By requiring all Middle Level Education Dual Majors to take this course, they will become more proficient in using and teaching English language structures, usage, conventions, and variations across contexts and content areas. Due to the one hour reduction in Middle Level Curriculum, the requiring of 230:155(1) of all Middle Level Dual Majors is, in essence, an equal exchange of hours.

7. Describe how this change will affect the usage of computer and library resources and facilities

No impact anticipated. All of the content in these courses is currently being offered.

8. Consultation summary: Click the appropriate response(s)

[Must consult with all those identified in #5 and #7 above] NOTE: For any proposed change that would have an impact on teacher education, the Council on Teacher Education must be consulted (use form J-T Ed) Any proposed change that has an impact on the Liberal Arts Core must be reviewed by the LACC (use Form J).

For Departmental and LACC (Form J) consultations:

Consultation From	Consultation Request Date	Person Consulted	Current Status	Current Status Date
Uhlenberg, Jill M	10/01/2010	Copeland, Jeffrey S	Has Impact - No Objections	10/04/2010
Uhlenberg, Jill M	01/26/2011	Al-Mabuk, Radhi H	Has Impact - No Objections	02/17/2011
Uhlenberg, Jill M	01/26/2011	Briggs, Dianna L	Has Impact - No Objections	01/27/2011
Uhlenberg, Jill M	01/26/2011	Davidson, Nadene E	Has Impact - No Objections	01/28/2011
Uhlenberg, Jill M	01/26/2011	Hawbaker, Becky Wilson	Has Impact - No Objections	02/18/2011
Uhlenberg, Jill M	01/26/2011	Freedman, Suzanne	No Impact	02/24/2011
Uhlenberg, Jill M	01/26/2011	Heston, Melissa L	Requests Further Consultation	01/27/2011
Uhlenberg, Jill M	01/26/2011	Martin, Katherine F	No Impact	02/01/2011

For Library (Form J-L) Consultations:

Consultation From: Uhlenberg, Jill M
 Consultation Requested: 10/01/2010
 Consultation Status: No further consultation needed
 Consultation Status Date: 10/12/2010

For Teacher Ed. (Form J-T Ed) Consultations:

Consultation From: Uhlenberg, Jill M
 Consultation Requested: 10/01/2010
 Consultation Status: Further consultation needed with Council on Teacher Ed
 Consultation Status Date: 10/03/2010

9. Will this proposed new program increase the total budgetary requirements of the Department?

No

a. If No, explain why not

Reassignment of the current faculty in Curriculum and Instruction will sufficiently cover this change.

b. If Yes, identify the total costs

(1) Staff	\$0.00
(2) Additional facilities	\$0.00
(3) Equipment	\$0.00
(4) Support personnel	\$0.00
(5) Library requirements	\$0.00
(6) Computer service	\$0.00
(7) Educational technology	\$0.00
(8) Other services:	\$0.00
TOTAL:	\$0.00

Form J

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
 - If the recipients have objections to the changes, it is their responsibility to promptly notify the initiating department of the reasons for the objections.
 - Both parties are then expected to work together to attempt to find a solution to their differences.
-

TO: Copeland, Jeffrey S - 0502 (Dept. Head affected by proposal)

FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)

CONSULTATION REQUEST DATE: 10/01/2010

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

Two years ago, the state required all Middle Level Dual Majors to take 230:155, Grammar for Middle Level Educators. When the endorsement changed, this requirement was limited to those students concentrating in Language Arts. We have noticed a diminished ability in written communication and wish to restore this requirement for all Middle Level Dual Majors. We propose to add 230:155, Grammar for Middle Level Educators, as a requirement for the Middle Level Majors and reduce the elective hours from 15 to 14.

Consultation Response History

Date	Status/Response	Notes	User
10/01/2010	Requested	Initial Consultation Request	Schneider, Jean
10/04/2010	Has Impact - No Objections	I approve.	Copeland, Jeffrey S

Form J-L

Complete **Part A** of this form and send the form to:

Martin, Katherine F
 Head, Collection Management and Special Services Department
 Rod Library - 3675

Consultation with the Library during the developmental phase of curriculum development is an essential component of the curriculum process. The Library is prepared to work with academic departments and programs to determine the services and resources associated with curricular proposals. The earlier the process begins, the better the Library can prepare to support changes in the curriculum. The Library can use the information obtained through this process to redirect funds, justify budgetary increases, and seek other means of supplying services and resources.

