

University Curriculum Committee Agenda for February 24, 2009

I. Consent Items

				Effective Date/ <u>Revised Effective Date</u>	<u>Summary of Changes</u>	
A. College of Arts and Letters						
Change Course						
1.	ART 100	100	3	ART APPRECIATION	Fall 2009	Catalog Descr
2.	ART 101	101	3	INTRODUCTION TO STUDIO ARTS	Fall 2009	Catalog Descr
B. College of Education						
Change Course						
1.	EPS 101	101	3	ACADEMIC AND PERSONAL DEVELOPMENT	Fall 2009	Course Title
C. College of Engineering, Forestry and Natural Sciences						
Delete Subplan						
1.	Biology Interdisciplinary Studies			Interdisciplinary studies	Fall 2009	Support_Link 8 Term Plan:
Delete Minor						
2.	Microbiology Minor			Minor Reqmts-Course(s) Deleted	Fall 2009	Support_Link 8 Term Plan:

II. Action Items

A. College of Education

Change Plan

- | | | | |
|--|-----------|------------------------------|-------------------------------|
| 1. B.S. Ed. in Special and Elementary
B.S. Ed. in Special and Elementary
Education | Fall 2009 | | Support Link:
8 Term Plan: |
| 2. BSED Elementary Ed
B.S.Ed. Elementary Education
(Extended Major) | Fall 2009 | | Support Link:
8 Term Plan: |
| 3. BSED Early Childhood
BSEd Early Childhood (Extended Major) | Fall 2009 | Major Reqmts-Course(s) Added | Support Link:
8 Term Plan: |
| 4. Secondary Education
Teacher Preparation Secondary
Education | Fall 2009 | Major Reqmts-Course(s) Added | Support Link:
8 Term Plan: |

B. Policy Change

- | | | |
|---|-----------|--------------------------------------|
| 1. Language Proficiency | Fall 2009 | Language Proficiency Proposed Policy |
|---|-----------|--------------------------------------|

III. Discussion

A. [Bylaws, Policies & Procedures](#)

University Curriculum Committee

Proposal for Course Change

1. Is this course a Diversity or Liberal Studies Course? Liberal Studies Diversity Both

2. Course change effective beginning of what term and year?
(ex. Spring 2008, Summer 2008) [See effective dates calendar.](#)

Fall 2009

3. College Arts and Letters

4. Academic Unit/Department Art

5. Current course subject/catalog number

ART 100 Art Appreciation

6. Current catalog **title**, course **description** and **units**. (Cut and paste from current on-line academic catalog [/www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm](http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)).

ART 100 ART APPRECIATION (3)
Develops understanding and enjoyment of the relationship of the visual arts to everyday life; encompasses the study of media, styles, techniques, and meanings. Credit cannot be applied toward B.F.A. degree. AHI

*Show the proposed changes in this column. Please **BOLD** the changes, to differentiate from what is not changing.*

ART 100 ART APPRECIATION (3)
Develops understanding and enjoyment of the relationship of the visual arts to everyday life; encompasses the study of media, styles, techniques, and meanings. **Credit cannot be applied toward B.F.A. or B.S. Ed. Art Education degrees.** AHI

7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes No
If yes, explain and provide supporting documentation from the affected departments.

8. Does this change affect community college articulation? Yes No
If yes, explain how in the justification and provide supporting documentation from the affected institutions.

Is the course a Common Course as defined by your Articulation Task Force? Yes No
If yes, has the change been approved by the Articulation Task Force? Yes No

If this course has been listed in the [Course Equivalency Guide](#), should that listing be left as is or be revised

If revised, how should it be revised? _____

*A *Student Individualized Plan* is an academic requirement that varies by student, such as the 15-unit BAiLS focus, for which coursework requirements are established by the student in consultation with the advisor.

If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to:
- a. verify satisfactory completion of a non course requirement.
 - b. indicate admission to a major.
 - c. will not be used.

**A *Milestone* is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.

If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.

10. Please list the Learning Outcomes of the Plan/Subplan (see degree major assessment webpage - <http://www4.nau.edu/assessment/main/degree/degree.htm>).

N/A

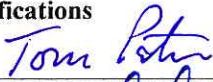
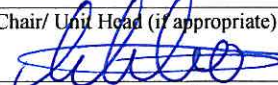
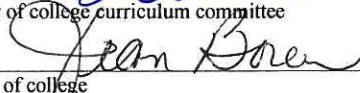
11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes. **The lists of art courses that fulfill the BFA degree do not accept Art Appreciation and Introduction to Studio Art as fulfilling the requirements of that degree. To create and maintain consistency between the Studio Art and Art Education programs, we request that this change be made.**

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?
N/A

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU? No.
If so, attach supporting documentation from the affected departments/units and college dean.

14. Will present library holdings support this academic plan/subplan?
Yes

Certifications

	10/23/08
Department Chair/ Unit Head (if appropriate)	Date
	11/4/08
Chair of college curriculum committee	Date
	11/4/08
Dean of college	Date

For committee use only

	2-24-09
For University Curriculum Committee	Date

as submitted

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

CURRENT	PROPOSED
Current course subject/catalog number	Proposed course subject/catalog number
Current number of units/credits 3 for B.S. Ed	Proposed number of units/credits Cannot accept for B.S. Ed
Current Course Fee yes <input type="checkbox"/> no <input type="checkbox"/>	If subject or catalog number change Move <input type="checkbox"/> or Delete <input type="checkbox"/>
Current Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>	Proposed Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>
Current Repeat for additional Units	Proposed Repeat for additional Units
Current Max number of units	Proposed Max number of units
Current Prerequisite	Proposed Prerequisite
Current Co-requisite	Proposed Co-requisite
Current Co-Convene with	Proposed Co-Convene with
Current Cross List with	Proposed Cross List with
Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies <input type="checkbox"/> Diversity <input type="checkbox"/>	

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

The B.F.A. degree does not accept ART 100 as fulfilling the requirements of that degree. To create and maintain consistency between B.F.A. and B.S. Ed we request that this change be made.

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

For University Curriculum Committee/Date

Action taken: approved as submitted approved as modified

University Curriculum Committee

Proposal for Course Change

1. Is this course a Diversity or Liberal Studies Course? Liberal Studies Diversity Both

2. Course change effective beginning of what term and year?
(ex. Spring 2008, Summer 2008) [See effective dates calendar.](#)

Fall 2009

3. College Arts and Letters

4. Academic Unit/Department Art

5. Current course subject/catalog number

ART 101 Introduction to Studio Arts

6. Current catalog **title**, course **description** and **units**. (Cut and paste from current on-line academic catalog [/www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm](http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm)).

ART 101 INTRODUCTION TO STUDIO ARTS (3)
Introduces the experiences of the two-dimensional visual arts through basic theory and concepts in a specific medium, with an emphasis on history, criticism, aesthetic analysis, creative thinking. May be applied toward the B.F.A. degree as elective credit. Letter grade only. Course fee required. AHI

*Show the proposed changes in this column. Please **BOLD** the changes, to differentiate from what is not changing.*

ART 101 INTRODUCTION TO STUDIO ARTS
(3)
Introduces the experiences of the two-dimensional visual arts through basic theory and concepts in a specific medium, with an emphasis on history, criticism, aesthetic analysis, creative thinking. **May be applied toward the B.F.A. or B.S. Ed Art Education degrees as elective credit.** Letter grade only. Course fee required. AHI

7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes No
If yes, explain and provide supporting documentation from the affected departments.

8. Does this change affect community college articulation? Yes No
If yes, explain how in the justification and provide supporting documentation from the affected institutions.

Is the course a Common Course as defined by your Articulation Task Force? Yes No
If yes, has the change been approved by the Articulation Task Force? Yes No

If this course has been listed in the [Course Equivalency Guide](#), should that listing be left as is or be revised

If revised, how should it be revised? _____

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING

CURRENT	PROPOSED
Current course subject/catalog number	Proposed course subject/catalog number
Current number of units/credits 3	Proposed number of units/credits 3 – No change to credits; change is for using as elective only
Current Course Fee yes <input type="checkbox"/> no <input type="checkbox"/>	If subject or catalog number change Move <input type="checkbox"/> or Delete <input type="checkbox"/>
Current Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>	Proposed Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>
Current Repeat for additional Units	Proposed Repeat for additional Units
Current Max number of units	Proposed Max number of units
Current Prerequisite	Proposed Prerequisite
Current Co-requisite	Proposed Co-requisite
Current Co-Convene with	Proposed Co-Convene with
Current Cross List with	Proposed Cross List with

Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies Diversity

9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

ART 101 is not accepted as fulfilling the requirements of the B.F.A. degree. To create and maintain consistency between the requirements for the B.F.A. degree and B.S. Ed degree, we request that this change be made.

10. Approvals

Department Chair/ Unit Head (if appropriate)/ Date

Chair of college curriculum committee/Date

Dean of college/Date

For Committee use only

Don Pitt 2-24-09

For University Curriculum Committee/Date

Action taken: approved as submitted approved as modified

University Curriculum Committee

Proposal for Course Change

1. Is this course a Diversity or Liberal Studies Course? Liberal Studies Diversity Both

2. Course change effective beginning of what term and year?
 (ex. Spring 2008, Summer 2008) *See effective dates calendar.* Fall 2009

3. College Education 4. Academic Unit/Department Educational Psychology

5. Current course subject/catalog number EPS 101

<p>6. Current catalog title, course description and units. (Cut and paste from current on-line academic catalog /www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm).</p> <p>EPS 101 ACADEMIC AND PERSONAL DEVELOPMENT (3)</p> <p>Covers time-management and study skills, communication skills, career exploration, and use of university resources. Prerequisite: recommendation by Undergraduate Admissions' Office of Campus Programs and Outreach, or instructor's consent. Prerequisite: Freshmen status only or cumulative GPA less than 2.00</p>	<p><i>Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing.</i></p> <p>EPS 101 STUDY SKILLS AND COLLEGE SUCCESS (3)</p> <p>Covers time-management and study skills, communication skills, career exploration, and use of university resources. Prerequisite: recommendation by Undergraduate Admissions' Office of Campus Programs and Outreach, or instructor's consent. Prerequisite: Freshmen status only or cumulative GPA less than 2.00</p>
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7. Is this course required or an elective in any other plan (major, minor, certificate)? Yes No
 If yes, explain and provide supporting documentation from the affected departments.

