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9-18-2000

ELED 3202 Course Proposal 09/18/2000

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UMM ACADEMIC AFFAIRS	<i>Form NC:</i> <i><u>New Course Proposal</u></i>	FORM NC (2/00)
COURSE PROPOSALS		

Discipline:	Elementary Education	Form NC #:		Date:	9/18/00
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I. Give <u>complete</u> UMM catalog entry (see instructions).
EIEd 3202s. Middle Level Theory (2 cr; prereq: 3101, 3102, 3103, 3111)
Developmental characteristics, organizational and instructional needs of pre-adolescent and adolescent level classrooms. Characteristics of effective middle level teachers. Required for student pursuing an elementary middle level specialty.
II. Rationale (see instructions):
Course meets new MN BOT licensure standards for elementary education majors pursuing a middle level teaching specialty.

III. Other Course Information

First semester to be offered:	Spring 2001			
Principal Faculty Sponsor(s):	G. Rudney			
Is course repeatable? (if yes, give max cr)	No			
To what quarter course(s) does this correspond?	N/A			
Course Type (choose one from instruction sheet):	Seminar			
Course requires:(check all that apply):	<table border="1" style="width: 100%;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;">Laboratory sections</td> <td style="width: 33%;">Recitation/discussion sections</td> </tr> </table>		Laboratory sections	Recitation/discussion sections
	Laboratory sections	Recitation/discussion sections		

IV. Assessment Information

Please state clearly and briefly the GOALS of this course.
Students will 1) understand the educational needs of early adolescents and the school practices and organizations that best meet them (SEP 2-4, 7), 2) analyze curriculum, instructional, and management models used with middle level students (SEP 2-8), 3) understand parental and community roles and resources (SEP 3), and 4) analyze the characteristics and needs of effective middle level teachers (SEP 9-10)
Note: SEP stands for Standards of Effective Practice set for by the MN BOT
How will you ASSESS the success of this course in achieving the GOALS described above?
<ul style="list-style-type: none"> • Examinations • Research paper • Adapt classroom management model to fit needs of middle level students

V. GER Exception Request

If no GER category is being designated for this course, give rationale for exception:

This course is for elementary majors only. They need the full range of general education courses to adequately build content area knowledge necessary for teaching and to meet state licensure requirements.

VI. Honors Rationale

If an Honors course, please outline how your proposed course will fit the Honors Program guidelines.

N/A

Regular Approval Process:

For *long-term* approval, curricular change forms must go through the following *regular* approval process (put check in box and date when approved):

	<u>Date</u>	<u>Step #</u>
		1) Discipline approves (sends hard copy and electronic copy of proposal to #2)
		2) Division approves (Division Chair sends proposal to #3)
		3) Curriculum Committee approves (sends proposal to #4)
		4) Campus Assembly approves. (New courses become effective immediately following Campus Assembly approval.)

Provisional Approval Process:

If time does not allow for the regular approval procedures to be completed before the course is to be taught, or if a course will be taught only once, "provisional approval" can be secured for a one-time offering of the course. For *provisional* approval, curricular change forms must go through the following process (put check in box and date when approved):

	<u>Date</u>	<u>Step #</u>
		1) Discipline approves (sends hard copy and electronic copy of proposal to #2)
		2) Division Chair, <u>approving for one-time offering</u> , sends proposal to #3
		3) Vice Chancellor for Academic Affairs, <u>with concurrence of the Division Chairs</u> , approves the course for a <u>one-time offering</u>