- It is the responsibility of the department initiating curriculum proposals to consult with the Library to assess the impact of proposed changes on the Library resources and services and to determine what additional Library resources and services may be needed for an appropriate level of support.
- Library consultations are to be completed during the departmental phase of the curriculum development process.

TO: Martin, Katherine F, Head, Collection Management and Special Services, Rod Library, 3675
 FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)
 CONSULTATION REQUEST DATE: 10/01/2010
 RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (Identify changes being proposed and Library resources and services which will be affected or utilized. Include present Library resources and services as well as requests for new ones.)
 The Middle Level Education Dual Major is proposing to offer 2 additional sections of 230:155 Grammar for Middle Level Educators each year.

Consultation Response History

Date	Status/Response	Notes	User
10/01/2010	Requested	Initial Consultation Request	Schneider, Jean
10/12/2010	No further consultation needed	The following information is provided in response to your Library consultation request: Course 230:155, Grammar for Middle Level Educators, will become a requirement for all Middle Level Education Dual Majors. The proposal is to add two sections of this course and to reduce the number of elective hours from 15 to 14. Course 230:155 is already being taught presently, so there should be no change in the need for library materials to support this course. Barbara Allen Reference Librarian and Bibliographer	Martin, Katherine F

Form J-T Ed

TO: Heston, Melissa L, Office of Teacher Education

FROM: Uhlenberg, Jill M (*Dept. head initiating proposal*)

CONSULTATION REQUEST DATE: 10/01/2010

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
(Identify changes being proposed and how this could impact teaching majors, minors, or professional education requirements.)

Two years ago, the state required all Middle Level Dual Majors to take 230:155, Grammar for Middle Level Educators. When the endorsement changed, this requirement was limited to those students concentrating in Language Arts. We have noticed a diminished ability in written communication and wish to restore this requirement for all Middle Level Dual Majors. We propose to add 230:155, Grammar for Middle Level Educators, as a requirement for the Middle Level Majors and reduce the elective hours from 15 to 14.

Consultation Response History

Date	Status/Response	Notes	User
10/01/2010	Requested	Initial Consultation Request	Schneider, Jean
10/03/2010	Further consultation needed with Council on Teacher Ed	Since this changes adds a requirement for some students, it will need to be reviewed by the Council on Teacher Education. The first meeting that the Council is likely to have to review curriculum changes will be Nov. 4. Please plan to attend or to have a representative attend for you. The meeting will be 3:30-5:00 in CBB 319. I will recommend the Council approves this request.	Heston, Melissa L

Form J

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 - Both parties are then expected to work together to attempt to find a solution to their differences.
-

TO: Al-Mabuk, Radhi H - 0607 (Dept. Head affected by proposal)
 FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)
 CONSULTATION REQUEST
 DATE: 01/26/2011
 RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

Elementary/Middle Level Curriculum Courses: To mitigate the effect of the recently articulated requirement of the state Department of Education that Elementary/Middle Level Education Dual Majors would have to complete both Elementary Curriculum (210:152) and Middle Level Curriculum (210:150), the Middle Level Curriculum course has been changed to avoid any redundancy with Elementary Curriculum and still satisfy the requirements of the Middle School Endorsement. Elementary/Middle Level Dual Majors will take both 210:150 and 210:152 for a total of five semester hours. Secondary/Middle Level Education Dual Majors will take 210:150 for a total of two semester hours rather than three semester hours.

Elementary/Middle Level Classroom Management Courses: To mitigate the effect of the recently articulated requirement of the state Department of Education that Elementary/Middle Level Education Dual Majors would have to complete both Elementary Classroom Management (210:120) and Middle Level Classroom Management (210:122), the Middle Level Classroom Management course will be dropped, and the Elementary Classroom Management will be reconfigured to address grades K-8 classroom management. This will satisfy the requirements of the Middle School Endorsement. Secondary/Middle Level Education Dual Majors will now take the classroom management course for secondary majors to be offered by the Department of Ed Psych and Foundations, 200:151 for three semester hours.

Grammar for Middle Level Educators Course: Due to a change in terminology in the Iowa Middle School Endorsement, the class 230:155 will have a title change and content will be broadened to include language usage. By requiring all Middle Level Education Dual Majors to take this course, they will become more proficient in using and teaching English language structures, usage, conventions, and variations across contexts and content areas. Due to the one hour reduction in Middle Level Curriculum, the requiring of 230:155 of all Middle Level Dual Majors is, in essence, an equal exchange of hours.