8. Does this change affect community college articulation? Yes No
 If yes, explain how in the justification and provide supporting documentation from the affected institutions.

Is the course a Common Course as defined by your Articulation Task Force? Yes No

If **yes**, has the change been approved by the Articulation Task Force? Yes No

If this course has been listed in the Course Equivalency Guide, should that listing be left as is or be revised

If revised, how should it be revised? _____

IN THE FOLLOWING SECTION, COMPLETE ONLY WHAT IS CHANGING


CURRENT	PROPOSED
Current course subject/catalog number	Proposed course subject/catalog number
Current number of units/credits	Proposed number of units/credits
Current Course Fee yes <input type="checkbox"/> no <input type="checkbox"/>	If subject or catalog number change Move <input type="checkbox"/> or Delete <input type="checkbox"/>
Current Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>	Proposed Grading Option* Letter Grade <input type="checkbox"/> Pass/Fail <input type="checkbox"/> or Both <input type="checkbox"/>
Current Repeat for additional Units	Proposed Repeat for additional Units
Current Max number of units	Proposed Max number of units
Current Prerequisite	Proposed Prerequisite
Current Co-requisite	Proposed Co-requisite
Current Co-Convene with	Proposed Co-Convene with
Current Cross List with	Proposed Cross List with

Do you want to remove this course from either the Liberal Studies Course list and or the Diversity Course list? Liberal Studies Diversity


9. Justification for course change. Please indicate how past assessments of student learning prompted proposed changes.

Feedback from students and academic advisors indicates that the course title is misleading and not descriptive of the actual course content. The new title is more in line with titles of similar courses at other universities that are designed to increase student retention.

10. Approvals

 1/30/09

 Department Chair/ Unit Head (if appropriate)/ Date

 2/2/09

 Chair of college curriculum committee/Date

Dean of college/Date

Cyprus Smith 2/2/09

For Committee use only

Ben Ed 2-24-09

For University Curriculum Committee/Date

Action
taken:



approved as submitted

approved as modified

University Curriculum Committee

Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College CEFNS

2. Academic Unit/Department BIO

3. Academic Plan Name Interdisciplinary Studies

4. Subplan (if applicable)? IS

5. Effective Date FALL 2009

6. Is this proposal for a : New Plan Plan Change* Plan Deletion
 New Subplan Subplan Change Subplan Deletion

**Plan changes must be accompanied by an updated 8 semester plan.*

7.

For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the *current* on line academic catalog:

(<http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>)

Be sure you include all catalog text that pertains to this plan change

For New Plans, leave this column blank.

ou may earn either a BA or BS in Interdisciplinary Studies: Biology.

To earn the Interdisciplinary Studies degree, you must complete at least 120 units of coursework, which we describe in the sections that follow:

*

at least 35 units of liberal studies requirements. Be aware that you may not use courses with a BIO prefix to satisfy these liberal studies requirements. In addition, you may not use the specific courses in your focus to also satisfy liberal studies requirements.

*

at least 57-68 units of major requirements for the B.A. or at least 60-67 units of major requirements for the B.S.

*

elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

Please note that you must complete NAU's diversity requirements by taking two 3-unit courses, one in U.S. ethnic diversity and one in global Diversity. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a list of the available diversity courses.

The Interdisciplinary Studies requires that you

Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing and strikethrough what is being deleted.

(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

DELETE ALL INFORMATION FROM THE CATALOG RELATING TO THIS SUBPLAN WITHIN THE BIOLOGICAL SCIENCES

must take at least 30 units of upper-division courses (those numbered 300 and above).

Additionally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

And the remaining verbiage not printed here

8. For undergraduate plans, will this requirement be a student individualized plan*? no yes NA

*A *Student Individualized Plan* is an academic requirement that varies by student, such as the 15-unit BAiLS focus, for which coursework requirements are established by the student in consultation with the advisor.

If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to: NA

- a. verify satisfactory completion of a non course requirement.
 b. indicate admission to a major.
 c. will not be used.

**A *Milestone* is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.

If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.

10. Please list the Learning Outcomes of the Plan/Subplan (see degree major assessment webpage - <http://www4.nau.edu/assessment/main/degree/degree.htm>).

NA

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

The Department of Biological sciences has had very limited enrollment in this subplan and therefore wishes to delete this subplan.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied? NA

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?



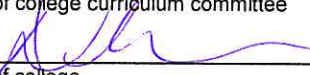
If so, attach supporting documentation from the affected departments/units and college dean.

NA


14. Will present library holdings support this academic plan/subplan?

NA

Certifications

	1-21-09
Department Chair/ Unit Head (if appropriate)	Date
	1/27/09
Chair of college curriculum committee	Date
	1/27/09
Dean of college	Date

For committee use only

	2-24-09
For University Curriculum Committee	Date

Action taken: approved as submitted approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.

University Curriculum Committee

Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College	<u>CEFNS</u>	2. Academic Unit/Department	<u>Biological Sciences</u>
3. Academic Plan Name	<u>Minor in Microbiology</u>	4. Subplan (if applicable)?	_____
5. Effective Date	<u>FALL 2009</u>		
6. Is this proposal for a :	<input type="checkbox"/> New Plan	<input type="checkbox"/> Plan Change*	<input checked="" type="checkbox"/> Plan Deletion
	<input type="checkbox"/> New Subplan	<input type="checkbox"/> Subplan Change	<input type="checkbox"/> Subplan Deletion

**Plan changes must be accompanied by an updated 8 semester plan.*

7.

For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the *current* on line academic catalog:

(<http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>)

Be sure you include all catalog text that pertains to this plan change

For New Plans, leave this column blank.

To complete this minor, you take the following 19 units with a grade of C or better:

- BIO 181:181L (4 units)
- BIO 205 plus BIO 305W (5 units)
- BIO 350 (3 units)
- one additional lab course (1-4 units)

We recommend BIO 201, 202, 221, 222, 223, 227, 322, 326LW, 331, 343, 345, 349L, 369, 374, 401C, 410, 411, 414, 415, 424, 425L, 426L, 431, 440L, 475, 477, 478, 479, 488C, 502, 516, 517, 525, 526, 527, 528, 536, 540, 546, 570, 571, 572, 573, 574, and 575.

- 3-6 units of biology courses, which may include up to 3 units of non-duplicating BIO 300 (Please note that BIO100, 100L, 310 or any BIO recitation (R) courses do not count toward this minor.)

*Be aware that some courses required for your minor may have prerequisites that you must also take. Check the courses in the appropriate subject.

Show the proposed changes in this column. Please BOLD the changes, to differentiate from what is not changing and strikethrough what is being deleted.

(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

To complete this minor, you take the following ~~19 units with a grade of C or better:~~

- ~~BIO 181:181L (4 units)~~
- ~~BIO 205 plus BIO 305W (5 units)~~
- ~~BIO 350 (3 units)~~
- ~~one additional lab course (1-4 units)~~

We recommend ~~BIO 201, 202, 221, 222, 223, 227, 322, 326LW, 331, 343, 345, 349L, 369, 374, 401C, 410, 411, 414, 415, 424, 425L, 426L, 431, 440L, 475, 477, 478, 479, 488C, 502, 516, 517, 525, 526, 527, 528, 536, 540, 546, 570, 571, 572, 573, 574, and 575.~~

- ~~3-6 units of biology courses, which may include up to 3 units of non-duplicating BIO 300 (Please note that ~~BIO100, 100L, 310~~ or any BIO recitation (R) courses do not count toward this minor.)~~

~~*Be aware that some courses required for your minor may have prerequisites that you must also take. Check the courses in the appropriate subject.~~

8. For undergraduate plans, will this requirement be a student individualized plan**? X no yes

*A Student Individualized Plan is an academic requirement that varies by student, such as the 15-unit BAiLS focus, for which coursework requirements are established by the student in consultation with the advisor.

If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to:

- a. verify satisfactory completion of a non course requirement.
- b. indicate admission to a major.
- c. will not be used.

**A Milestone is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.

If yes, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.

10. Please list the Learning Outcomes of the Plan/Subplan (see degree major assessment webpage - <http://www4.nau.edu/assessment/main/degree/degree.htm>).

Proposal is for deletion of a minor.

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

Data from the Office of the Associate Provost for Academic Administration indicates that the MINOR in MICROBIOLOGY has very low utilization (one student, currently). Furthermore, elimination of the microbiology minor will have minimal impact on student choice. Functionally, the minor may be obtained under the rubric of a BIOLOGY minor, which will be retained. The Biology minor is very flexible and the student may choose classes with microbiology content.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

The proposal is for a deletion of a minor.

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?

If so, attach supporting documentation from the affected departments/units and college dean.

Elimination of the microbiology minor will not significantly affect other majors or plans. The microbiology minor currently has only one student. The microbiology minor content can be obtained via the biology minor.

14. Will present library holdings support this academic plan/subplan?

Proposal is for deletion of a minor.

