

# ACADEMIC SENATE PROPOSAL TRACKING SHEET

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

**All proposals MUST have their originating college faculty body (Ex. Arts & Sciences, Education and Nursing; Technical Sciences) approval and must be signed by the submitter and the college dean before being submitted to the Academic Senate Secretary.**

1. Submit all proposals (using the appropriate Academic Senate program/degree and/or course revision forms) to the Academic Senate Secretary.
2. The Academic Senate Secretary logs and numbers items and forwards them to the appropriate Academic Senate subcommittee(s): Teacher Education (if applicable), General Education (if applicable), or Curriculum.
3. The Academic Senate subcommittee(s) consider(s) the proposal. If approved, the proposal is forwarded to the next committee. If a committee disapproves the proposal, the originator may request that the item be forwarded to the next body for consideration. The committee will provide written rationale to the originator when a proposal is disapproved and the proposal is returned to the originator.
4. The Academic Senate considers the proposal and approves or disapproves. If approved, the proposal is forwarded to the Full Faculty for consideration. If the Academic Senate disapproves the proposal, the originator may request that the item be forwarded to the Full Faculty for consideration. The Academic Senate will provide written rationale to the originator when proposals are disapproved and the proposal is returned to the originator.
5. The Full Faculty considers Academic Senate approved proposals. If faculty approve, the proposal will then be forwarded to the Provost. The Provost approves or disapproves the proposal. If approved, the proposal is then forwarded to the Chancellor.
7. The Chancellor approves or disapproves the proposal.

**Subcommittee and Academic Senate college representatives will notify their respective colleges' of the progress of submitted proposals or the proposal may be tracked via the web page --**

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

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

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

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

<b>Proposal #</b> 07-05	<b>Title:</b> EDUC 430/530 Course Revision
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(proposal explanation, submitter and college dean signatures on attached program/degree or course revision form)

Received by ACAD Senate	Date 11/19/07	Approved _____	Disapproved _____
Forwarded to Teacher Ed Council	_____	Signature _____	Date _____
Forwarded to Gen Ed Committee	_____	Approved _____	Disapproved _____
Returned to ACAD Senate	Date 11/19/07	Signature _____	Date _____
Forwarded to Curriculum Committee	_____	Approved <u>X</u>	Disapproved _____
Returned to ACAD Senate for Vote	Date 11/23/07	Signature _____	Date 11/27/07
Sent to Provost's office for Full Faculty vote	_____	Approved _____	Disapproved _____
Voted on at Full Faculty meeting	Date 2/26/08	Signature _____	Date _____
Forwarded to Provost for Approval/Disapproval	Date 2/27/08	Approved <u>X</u>	Disapproved _____
Forwarded to Chancellor for Approval/Disapproval	Date 3/28/08	Signature _____	Date 4-14-2008

Copies sent to originating college and registrar's office  
Updated 09/29/05

1. Assumption of no new resources for class load or as offset of load. J. Allen

## COURSE REVISION FORM

NEW \_\_\_\_\_ DROPPED \_\_\_\_\_ MAJOR REVISION X FOR INFORMATION ONLY \_\_\_\_\_

College EASN Program Area Elementary Education Date 11/7/07

Submitter John O'Connor Signature [Signature] Dean [Signature] Date 11/13/07  
Signature (indicates "college" level approval)

**Please provide a brief explanation & rationale for the proposed revision(s):**

The existing course is dedicated to providing students the opportunity to practice integration of different course material across separate curricular areas. As it stands in the elementary education program this type of integration is being accomplished in a variety of courses, not just in this one course. That makes the existence of a course aimed at accomplishing that particular task superfluous. Further, the State of Montana has mandated that practicing teachers provide learning opportunities for their students that are in line with the Indian Education for All initiative. To assist students with meeting this requirement the faculty has decided to revise the existing course. The new course will provide students experiences in integrating information about American Indian history and culture into the elementary curriculum in a sensitive and meaningful manner.

Please provide the following information:

**College:** Education, Arts & Sciences, and Nursing  
**Program Area:** Elementary Education  
**Date:** 11/7/07  
**Course Prefix & No.:** EDUC 430/530

**Course Title:** Integrating Indian Education for All Across the Curriculum  
**Credits:** 2

**Required by:** Elementary Education and Reading Minor

**Selective in:**

**Elective in:** Health & Physical Education, Secondary Education Majors

**General Education:**

**Lecture:**

**Lecture/Lab:**

**Gradable Lab:**

**Contact hours lecture:** 2

**Contact hours lab:**

**Current Catalog Description (include all prerequisites):**

This course will follow theory into practice philosophy where candidates build upon the instructional strategies for specific content areas in the elementary classroom. Candidates will explore, develop, and use advanced instructional strategies, materials, technologies, and activities to promote interdisciplinary and multidisciplinary instruction across the K-8 curriculum. Prerequisites: Level I admission to Teach Education, completion of all methods courses with a grade of C or better. Graduate credit requirements are described in the course syllabus.

**Proposed or New Catalog Description (include all prerequisites):**

This course will follow theory into practice where candidates build Indian Education for All instructional strategies for specific content areas in the elementary classroom. Candidates will explore, develop, and use advanced instructional strategies, materials, technologies, and activities to promote Indian Education for All instruction across the K-8 curriculum. Prerequisites: Level I admission to Teach Education, completion of all methods courses with a grade of C or better. Graduate credit requirements are described in the course syllabus.

### **Course Outcome Objectives:**

1. Teacher candidates will demonstrate an understanding of the history, philosophies, models and theories, and purposes that provide a basis for curricular integration practices in education.
2. Teacher candidates will examine various understandings of how students learn.
3. Teacher candidates will be able to move from theory to practice by reviewing and applying content area teaching strategies, and understanding the implications of such initiatives as *No Child Left Behind*, and *Indian Education for All* (Montana).
4. Teacher candidates will be able to select, develop, use and evaluate a variety of materials, curricula, and lesson, unit, and long-term plans for meeting the needs of a variety of students.

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

Updated 09/29/05