Consultation Response History

Date	Status/Response	Notes	User
01/26/2011	Requested	Initial Consultation Request	Johnson, Julie A
02/17/2011	Has Impact - No Objections	This proposal has positive impact in that it will offer middle-secondary majors a classroom management course that they need for their professional development.	Al-Mabuk, Radhi H

Form J

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 - If the recipients have objections to the changes, it is their responsibility to promptly notify the initiating department of the reasons for the objections.
 - Both parties are then expected to work together to attempt to find a solution to their differences.
-

TO: Briggs, Dianna L - 0613 (Dept. Head affected by proposal)
 FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)
 CONSULTATION REQUEST
 DATE: 01/26/2011
 RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

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Grammar for Middle Level Educators Course: Due to a change in terminology in the Iowa Middle School Endorsement, the class 230:155 will have a title change and content will be broadened to include language usage. By requiring all Middle Level Education Dual Majors to take this course, they will become more proficient in using and teaching English language structures, usage, conventions, and variations across contexts and content areas. Due to the one hour reduction in Middle Level Curriculum, the requiring of 230:155 of all Middle Level Dual Majors is, in essence, an equal exchange of hours.

Consultation Response History

Date	Status/Response	Notes	User
01/26/2011	Requested	Initial Consultation Request	Johnson, Julie A
01/27/2011	Has Impact - No Objections	The Office of Student Field Experiences supports these changes.	Briggs, Dianna L

Form J

- It is the responsibility of the department initiating curriculum proposals to assess the impact of the proposed changes and consult with those who may be affected by the changes.
 - If the recipients have objections to the changes, it is their responsibility to promptly notify the initiating department of the reasons for the objections.
 - Both parties are then expected to work together to attempt to find a solution to their differences.
-

TO: Davidson, Nadene E - 0613 (Dept. Head affected by proposal)
 FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)
 CONSULTATION REQUEST
 DATE: 01/26/2011
 RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

Elementary/Middle Level Curriculum Courses: To mitigate the effect of the recently articulated requirement of the state Department of Education that Elementary/Middle Level Education Dual Majors would have to complete both Elementary Curriculum (210:152) and Middle Level Curriculum (210:150), the Middle Level Curriculum course has been changed to avoid any redundancy with Elementary Curriculum and still satisfy the requirements of the Middle School Endorsement. Elementary/Middle Level Dual Majors will take both 210:150 and 210:152 for a total of five semester hours. Secondary/Middle Level Education Dual Majors will take 210:150 for a total of two semester hours rather than three semester hours.

Elementary/Middle Level Classroom Management Courses: To mitigate the effect of the recently articulated requirement of the state Department of Education that Elementary/Middle Level Education Dual Majors would have to complete both Elementary Classroom Management (210:120) and Middle Level Classroom Management (210:122), the Middle Level Classroom Management course will be dropped, and the Elementary Classroom Management will be reconfigured to address grades K-8 classroom management. This will satisfy the requirements of the Middle School Endorsement. Secondary/Middle Level Education Dual Majors will now take the classroom management course for secondary majors to be offered by the Department of Ed Psych and Foundations, 200:151 for three semester hours.

Grammar for Middle Level Educators Course: Due to a change in terminology in the Iowa Middle School Endorsement, the class 230:155 will have a title change and content will be broadened to include language usage. By requiring all Middle Level Education Dual Majors to take this course, they will become more proficient in using and teaching English language structures, usage, conventions, and variations across contexts and content areas. Due to the one hour reduction in Middle Level Curriculum, the requiring of 230:155 of all Middle Level Dual Majors is, in essence, an equal exchange of hours.

Consultation Response History

Date	Status/Response	Notes	User
01/26/2011	Requested	Initial Consultation Request	Johnson, Julie A
01/28/2011	Has Impact - No Objections	There will be an impact but we will just need to know the final decision so the appropriate changes can be made.	Davidson, Nadene E

Form J

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 - Both parties are then expected to work together to attempt to find a solution to their differences.
-

TO: Hawbaker, Becky Wilson - 3593 (Dept. Head affected by proposal)

FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)

CONSULTATION REQUEST DATE: 01/26/2011

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

Elementary/Middle Level Curriculum Courses: To mitigate the effect of the recently articulated requirement of the state Department of Education that Elementary/Middle Level Education Dual Majors would have to complete both Elementary Curriculum (210:152) and Middle Level Curriculum (210:150), the Middle Level Curriculum course has been changed to avoid any redundancy with Elementary Curriculum and still satisfy the requirements of the Middle School Endorsement.