Certifications

	1.21.09
Department Chair/ Unit Head (if appropriate)	Date
	1/27/09
Chair of college curriculum committee	Date
	1/29/09
Dean of college	Date

For committee use only

Ben B. A.

2-24-09

For University Curriculum Committee

Date

Action taken: approved as submitted approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.

University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College <u>Education</u>	2. Academic Unit/Department <u>Educational Specialties</u>	
3. Academic Plan Name <u>B.S. Ed. in Special and Elementary Education</u>	4. Subplan (if applicable)? _____	
5. Effective Date <u>FALL</u> <u>2009</u>		
6. Is this proposal for a :		
<input type="checkbox"/> New Plan	<input checked="" type="checkbox"/> Plan Change*	<input type="checkbox"/> Plan Deletion
<input type="checkbox"/> New Subplan	<input type="checkbox"/> Subplan Change	<input type="checkbox"/> Subplan Deletion

**Plan changes must be accompanied by an updated 8 semester plan.*

7.

For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the *current* on line academic catalog:

(<http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>)

Be sure you include all catalog text that pertains to this plan change

For New Plans, leave this column blank.

To earn this degree, you must complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ESE prefix to satisfy these liberal studies requirements. Contact your department for information about liberal studies courses that are specific to this major.
- at least 30 units of special education major requirements
- at least 50 units of elementary education major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

You can expect to complete this degree in four years unless you have special circumstances (such as transferring from another college or major) that prolong

Show the proposed changes in this column. Please **BOLD** the changes, to differentiate from what is not changing and strikethrough what is being deleted.

(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

[Click here to view our Teacher Education Program admissions requirements.](#)

To earn this degree, you must complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ESE prefix to satisfy these liberal studies requirements. Contact your department for information about liberal studies courses that are specific to this major.
- at least 83 units of elementary and special education major requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

You can expect to complete this degree in four years unless you have special circumstances (such as transferring from another college or major) that prolong your

your plan.

Also be aware that you must complete NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a [list of the available diversity courses](#).

Also note that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).

You should also be aware that you must have a grade point average of at least 2.5 in all of your NAU coursework in order to graduate. This requirement applies to all B.S.Ed. majors at NAU.

Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

Also be aware that, for the B.S.Ed. degree, you must have the following:

- a grade of at least B for the English foundation requirement (ENG 105 or equivalent)

(If you don't receive a 3.0, you may complete an additional writing course, at the 200 level or above, with at least a B, to meet this requirement.)

- a grade of at least C for the mathematics foundation requirement (generally MAT 110, 114, 125, or 155)

plan.

Also be aware that you must complete NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a [list of the available diversity courses](#).

Also note that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).

You should also be aware that you must have a grade point average of at least 2.5 in all of your NAU coursework in order to graduate. This requirement applies to all B.S.Ed. majors at NAU.

Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

Candidates in the B.S.Ed. in Special and Elementary Education program are required to demonstrate content knowledge, pedagogical knowledge and skills, and professional knowledge to be eligible to enter student teaching or internship placements. Content, pedagogical, and professional knowledge or skills are demonstrated through candidate performance on key assessments embedded in the ESE 423, ESE 425, ESE 450, and ESE 491 classes in the special education program and the ECI 300, ECI 306, ECI 307, ECI 309, ECI 310, ECI 321, and ECI 490C in the elementary education program.

SPECIAL AND ELEMENTARY

Candidates in the B.S.Ed. in Special and Elementary Education program are required to demonstrate content knowledge, pedagogical knowledge and skills, and professional knowledge to be eligible to enter student teaching or internship placements. Content, pedagogical, and professional knowledge or skills are demonstrated through candidate performance on key assessments embedded in the ESE 423, ESE 425, ESE 450, and ESE 491 classes in the special education program and the ECI 300, ECI 306, ECI 307, ECI 309, ECI 310, ECI 321, and ECI 490C in the elementary education program.

SPECIAL AND ELEMENTARY EDUCATION CORE

You must take the following 80 units:

- MAT 150 and 155 (6 units)
- EDF 200 (3 units)
- EDF 301W, which meets NAU's junior writing requirement (3 units)
- EPS 324 and ESE 380 (6 units)
- ESE 423, 424, 425 and 434 (12 units)
- ESE 308 (taken concurrently with either 450 or 456) (1 unit)
- ECI 300, 306, 307, 308 (1 unit), 309, 310, and 321 (21 units)
- ETC 447 (3 units)
- 8 units of student teaching (ESE 491)
- 8 units of student teaching (ECI 490C), which meets NAU's senior capstone requirement

EDUCATION CORE

You must take the following **83-86** units:

- MAT 150 and 155 (6 units)
- EDF 200 (3 units)
- **BME 300 (3 units)**
- EPS 324 and ESE 380 (6 units)
- **EDF 301W and BME 430 (6 units)**

Or

BME 331W (3 units)

- ESE 423, 424, 425 and 434 (12 units)
- ECI 300, 306, 307, 308 (1 unit), 309, 310, and 321 (21 units)
- **ETC 320 and ETC 450 (3 units)**
- **High incidence:**
ESE 426, 450, 308 and 3 units of special education coursework (10 units)

OR

Low incidence:

ESE 426, 450, 308 and 454 (10 units)

OR

Early childhood special education:

ESE 416, 436 and 456, 308 (10 units)

- 8 units of student teaching (ESE 491)
- 8 units of student teaching (ECI 490C), which meets NAU's senior capstone requirement

GENERAL ELECTIVES

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.

You may take these remaining courses from any academic areas, using these courses to

- 9 units in one of the following areas of concentration:

high incidence:

ESE 426 and 450 and 3 units of special education coursework

low incidence:

ESE 426, 450 and 454

early childhood special education:

ESE 416, 436 and 456

GENERAL ELECTIVES

Additional coursework is required, if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

Please note that you may take as an elective POS 220, which satisfies the constitution requirement for Arizona certification, or you may meet the requirement by demonstrating proficiency on a special exam given by NAU's Counseling and Testing Center.

Click here for more information about our Special Education [undergraduate courses](#) and [faculty](#).

pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

Please note that you may take as an elective POS 220, which satisfies the constitution requirement for Arizona certification, or you may meet the requirement by demonstrating proficiency on a special exam.

Click here for more information about our Special Education [undergraduate courses](#) and [faculty](#).

Academics

8. For undergraduate plans, will this requirement be a student individualized plan*? no yes

*A *Student Individualized Plan* is an academic requirement that varies by student, such as the 15-unit BAiLS focus, for which coursework requirements are established by the student in consultation with the advisor.

If **yes**, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to:
- a. verify satisfactory completion of a non course requirement.
 - b. indicate admission to a major.
 - c. will not be used.

**A *Milestone* is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.

If **yes**, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.

10. Please list the Learning Outcomes of the Plan/Subplan (see degree major assessment webpage - <http://www4.nau.edu/assessment/main/degree/degree.htm>).

CEC Standard 1: Foundations

CEC Standard 2: Development and Characteristics of Learners

CEC Standard 3: Individual Learning Differences

CEC Standard 4: Instructional Strategies

CEC Standard 5: Learning Environments and Social Interactions

CEC Standard 6: Language

CEC Standard 7: Instructional Planning

CEC Standard 8: Assessment.

CEC Standard 9: Professional and Ethical Practice

CEC Standard 10: Collaboration

Arizona's Professional Teacher Standards

Standard 1: The teacher designs and plans instruction that develops students' abilities to meet Arizona's academic standards and the district's assessment plan.

The performance assessment shall measure the extent to which the teacher's planning:

1. Focuses instruction on Arizona's academic standards
2. Focuses instruction on the school's and district's academic standards
3. Aligns curriculum with the student assessments
4. Addresses any physical, mental, social, cultural, and community differences among learners
5. Addresses prior knowledge of individual and group performance
6. Indicates short and long term curriculum goals
7. Includes appropriate use of a variety of methods, materials, and resources
8. Includes learning experiences that are developmentally appropriate for learners
9. Includes learning experiences that address a variety of cognitive levels
10. Includes learning experiences that are appropriate for curriculum goals
11. Includes learning experiences that are based upon principles of effective instruction
12. Includes learning experiences that accurately represent content
13. Incorporates appropriate assessment of student progress

Standard 2: The teacher creates and maintains a learning climate that supports the development of students' abilities to meet Arizona's academic standards.

The performance assessment shall measure the extent to which the teacher:

1. Establishes and maintains standards of mutual respect
2. Displays effective classroom management
3. Encourages the student to demonstrate self-discipline and responsibility to self and others
4. Respects the individual differences among learners
5. Facilitates people working productively and cooperatively with each other
6. Provides a motivating learning environment
7. Promotes appropriate classroom participation
8. Listens thoughtfully and responsively

9. Organizes materials, equipment, and other resources appropriately

10. Applies to daily practice the ethics of the profession

Standard 3: The teacher implements and manages instruction that develops students' abilities to meet Arizona's academic standards

The performance assessment shall measure the extent to which the teacher:

1. Appropriately implements a teacher-designed lesson plan
2. Communicates to students specific standards and high expectations for learning
3. Links learning with students' prior knowledge, experiences, and backgrounds
4. Models the skills, concepts, attributes, or thinking processes to be learned
5. Demonstrates effective written and oral communication
6. Uses appropriate language to communicate with learners clearly and accurately
7. Uses strategies that are appropriate to students' developmental levels
8. Incorporates strategies which address the diverse needs of learners, and demonstrates multicultural sensitivity
9. Encourages critical thinking
10. Connects lesson content to real life situations when appropriate
11. Uses technology and a variety of instructional resources appropriately
12. Uses a variety of effective teaching strategies to engage students actively in learning
13. Maximizes the amount of class time students are engaged in learning which results in a high level of success for students
14. Provides opportunities for students to use and practice what is learned
15. Adjusts instruction based on feedback from students

Standard 4: The teacher assesses learning and communicates results to students, parents and other professionals with respect to students' abilities to meet Arizona's academic standards.

The performance assessment shall measure the extent to which the teacher:

1. Promotes student self-assessment
2. Uses a variety of appropriate formal and informal assessments aligned with instruction
3. Maintains records of student work and performance and uses them to guide instructional decisions
4. Offers students and parents appropriate feedback on progress toward learning expectations
5. Maintains privacy of student records and performance

Standard 5: The teacher collaborates with colleagues, parents, the community and other agencies to design, implement, and support learning programs that develop students' abilities to meet Arizona's academic standards and transition from school to work or post-secondary education

The performance assessment shall measure the extent to which the teacher:

1. Works with parents to enhance student learning at home and school
2. Collaborates with other professionals and agencies to improve the overall learning environment for students
3. Accesses community resources and services to foster student learning
4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals
5. Collaborates with colleagues to achieve school and district goals

Standard 6: The teacher reviews and evaluates his or her overall performance and implements a professional development plan

The performance assessment shall measure the extent to which the teacher:

1. Reviews his or her practices and evaluates the influences of his or her practices on student growth and learning
2. Designs and continually adapts a professional development plan for improving instruction and student learning

3. Engages in activities that implement the professional development plan
4. Uses employer's documentation of his or her performance to develop a professional development plan
5. Pursues professional activities to support development as a learner and a teacher

Standard 7: The teacher has general academic knowledge as demonstrated by the attainment of a bachelor's degree. The teacher also has specific academic knowledge in his or her subject area or areas sufficient to develop student knowledge and performance to meet Arizona academic standards

The subject knowledge assessment shall measure the extent to which the teacher has knowledge of:

1. Skills and concepts related to the subject area
 - a. At the elementary level, the teacher demonstrates knowledge of language arts and reading, math, science, social studies, and fine arts.
 - b. At the secondary level, the teacher demonstrates knowledge of the subject area or areas he or she is being certified to teach.
2. Major facts and assumptions that are central to the discipline
3. Debates and the processes of inquiry that are central to the discipline
4. Integration of disciplinary knowledge with other subject areas
5. Connections between knowledge of the subject area and real life situations at the level of the students being taught

Standard 8: The teacher demonstrates current professional knowledge sufficient to effectively design and plan instruction, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning

The professional knowledge assessment shall measure the extent to which the teacher has knowledge of:

1. A variety of methods for teaching language arts and reading, math, science, social studies, and fine arts at the elementary level or a variety of methods for teaching reading and the subject area or areas in which the teacher is seeking certification at the secondary level
2. Interdisciplinary learning experiences that integrate knowledge, skills, and methods of inquiry from several subject areas
3. Principles and techniques associated with various instructional strategies
4. Learning theories, subject matter, curriculum development, and student development and how to use this knowledge in planning instruction to meet curriculum goals
5. Methods for recognizing and accommodating exceptional children
6. Influences of individual development, experiences, talents, prior learning, language, culture, gender, family, and community on student learning
7. Principles of human motivation and behavior and their implications for managing the classroom and organizing individual and group work
8. Effective evaluation of curriculum materials and resources for accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts
9. The characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, determining what they know and are able to do, and identifying what experiences will support their further growth and development
10. Measurement theory, interpretation of test results, and assessment-related issues, such as validity, reliability, bias, and scoring
11. Services and resources to meet the needs of exceptional children and how to access the services and resources
12. Schools as organizations within the larger community context and the operations of the relevant aspects of the educational system
13. Laws and ethics related to student, parent, and teacher rights and responsibilities

Standard 9: In collaboration with other professionals and parents, the special education teacher participates in the design, implementation, and

assessment of individualized education programs

The performance assessment shall measure the extent to which the special education teacher:

- 1. Demonstrates knowledge of disabilities and their educational implications
- 2. Demonstrates knowledge of state and federal special education laws, rules, and regulations
- 3. Demonstrates knowledge of and the ability to use a variety of assistive devices that support student learning
- 4. Applies specialized diagnostic and assessment procedures to assist in determining special education eligibility for all areas of suspected disability
- 5. Assists in the design and implementation of individualized education programs through diagnostic teaching, instructional adaptations, and individual behavior management techniques

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

This program change was prompted with the Arizona State Department of Education requirement that all candidates graduating from an approved teacher preparation program in Arizona must be eligible for the SEI endorsement. The requirement effective for all candidates starting in the Fall, 2009 and thereafter.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

No additional faculty will be required. The course teaching will be assumed by existing teaching faculty in the bilingual/multicultural education program area.

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?

If so, attach supporting documentation from the affected departments/units and college dean.

Yes. See attached letters of support

14. Will present library holdings support this academic plan/subplan?

Yes.

Certifications



Department Chair/ Unit Head (if appropriate) 1/29/2009
Date



Chair of college curriculum committee 2/2/2009
Date



Dean of college 2/2/2009
Date

For committee use only



For University Curriculum Committee 2-24-09
Date

Action taken: approved as submitted approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.



Northern Arizona
University
College of Education

Department of Teaching and Learning

Northern Arizona University
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Flagstaff, AZ 86011

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January 23, 2009

Dr. Lawrence D. Gallagher
Associate Professor
Chair, Department of Educational Specialties
College of Education
Northern Arizona University
Box 5774
Flagstaff, AZ 86011

On behalf of the Department of Educational Specialties, I write this letter in support of the program change proposals to incorporate the new BME 300 and 500 level courses into all approved teacher education programs of study. These introductory Structured English Immersion courses are designed to help all of the secondary, elementary, and early childhood education, and special education programs at Northern Arizona University meet the additional SEI (Structured English Immersion) requirements as set out by the Arizona Department of Education.

We appreciate the responsiveness of the BME program to meet these needs through the courses named above.

Sincerely,

A handwritten signature in black ink, appearing to read "L. Gallagher".

Lawrence D. Gallagher, Ed.D.
Chair, Department of Educational Specialties
Northern Arizona University

University Curriculum Committee

Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College <u>Education</u>	2. Academic Unit/Department <u>Teaching and Learning</u>
3. Academic Plan Name <u>B.S.Ed. Elementary Education (Extended Major)</u>	4. Subplan (if applicable)? _____
5. Effective Date <u>FALL 2009</u>	
6. Is this proposal for a : <input type="checkbox"/> New Plan <input checked="" type="checkbox"/> Plan Change* <input type="checkbox"/> Plan Deletion <input type="checkbox"/> New Subplan <input type="checkbox"/> Subplan Change <input type="checkbox"/> Subplan Deletion	

**Plan changes must be accompanied by an updated 8 semester plan.*

7.

For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the *current* on line academic catalog:

(<http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>)

Be sure you include all catalog text that pertains to this plan change

For New Plans, leave this column blank.

Click here to view our [Teacher Education Program admissions requirements](#).

To earn this degree, you must complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ECI prefix to satisfy these liberal studies requirements. Contact your department for information about liberal studies courses that are specific to this major.
- at least 60 units of major requirements
- at least 18 units of content emphasis requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

Please note that you must complete

Show the proposed changes in this column. Please **BOLD** the changes, to differentiate from what is not changing and strikethrough what is being deleted.

(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

Click here to view our [Teacher Education Program admissions requirements](#).

To earn this degree, you must complete at least 120 units of coursework, which we describe in the sections that follow:

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ECI prefix to satisfy these liberal studies requirements. Contact your department for information about liberal studies courses that are specific to this major.
- at least 60 units of major requirements
- at least 18 units of content emphasis requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check the courses in the appropriate subject. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

Please note that you must complete NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be

NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a [list of the available diversity courses](#).

Also note that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).

You should also be aware that you must have a grade point average of at least 2.5 in all of your NAU coursework in order to graduate. This requirement applies to all B.S.Ed. majors at NAU.

Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

Also be aware that, for the B.S.Ed. degree, you must have the following:

- a grade of at least B for the English foundation requirement (ENG 105 or equivalent)
(If you don't receive a 3.0, you may complete an additional writing course, at the 200 level or above, with at least a B, to meet this requirement.)
- a grade of at least C for the mathematics foundation requirement (generally MAT 110, 114, 125, or 155)

used to meet other requirements within your academic plan if you choose them carefully. Click here for a [list of the available diversity courses](#).

Also note that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).

You should also be aware that you must have a grade point average of at least 2.5 in all of your NAU coursework in order to graduate. This requirement applies to all B.S.Ed. majors at NAU.

Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

Candidates in the B.S. Ed. In Elementary Education program are required to demonstrate content knowledge, pedagogical knowledge and skills, and professional knowledge to be eligible to enter student teaching or internship placements. Content, pedagogical, and professional knowledge or skills are demonstrated through candidate performance on key assessments embedded in the ECI 300, 306, 307, 309/310, 321, 330, EPS 324, **and ETC 320 and 450**, and BME 331 or 430 classes.

MAJOR REQUIREMENTS

You must take the following **60-63** units:

- MAT 150 and 155 (6 units)
- EDF 200 (3 units)
- **BME 300 (3 units)**
- EDF 301W and BME 430 (**6** units)

OR

BME 331W (3 units)

Candidates in the B.S. Ed. In Elementary Education program are required to demonstrate content knowledge, pedagogical knowledge and skills, and professional knowledge to be eligible to enter student teaching or internship placements. Content, pedagogical, and professional knowledge or skills are demonstrated through candidate performance on key assessments embedded in the ECI 300, 306, 307, 309/310, 321, 330, EPS 324, and ETC 447, and BME 331 or 430 classes.