Elementary/Middle Level Dual Majors will take both 210:150 and 210:152 for a total of five semester hours.

Secondary/Middle Level Education Dual Majors will take 210:150 for a total of two semester hours rather than three semester hours.

Elementary/Middle Level Classroom Management Courses: To mitigate the effect of the recently articulated requirement of the state Department of Education that Elementary/Middle Level Education Dual Majors would have to complete both Elementary Classroom Management (210:120) and Middle Level Classroom Management (210:122), the Middle Level Classroom Management course will be dropped, and the Elementary Classroom Management will be reconfigured to address grades K-8 classroom management. This will satisfy the requirements of the Middle School Endorsement.

Secondary/Middle Level Education Dual Majors will now take the classroom management course for secondary majors to be offered by the Department of Ed Psych and Foundations, 200:151 for three semester hours.

Grammar for Middle Level Educators Course: Due to a change in terminology in the Iowa Middle School Endorsement, the class 230:155 will have a title change and content will be broadened to include language usage. By requiring all Middle Level Education Dual Majors to take this course, they will become more proficient in using and teaching English language structures, usage, conventions, and variations across contexts and content areas. Due to the one hour reduction in Middle Level Curriculum, the requiring of 230:155 of all Middle Level Dual Majors is, in essence, an equal exchange of hours.

Consultation Response History

Date	Status/Response	Notes	User
01/26/2011	Requested	Initial Consultation Request	Johnson, Julie A
02/18/2011	Has Impact - No Objections	Thank you for keeping me in the loop on this change.	Hawbaker, Becky Wilson

Form J

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TO: Freedman, Suzanne - 0607 (Dept. Head affected by proposal)
 FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)
 CONSULTATION REQUEST
 DATE: 01/26/2011
 RE: PROPOSED CURRICULUM CHANGE NOTIFICATION
 (The department initiating curriculum proposals should identify the changes being proposed and the likely impact such changes may have for the department being consulted. The department should also indicate the dates on which the departmental and college curriculum bodies will meet to review all proposals.)

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Consultation Response History

Date	Status/Response	Notes	User
01/26/2011	Requested	Initial Consultation Request	Johnson, Julie A
02/24/2011	No Impact		Freedman, Suzanne

Form J

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TO: Martin, Katherine F - 3675 (Dept. Head affected by proposal)

FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)

CONSULTATION REQUEST DATE: 01/26/2011

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION

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NOTE TO CURRICULUM COMMITTEE: A previous restatement of the Middle Level Education Dual Major-Teaching was submitted in October 2010. Due to the new requirements established by the Iowa Department of Education Board of Examiners, this restatement supersedes the one submitted in October 2010.

Elementary/Middle Level Curriculum Courses: To mitigate the effect of the recently articulated requirement of the state Department of Education that Elementary/Middle Level Education Dual Majors would have to complete both Elementary Curriculum (210:152) and Middle Level Curriculum (210:150), the Middle Level Curriculum course has been changed to avoid any redundancy with Elementary Curriculum and still satisfy the requirements of the Middle School Endorsement.

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equal exchange of hours.

Consultation Response History

Date	Status/Response	Notes	User
01/26/2011	Requested	Initial Consultation Request	Johnson, Julie A
02/01/2011	No Impact	The restatement of this program will not result in any significant change in the need for library resources to support this program. Barbara Allen Reference Librarian and Education Bibliographer	Martin, Katherine F

Form J

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TO: Heston, Melissa L - 0606 (Dept. Head affected by proposal)

FROM: Uhlenberg, Jill M - 0606 (Dept. Head initiating proposal)

CONSULTATION REQUEST DATE: 01/26/2011

RE: PROPOSED CURRICULUM CHANGE NOTIFICATION

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equal exchange of hours.

Consultation Response History

Date	Status/Response	Notes	User
01/26/2011	Requested	Initial Consultation Request	Johnson, Julie A
01/27/2011	Requests Further Consultation	These changes need to be taken to the Council for consideration. I have this on the list of curriculum items to be considered at the Feb. 3 meeting.	Heston, Melissa L