MAJOR REQUIREMENTS

You must take the following 60 units:

- MAT 150 and 155 (6 units)
- EDF 200 (3 units)
- EDF 301W, which meets NAU's junior writing requirement (3 units) and BME 430, which meets the SEI requirements (3 units)

or

BME 331W (which meets NAU's junior writing requirements and SEI) 3 units

- EPS 324 and ESE 380 (6 units)
- ECI 300, 306, 307, 308, 309, 310, 321, and 330 (24 units)
- ETC 447 (3 units)
- ECI 490C, which meets NAU's senior capstone requirement (12 units) or ECI 493C, if content emphasis is ESL or BME (12 units)
- BME 430 (3 units)

If you plan to apply for Arizona teaching certification, you will have to take

- EPS 324 and ESE 380 (6 units)
- ECI 300, 306, 307, 308, 309, 310, 321, and 330 (24 units)
- **ETC 320 and ETC 450 (3 units)**
- ECI 490C, which meets NAU's senior capstone requirement (12 units) or ECI 493C, if content emphasis is ESL or BME (12 units)

Please note that you may take as an elective POS 220 (or POS 110 and 241), which satisfies the state and federal constitution requirement for Arizona certification, or you may meet the requirement by demonstrating proficiency on a special exam.

additional coursework. Contact your department for details.

8. For undergraduate plans, will this requirement be a student individualized plan*? no yes

*A *Student Individualized Plan* is an academic requirement that varies by student, such as the 15-unit BAiLS focus, for which coursework requirements are established by the student in consultation with the advisor.

If **yes**, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to:
- a. verify satisfactory completion of a non course requirement.
 - b. indicate admission to a major.
 - c. will not be used.

**A *Milestone* is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.

If **yes**, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.

10. Please list the Learning Outcomes of the Plan/Subplan (see degree major assessment webpage - <http://www4.nau.edu/assessment/main/degree/degree.htm>).

Arizona's Professional Teacher Standards

Standard 1: The teacher designs and plans instruction that develops students' abilities to meet Arizona's academic standards and the district's assessment plan.

The performance assessment shall measure the extent to which the teacher's planning:

1. Focuses instruction on Arizona's academic standards
2. Focuses instruction on the school's and district's academic standards
3. Aligns curriculum with the student assessments
4. Addresses any physical, mental, social, cultural, and community differences among learners
5. Addresses prior knowledge of individual and group performance
6. Indicates short and long term curriculum goals
7. Includes appropriate use of a variety of methods, materials, and resources
8. Includes learning experiences that are developmentally appropriate for learners
9. Includes learning experiences that address a variety of cognitive levels
10. Includes learning experiences that are appropriate for curriculum goals
11. Includes learning experiences that are based upon principles of effective instruction
12. Includes learning experiences that accurately represent content
13. Incorporates appropriate assessment of student progress

Standard 2: The teacher creates and maintains a learning climate that supports the development of students' abilities to meet Arizona's academic standards.

The performance assessment shall measure the extent to which the teacher:

1. Establishes and maintains standards of mutual respect
2. Displays effective classroom management
3. Encourages the student to demonstrate self-discipline and responsibility to self and others
4. Respects the individual differences among learners
5. Facilitates people working productively and cooperatively with each other
6. Provides a motivating learning environment
7. Promotes appropriate classroom participation
8. Listens thoughtfully and responsively
9. Organizes materials, equipment, and other resources appropriately

10. Applies to daily practice the ethics of the profession

Standard 3: The teacher implements and manages instruction that develops students' abilities to meet Arizona's academic standards

The performance assessment shall measure the extent to which the teacher:

1. Appropriately implements a teacher-designed lesson plan
2. Communicates to students specific standards and high expectations for learning
3. Links learning with students' prior knowledge, experiences, and backgrounds
4. Models the skills, concepts, attributes, or thinking processes to be learned
5. Demonstrates effective written and oral communication
6. Uses appropriate language to communicate with learners clearly and accurately
7. Uses strategies that are appropriate to students' developmental levels
8. Incorporates strategies which address the diverse needs of learners, and demonstrates multicultural sensitivity
9. Encourages critical thinking
10. Connects lesson content to real life situations when appropriate
11. Uses technology and a variety of instructional resources appropriately
12. Uses a variety of effective teaching strategies to engage students actively in learning
13. Maximizes the amount of class time students are engaged in learning which results in a high level of success for students
14. Provides opportunities for students to use and practice what is learned
15. Adjusts instruction based on feedback from students

Standard 4: The teacher assesses learning and communicates results to students, parents and other professionals with respect to students' abilities to meet Arizona's academic standards.

The performance assessment shall measure the extent to which the teacher:

1. Promotes student self-assessment
2. Uses a variety of appropriate formal and informal assessments aligned with instruction
3. Maintains records of student work and performance and uses them to guide instructional decisions
4. Offers students and parents appropriate feedback on progress toward learning expectations
5. Maintains privacy of student records and performance

Standard 5: The teacher collaborates with colleagues, parents, the community and other agencies to design, implement, and support learning programs that develop students' abilities to meet Arizona's academic standards and transition from school to work or post-secondary education

The performance assessment shall measure the extent to which the teacher:

1. Works with parents to enhance student learning at home and school
2. Collaborates with other professionals and agencies to improve the overall learning environment for students
3. Accesses community resources and services to foster student learning
4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals
5. Collaborates with colleagues to achieve school and district goals

Standard 6: The teacher reviews and evaluates his or her overall performance and implements a professional development plan

The performance assessment shall measure the extent to which the teacher:

1. Reviews his or her practices and evaluates the influences of his or her practices on student growth and learning
2. Designs and continually adapts a professional development plan for improving instruction and student learning
3. Engages in activities that implement the professional development plan

4. Uses employer's documentation of his or her performance to develop a professional development plan
5. Pursues professional activities to support development as a learner and a teacher

Standard 7: The teacher has general academic knowledge as demonstrated by the attainment of a bachelor's degree. The teacher also has specific academic knowledge in his or her subject area or areas sufficient to develop student knowledge and performance to meet Arizona academic standards

The subject knowledge assessment shall measure the extent to which the teacher has knowledge of:

1. Skills and concepts related to the subject area
 - a. At the elementary level, the teacher demonstrates knowledge of language arts and reading, math, science, social studies, and fine arts.
 - b. At the secondary level, the teacher demonstrates knowledge of the subject area or areas he or she is being certified to teach.
2. Major facts and assumptions that are central to the discipline
3. Debates and the processes of inquiry that are central to the discipline
4. Integration of disciplinary knowledge with other subject areas
5. Connections between knowledge of the subject area and real life situations at the level of the students being taught

Standard 8: The teacher demonstrates current professional knowledge sufficient to effectively design and plan instruction, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning

The professional knowledge assessment shall measure the extent to which the teacher has knowledge of:

1. A variety of methods for teaching language arts and reading, math, science, social studies, and fine arts at the elementary level or a variety of methods for teaching reading and the subject area or areas in which the teacher is seeking certification at the secondary level
2. Interdisciplinary learning experiences that integrate knowledge, skills, and methods of inquiry from several subject areas
3. Principles and techniques associated with various instructional strategies
4. Learning theories, subject matter, curriculum development, and student development and how to use this knowledge in planning instruction to meet curriculum goals
5. Methods for recognizing and accommodating exceptional children
6. Influences of individual development, experiences, talents, prior learning, language, culture, gender, family, and community on student learning
7. Principles of human motivation and behavior and their implications for managing the classroom and organizing individual and group work
8. Effective evaluation of curriculum materials and resources for accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts
9. The characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, determining what they know and are able to do, and identifying what experiences will support their further growth and development
10. Measurement theory, interpretation of test results, and assessment-related issues, such as validity, reliability, bias, and scoring
11. Services and resources to meet the needs of exceptional children and how to access the services and resources
12. Schools as organizations within the larger community context and the operations of the relevant aspects of the educational system
13. Laws and ethics related to student, parent, and teacher rights and responsibilities

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

This program change was prompted with the Arizona State Department of Education requirement that all candidates graduating from an approved teacher preparation program in Arizona must be eligible for the full Structured English Immersion (SEI) endorsement on graduation from the program. The requirement is effective for all candidates starting in Fall, 2009 and thereafter. This program change form includes the required coursework for the full SEI endorsement in the program of study.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

No additional faculty, space, or equipment will be needed to meet this requirement. Existing faculty members from the bilingual/multicultural education program area will instruct the course.

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?

If so, attach supporting documentation from the affected departments/units and college dean.

The additional course required for the SEI endorsement (BME 300) will be taught by faculty members in the bilingual/multicultural education area. This will affect faculty course assignments in this area. (see attached letter for Dr. Gallagher, Chair, Department of Educational Specialties).

14. Will present library holdings support this academic plan/subplan?

Yes.

Certifications

Sandra F. Stone 2-2-09
Department Chair/ Unit Head (if appropriate) Date

Patricia Kelly 2-2-09
Chair of college curriculum committee Date

Carly 2/2/09
Dean of college Date

For committee use only

Ron Bell 2-24-09
For University Curriculum Committee Date

Action taken: approved as submitted approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.



Northern Arizona
University
College of Education

Department of Teaching and Learning

Northern Arizona University
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Flagstaff, AZ 86011

928-523-9316
928-523-9284 Fax
www.coe.nau.edu

January 23, 2009

Dr. Lawrence D. Gallagher
Associate Professor
Chair, Department of Educational Specialties
College of Education
Northern Arizona University
Box 5774
Flagstaff, AZ 86011

On behalf of the Department of Educational Specialties, I write this letter in support of the program change proposals to incorporate the new BME 300 and 500 level courses into all approved teacher education programs of study. These introductory Structured English Immersion courses are designed to help all of the secondary, elementary, and early childhood education, and special education programs at Northern Arizona University meet the additional SEI (Structured English Immersion) requirements as set out by the Arizona Department of Education.

We appreciate the responsiveness of the BME program to meet these needs through the courses named above.

Sincerely,

A handwritten signature in blue ink, appearing to read 'L. Gallagher'.

Lawrence D. Gallagher, Ed.D.
Chair, Department of Educational Specialties
Northern Arizona University

University Curriculum Committee

Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College <u>Education</u>	2. Academic Unit/Department <u>Teaching and Learning</u>	
3. Academic Plan Name <u>BSEd Early Childhood (Extended Major)</u>	4. Subplan (if applicable)? _____	
5. Effective Date <u>FALL 2009</u>		
6. Is this proposal for a :		
<input type="checkbox"/> New Plan	<input checked="" type="checkbox"/> Plan Change*	<input type="checkbox"/> Plan Deletion
<input type="checkbox"/> New Subplan	<input type="checkbox"/> Subplan Change	<input type="checkbox"/> Subplan Deletion

**Plan changes must be accompanied by an updated 8 semester plan.*

7.

For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the **current** on line academic catalog:

(<http://www4.nau.edu/iaio/AcademicCatalog/academiccatalogs.htm>)

Be sure you include all catalog text that pertains to this plan change

For New Plans, leave this column blank.

Click here to view our [Teacher Education Program admissions requirements](#) .

To earn this degree, you must complete at least 120 units of coursework, which we describe in the sections that follow. No minor is required for this degree; instead, you complete an 18-unit content emphasis.

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ECI prefix to satisfy these liberal studies requirements.
- at least 62 units of major requirements
- at least 18 units of content emphasis requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check NAU's course catalog to find out. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

Please note that you must complete NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a [list of the available diversity courses](#).

Also note that NAU requires that at least 30

Show the proposed changes in this column. Please **BOLD** the changes, to differentiate from what is not changing and **strikethrough** what is being deleted.

(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

Click here to view our [Teacher Education Program admissions requirements](#) .

To earn this degree, you must complete at least 120 units of coursework, which we describe in the sections that follow. No minor is required for this degree; instead, you complete an 18-unit content emphasis.

- at least 35 units of liberal studies requirements. Be aware that you may not use courses with an ECI prefix to satisfy these liberal studies requirements.
- at least **68** units of major requirements
- at least 18 units of content emphasis requirements
- elective courses, if needed, to reach an overall total of at least 120 units

Be aware that some courses required for your degree may have prerequisites that you must also take. Check NAU's course catalog to find out. (You may be able to count these prerequisites toward your liberal studies or general elective credit.)

Please note that you must complete NAU's diversity requirements by taking two 3-unit courses, one in ethnic diversity and one in global awareness. These courses may be used to meet other requirements within your academic plan if you choose them carefully. Click here for a [list of the available diversity courses](#).

Also note that NAU requires that at least 30 units of the courses you take for your degree must be upper-division courses (those

units of the courses you take for your degree must be upper-division courses (those numbered 300 and above).

You should also be aware that you must have a grade point average of at least 2.5 in all of your NAU coursework in order to graduate. This requirement applies to all B.S.Ed. majors at NAU.

Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

Also be aware that, for the B.S.Ed. degree, you must have the following:

- a grade of at least B for the English foundation requirement (ENG 105 or equivalent)
- (If you don't receive a 3.0, you may complete an additional writing course, at the 200 level or above, with at least a B, to meet this requirement.)
- a grade of at least C for the mathematics foundation requirement (generally MAT 110, 114, 125, or 155)

Candidates in the Early Childhood Education program are required to demonstrate content knowledge, pedagogical knowledge and skills, and professional knowledge to be eligible to enter student teaching or internship placements. Content, pedagogical, and professional knowledge or skills are demonstrated through candidate performance on key assessments embedded in the ECI 305, ECI 309/310, ECI 312, ECI 313, ECI 314, ECI 316, ECI 490C, ECI 492, EPS 324, and BME 331W classes.

MAJOR REQUIREMENTS

numbered 300 and above).

You should also be aware that you must have a grade point average of at least 2.5 in all of your NAU coursework in order to graduate. This requirement applies to all B.S.Ed. majors at NAU.

Finally, please note that you may be able to use some courses to meet more than one requirement; however, you must still meet the total of at least 120 units to graduate. Contact your advisor for details.

Candidates in the Early Childhood Education program are required to demonstrate content knowledge, pedagogical knowledge and skills, and professional knowledge to be eligible to enter student teaching or internship placements. Content, pedagogical, and professional knowledge or skills are demonstrated through candidate performance on key assessments embedded in the ECI 305, ECI 309/310, ECI 312, ECI 313, ECI 314, ECI 316, ECI 490C, ECI 492, EPS 324, and BME 331W classes.

MAJOR REQUIREMENTS

You must take the following **68** units:

- **MAT 150 and MAT 155 (6 units)**
- EDF 200 (3 units)
- **BME 300 and 331W (6 units)**
- EPS 324 (3 units)
- ESE 380, 436, and 456 (9 units)
- ECI 305, 309, 310, 312, 313, 314, 315, and 316 (26 units)
- ECI 308 (Practicum I, Literacy) (1 unit)
- ECI 308 (Practicum II, Infant-Toddler) (1 unit)
- **ESE 308** (Practicum III, Early Childhood Special Education) (1 unit)

You must take the following 62 units:

- MAT 150 (3 units)
- EDF 200 (3 units)
- BME 331W, which meets NAU's junior writing requirement (3 units)
- EPS 324 (3 units)
- ESE 380, 436, and 456 (9 units)
- ECI 305, 309, 310, 312, 313, 314, 315, and 316 (26 units)
- ECI 308 (Practicum I, Literacy) (1 unit)
- ECI 308 (Practicum II, Infant-Toddler) (1 unit)
- ECI 308 (Practicum III, Early Childhood Special Education) (1 unit)
- ECI490C, which meets NAU's senior capstone requirement (6 units) K-3 setting
- ECI 492, which meets early childhood teaching licensing requirements (6 units) birth-pre-K setting

If you plan to apply for Arizona early childhood certification, you will have to take additional coursework. See the [Early Childhood Certification](#) heading in this section, or contact your department for details.

CONTENT EMPHASIS

You must complete an 18-unit specialty known as a content emphasis. You work with your education advisor in selecting a content emphasis and determining what requirements apply.

See the [B.S.Ed. in elementary education](#) for a list of the content emphases offered through the various academic departments at NAU. Then see the appropriate section of this catalog or contact the appropriate department

- ECI490C, which meets NAU's senior capstone requirement (6 units) K-3 setting
- ECI 492, which meets early childhood teaching licensing requirements (6 units) birth-pre-K setting

If you plan to apply for Arizona early childhood certification, you will have to take additional coursework. See the [Early Childhood Certification](#) heading in this section, or contact your department for details.

CONTENT EMPHASIS

You must complete an 18-unit specialty known as a content emphasis. You work with your education advisor in selecting a content emphasis and determining what requirements apply.

See the [B.S.Ed. in elementary education](#) for a list of the content emphases offered through the various academic departments at NAU. Then see the appropriate section of this catalog or contact the appropriate department for specific information about each emphasis.

GENERAL ELECTIVES

Additional coursework is required if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

Please note that you may take as an elective POS 220 (or POS 110 and 241), which satisfies the state and federal constitution requirement for Arizona certification, or you may meet the

for specific information about each emphasis.

GENERAL ELECTIVES

Additional coursework is required if, after you have met the previously described requirements, you have not yet completed a total of 120 units of credit.

You may take these remaining courses from any academic areas, using these courses to pursue your specific interests and goals. We encourage you to consult with your advisor to select the courses that will be most advantageous to you. (Please note that you may also use prerequisites or transfer credits as electives if they weren't used to meet major, minor, or liberal studies requirements.)

Please note that you may take as an elective POS 220 (or POS 110 and 241), which satisfies the state and federal constitution requirement for Arizona certification, or you may meet the requirement by demonstrating proficiency on a special exam.

requirement by demonstrating proficiency on a special exam.

8. For undergraduate plans, will this requirement be a student individualized plan*? no yes

*A *Student Individualized Plan* is an academic requirement that varies by student, such as the 15-unit BAILS focus, for which coursework requirements are established by the student in consultation with the advisor.

If **yes**, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to:

- a. verify satisfactory completion of a non course requirement.
 b. indicate admission to a major.
 c. will not be used.

**A *Milestone* is used to record noncourse requirements, such as the HRM 800-hour work experience requirement or admission to Business Major status.

If **yes**, the academic unit listed at the top of this form hereby takes responsibility for maintaining the milestone and keeping individual student records up to date.

10. Please list the Learning Outcomes of the Plan/Subplan (see degree major assessment webpage - <http://www4.nau.edu/assessment/main/degree/degree.htm>).

Arizona's Professional Teacher Standards

Standard 1: The teacher designs and plans instruction that develops students' abilities to meet Arizona's academic standards and the district's assessment plan.

The performance assessment shall measure the extent to which the teacher's planning:

1. Focuses instruction on Arizona's academic standards

2. Focuses instruction on the school's and district's academic standards
3. Aligns curriculum with the student assessments
4. Addresses any physical, mental, social, cultural, and community differences among learners
5. Addresses prior knowledge of individual and group performance
6. Indicates short and long term curriculum goals
7. Includes appropriate use of a variety of methods, materials, and resources
8. Includes learning experiences that are developmentally appropriate for learners
9. Includes learning experiences that address a variety of cognitive levels
10. Includes learning experiences that are appropriate for curriculum goals
11. Includes learning experiences that are based upon principles of effective instruction
12. Includes learning experiences that accurately represent content
13. Incorporates appropriate assessment of student progress

Standard 2: The teacher creates and maintains a learning climate that supports the development of students' abilities to meet Arizona's academic standards.

The performance assessment shall measure the extent to which the teacher:

1. Establishes and maintains standards of mutual respect
2. Displays effective classroom management
3. Encourages the student to demonstrate self-discipline and responsibility to self and others
4. Respects the individual differences among learners
5. Facilitates people working productively and cooperatively with each other
6. Provides a motivating learning environment
7. Promotes appropriate classroom participation
8. Listens thoughtfully and responsively
9. Organizes materials, equipment, and other resources appropriately
10. Applies to daily practice the ethics of the profession

Standard 3: The teacher implements and manages instruction that develops students' abilities to meet Arizona's academic standards

The performance assessment shall measure the extent to which the teacher:

1. Appropriately implements a teacher-designed lesson plan
2. Communicates to students specific standards and high expectations for learning
3. Links learning with students' prior knowledge, experiences, and backgrounds
4. Models the skills, concepts, attributes, or thinking processes to be learned
5. Demonstrates effective written and oral communication
6. Uses appropriate language to communicate with learners clearly and accurately
7. Uses strategies that are appropriate to students' developmental levels
8. Incorporates strategies which address the diverse needs of learners, and demonstrates multicultural sensitivity
9. Encourages critical thinking
10. Connects lesson content to real life situations when appropriate
11. Uses technology and a variety of instructional resources appropriately
12. Uses a variety of effective teaching strategies to engage students actively in learning
13. Maximizes the amount of class time students are engaged in learning which results in a high level of success for students
14. Provides opportunities for students to use and practice what is learned
15. Adjusts instruction based on feedback from students

Standard 4: The teacher assesses learning and communicates results to students, parents and other professionals with respect to students' abilities to meet Arizona's academic standards.

The performance assessment shall measure the extent to which the teacher:

1. Promotes student self-assessment
2. Uses a variety of appropriate formal and informal assessments aligned with

instruction

3. Maintains records of student work and performance and uses them to guide instructional decisions
4. Offers students and parents appropriate feedback on progress toward learning expectations
5. Maintains privacy of student records and performance

Standard 5: The teacher collaborates with colleagues, parents, the community and other agencies to design, implement, and support learning programs that develop students' abilities to meet Arizona's academic standards and transition from school to work or post-secondary education

The performance assessment shall measure the extent to which the teacher:

1. Works with parents to enhance student learning at home and school
2. Collaborates with other professionals and agencies to improve the overall learning environment for students
3. Accesses community resources and services to foster student learning
4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals
5. Collaborates with colleagues to achieve school and district goals

Standard 6: The teacher reviews and evaluates his or her overall performance and implements a professional development plan

The performance assessment shall measure the extent to which the teacher:

1. Reviews his or her practices and evaluates the influences of his or her practices on student growth and learning
2. Designs and continually adapts a professional development plan for improving instruction and student learning
3. Engages in activities that implement the professional development plan
4. Uses employer's documentation of his or her performance to develop a professional development plan
5. Pursues professional activities to support development as a learner and a teacher

Standard 7: The teacher has general academic knowledge as demonstrated by the attainment of a bachelor's degree. The teacher also has specific academic knowledge in his or her subject area or areas sufficient to develop student knowledge and performance to meet Arizona academic standards

The subject knowledge assessment shall measure the extent to which the teacher has knowledge of:

1. Skills and concepts related to the subject area
 - a. At the elementary level, the teacher demonstrates knowledge of language arts and reading, math, science, social studies, and fine arts.
 - b. At the secondary level, the teacher demonstrates knowledge of the subject area or areas he or she is being certified to teach.
2. Major facts and assumptions that are central to the discipline
3. Debates and the processes of inquiry that are central to the discipline
4. Integration of disciplinary knowledge with other subject areas
5. Connections between knowledge of the subject area and real life situations at the level of the students being taught

Standard 8: The teacher demonstrates current professional knowledge sufficient to effectively design and plan instruction, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning

The professional knowledge assessment shall measure the extent to which the teacher has knowledge of:

1. A variety of methods for teaching language arts and reading, math, science, social studies, and fine arts at the elementary level or a variety of methods for teaching reading and the subject area or areas in which the teacher is seeking

certification at the secondary level

2. Interdisciplinary learning experiences that integrate knowledge, skills, and methods of inquiry from several subject areas
3. Principles and techniques associated with various instructional strategies
4. Learning theories, subject matter, curriculum development, and student development and how to use this knowledge in planning instruction to meet curriculum goals
5. Methods for recognizing and accommodating exceptional children
6. Influences of individual development, experiences, talents, prior learning, language, culture, gender, family, and community on student learning
7. Principles of human motivation and behavior and their implications for managing the classroom and organizing individual and group work
8. Effective evaluation of curriculum materials and resources for accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts
9. The characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, determining what they know and are able to do, and identifying what experiences will support their further growth and development
10. Measurement theory, interpretation of test results, and assessment-related issues, such as validity, reliability, bias, and scoring
11. Services and resources to meet the needs of exceptional children and how to access the services and resources
12. Schools as organizations within the larger community context and the operations of the relevant aspects of the educational system
13. Laws and ethics related to student, parent, and teacher rights and responsibilities

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

This program change was prompted with the Arizona State Department of Education requirement that all candidates graduating from an approved teacher preparation program in Arizona must be eligible for the full Structured English Immersion (SEI) endorsement on graduation from the program. The requirement is effective for all candidates starting in Fall, 2009 and thereafter. This program change form includes the required coursework for the full SEI endorsement in the program of study.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

No additional faculty are required. The course teaching will be assumed by existing teaching faculty in the bilingual/multicultural education program area.

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?

If so, attach supporting documentation from the affected departments/units and college dean.

The additional course required for the SEI endorsement (BME 300) will be taught by faculty members in the bilingual/multicultural education area. This will affect faculty course assignments in this area. (see attached letter for Dr. Gallagher, Chair, Department of Educational Specialties).

14. Will present library holdings support this academic plan/subplan?

Yes.

Certifications

Sandra J. Stone 2-2-09
Department Chair/ Unit Head (if appropriate) Date

Patricia J. Kelly 2-2-09
Chair of college curriculum committee Date

Cathy J. [Signature] 2/2/09
Dean of college Date

For committee use only

Ben Gil 2-24-09
For University Curriculum Committee Date

Action taken: approved as submitted approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.



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January 23, 2009

Dr. Lawrence D. Gallagher
Associate Professor
Chair, Department of Educational Specialties
College of Education
Northern Arizona University
Box 5774
Flagstaff, AZ 86011

On behalf of the Department of Educational Specialties, I write this letter in support of the program change proposals to incorporate the new BME 300 and 500 level courses into all approved teacher education programs of study. These introductory Structured English Immersion courses are designed to help all of the secondary, elementary, and early childhood education, and special education programs at Northern Arizona University meet the additional SEI (Structured English Immersion) requirements as set out by the Arizona Department of Education.

We appreciate the responsiveness of the BME program to meet these needs through the courses named above.

Sincerely,

A handwritten signature in black ink, appearing to read "L. Gallagher".

Lawrence D. Gallagher, Ed.D.
Chair, Department of Educational Specialties
Northern Arizona University

University Curriculum Committee
Proposal for new Academic Plan, Plan change, or Plan Deletion

1. College Education
2. Academic Unit/Department Teaching and Learning
3. Academic Plan Name Teacher Preparation Secondary Education
4. Subplan (if applicable)? _____
5. Effective Date FALL 2009
6. Is this proposal for a : New Plan Plan Change* Plan Deletion
- New Subplan Subplan Change Subplan Deletion

**Plan changes must be accompanied by an updated 8 semester plan.*

7.

For Plan Changes, place the existing catalog text in this column. Please copy and paste the text directly from the *current* on line academic catalog:

(<http://www4.nau.edu/aio/AcademicCatalog/academiccatalogs.htm>)

Be sure you include all catalog text that pertains to this plan change

For New Plans, leave this column blank.

To teach in grades 7 through 12, you must have a teaching major and a teaching minor or an extended teaching major in another department. Refer to the academic area in which you plan to major (for example, chemistry or English) for information about specific requirements for your major and/or minor, such as special methods courses or other requirements. In addition, you must be admitting to the College of Education's teacher-education plan.

In addition, you must take the following 31 units in one of two plan options—a traditional two-term plan that offers flexible scheduling or the one-term integrated secondary teacher education plan (I-STEP):

- EDF 200 (3 units)
- BME 437 (3 units)
- ECI 308, 322, 450, and 465 (10 units)
- EPS 325 (3 units)
- in your senior year, ECI 495C, which meets NAU's senior capstone requirement (12 units)

You may also take POS 220 (or POS 110 and 241) to satisfy Arizona certification requirements for the federal and Arizona constitution. You may meet this requirement by demonstrating proficiency on a special exam.

Show the proposed changes in this column. Please **BOLD** the changes, to differentiate from what is not changing and strikethrough what is being deleted.

(Describe the changed requirements under headings that match those used in the left column. Please be aware that if the units are not totaled correctly, the catalog editor will adjust them accordingly.)

[Click here to view our Teacher Education Program admissions requirements.](#)

To teach in grades 7 through 12, you must have a teaching major and a teaching minor or an extended teaching major in another department. Refer to the academic area in which you plan to major (for example, chemistry or English) for information about specific requirements for your major and/or minor, such as special methods courses or other requirements. In addition, you must be admitting to the College of Education's teacher-education plan.

In addition, you must take the following **34** units in one of two plan options—a traditional two-term plan that offers flexible scheduling or the one-term integrated secondary teacher education plan (I-STEP):

- EDF 200 (3 units)
- **BME 300 and BME 437 (6 units)**
- ECI 308, 322, 450, and 465 (10 units)
- EPS 325 (3 units)
- in your senior year, ECI 495C, which meets NAU's senior capstone requirement (12 units)

You may also take POS 220 (or POS 110 and 241) to satisfy Arizona certification requirements for the federal and Arizona constitution. You may meet this requirement by demonstrating proficiency on a special exam.

Candidates in secondary education programs are required to demonstrate content knowledge, pedagogical knowledge and skills, and professional knowledge to be eligible to enter student teaching or internship placements. Content, pedagogical, and professional knowledge or skills are demonstrated through candidate performance on key assessments embedded in the BME 437, ECI 32, 450, 465, and EPS 325 classes as well as in content specific classes identified by each secondary content area program.

You must have an academic advisor in both your major and minor departments. In addition, the College of Education's advisement office offers advisement for your teacher-preparation plan after you apply to the plan.

Candidates in secondary education programs are required to demonstrate content knowledge, pedagogical knowledge and skills, and professional knowledge to be eligible to enter student teaching or internship placements. Content, pedagogical, and professional knowledge or skills are demonstrated through candidate performance on key assessments embedded in the BME 437, ECI 32, 450, 465, and EPS 325 classes as well as in content specific classes identified by each secondary content area program.

You must have an academic advisor in both your major and minor departments. In addition, the College of Education's advisement office offers advisement for your teacher-preparation plan after you apply to the plan.

8. For undergraduate plans, will this requirement be a student individualized plan*? no yes

*A *Student Individualized Plan* is an academic requirement that varies by student, such as the 15-unit BAiLS focus, for which coursework requirements are established by the student in consultation with the advisor.

If yes, the academic unit listed at the top of this form hereby takes responsibility for providing complete information about each student's individual requirements for the degree audit system.

9. For undergraduate plans, will a milestone** be used to:

- a. verify satisfactory completion of a non course requirement.
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Arizona's Professional Teacher Standards

Standard 1: The teacher designs and plans instruction that develops students' abilities to meet Arizona's academic standards and the district's assessment plan.

The performance assessment shall measure the extent to which the

teacher's planning:

1. Focuses instruction on Arizona's academic standards
2. Focuses instruction on the school's and district's academic standards
3. Aligns curriculum with the student assessments
4. Addresses any physical, mental, social, cultural, and community differences among learners
5. Addresses prior knowledge of individual and group performance
6. Indicates short and long term curriculum goals
7. Includes appropriate use of a variety of methods, materials, and resources
8. Includes learning experiences that are developmentally appropriate for learners
9. Includes learning experiences that address a variety of cognitive levels
10. Includes learning experiences that are appropriate for curriculum goals
11. Includes learning experiences that are based upon principles of effective instruction
12. Includes learning experiences that accurately represent content
13. Incorporates appropriate assessment of student progress

Standard 2: The teacher creates and maintains a learning climate that supports the development of students' abilities to meet Arizona's academic standards.

The performance assessment shall measure the extent to which the teacher:

1. Establishes and maintains standards of mutual respect
2. Displays effective classroom management
3. Encourages the student to demonstrate self-discipline and responsibility to self and others
4. Respects the individual differences among learners
5. Facilitates people working productively and cooperatively with each other
6. Provides a motivating learning environment
7. Promotes appropriate classroom participation
8. Listens thoughtfully and responsively
9. Organizes materials, equipment, and other resources appropriately
10. Applies to daily practice the ethics of the profession

Standard 3: The teacher implements and manages instruction that develops students' abilities to meet Arizona's academic standards

The performance assessment shall measure the extent to which the teacher:

1. Appropriately implements a teacher-designed lesson plan
2. Communicates to students specific standards and high expectations for learning
3. Links learning with students' prior knowledge, experiences, and backgrounds
4. Models the skills, concepts, attributes, or thinking processes to be learned
5. Demonstrates effective written and oral communication
6. Uses appropriate language to communicate with learners clearly and accurately
7. Uses strategies that are appropriate to students' developmental levels
8. Incorporates strategies which address the diverse needs of learners, and demonstrates multicultural sensitivity
9. Encourages critical thinking
10. Connects lesson content to real life situations when appropriate
11. Uses technology and a variety of instructional resources appropriately
12. Uses a variety of effective teaching strategies to engage students actively in learning
13. Maximizes the amount of class time students are engaged in learning which results in a high level of success for students
14. Provides opportunities for students to use and practice what is learned
15. Adjusts instruction based on feedback from students

Standard 4: The teacher assesses learning and communicates results to students, parents and other professionals with respect to students' abilities to meet Arizona's academic standards.

The performance assessment shall measure the extent to which the teacher:

1. Promotes student self-assessment
2. Uses a variety of appropriate formal and informal assessments aligned with instruction
3. Maintains records of student work and performance and uses them to guide instructional decisions
4. Offers students and parents appropriate feedback on progress toward learning expectations
5. Maintains privacy of student records and performance

Standard 5: The teacher collaborates with colleagues, parents, the community and other agencies to design, implement, and support learning programs that develop students' abilities to meet Arizona's academic standards and transition from school to work or post-secondary education

The performance assessment shall measure the extent to which the teacher:

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3. Accesses community resources and services to foster student learning
4. Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals
5. Collaborates with colleagues to achieve school and district goals

Standard 6: The teacher reviews and evaluates his or her overall performance and implements a professional development plan

The performance assessment shall measure the extent to which the teacher:

1. Reviews his or her practices and evaluates the influences of his or her practices on student growth and learning
2. Designs and continually adapts a professional development plan for improving instruction and student learning
3. Engages in activities that implement the professional development plan
4. Uses employer's documentation of his or her performance to develop a professional development plan
5. Pursues professional activities to support development as a learner and a teacher

Standard 7: The teacher has general academic knowledge as demonstrated by the attainment of a bachelor's degree. The teacher also has specific academic knowledge in his or her subject area or areas sufficient to develop student knowledge and performance to meet Arizona academic standards

The subject knowledge assessment shall measure the extent to which the teacher has knowledge of:

1. Skills and concepts related to the subject area
 - a. At the elementary level, the teacher demonstrates knowledge of language arts and reading, math, science, social studies, and fine arts.
 - b. At the secondary level, the teacher demonstrates knowledge of the subject area or areas he or she is being certified to teach.
2. Major facts and assumptions that are central to the discipline
3. Debates and the processes of inquiry that are central to the discipline
4. Integration of disciplinary knowledge with other subject areas
5. Connections between knowledge of the subject area and real life situations at the level of the students being taught

Standard 8: The teacher demonstrates current professional knowledge sufficient to effectively design and plan instruction, implement and manage instruction, create and maintain an appropriate learning environment, and assess student learning

The professional knowledge assessment shall measure the extent to which the teacher has knowledge of:

1. A variety of methods for teaching language arts and reading, math, science,

social studies, and fine arts at the elementary level or a variety of methods for teaching reading and the subject area or areas in which the teacher is seeking certification at the secondary level

2. Interdisciplinary learning experiences that integrate knowledge, skills, and methods of inquiry from several subject areas
3. Principles and techniques associated with various instructional strategies
4. Learning theories, subject matter, curriculum development, and student development and how to use this knowledge in planning instruction to meet curriculum goals
5. Methods for recognizing and accommodating exceptional children
6. Influences of individual development, experiences, talents, prior learning, language, culture, gender, family, and community on student learning
7. Principles of human motivation and behavior and their implications for managing the classroom and organizing individual and group work
8. Effective evaluation of curriculum materials and resources for accuracy, comprehensiveness, and usefulness for representing particular ideas and concepts
9. The characteristics, uses, advantages, and limitations of different types of assessments for evaluating how students learn, determining what they know and are able to do, and identifying what experiences will support their further growth and development
10. Measurement theory, interpretation of test results, and assessment-related issues, such as validity, reliability, bias, and scoring
11. Services and resources to meet the needs of exceptional children and how to access the services and resources
12. Schools as organizations within the larger community context and the operations of the relevant aspects of the educational system
13. Laws and ethics related to student, parent, and teacher rights and responsibilities

11. Justification for proposal. Please indicate how past assessments of student learning prompted proposed changes.

This program change was prompted with the Arizona State Department of Education requirement that all candidates graduating from an approved teacher preparation program in Arizona must be eligible for the full Structured English Immersion (SEI) endorsement on graduation from the program. The requirement is effective for all candidates starting in Fall, 2009 and thereafter. This program change form includes the required coursework for the full SEI endorsement in the program of study.

12. If this academic plan/subplan will require additional faculty, space, or equipment, how will these requirements be satisfied?

No additional faculty, space, or equipment will be needed to meet this requirement. Existing faculty members from the bilingual/multicultural education program area will instruct the course.

13. Will this academic plan/subplan affect other majors, liberal studies course offerings, plans/subplans, curricula, or enrollment at NAU?

If so, attach supporting documentation from the affected departments/units and college dean.

The additional course required for the SEI endorsement (BME 500) will be taught by faculty members in the bilingual/multicultural education area. This will affect faculty course assignments in this area. (see attached letter for Dr. Gallagher, Chair, Department of Educational Specialties).

14. Will present library holdings support this academic plan/subplan?
Yes.

Certifications

<u>Sandra G. Stone</u>	<u>2-2-09</u>
Department Chair/ Unit Head (if appropriate)	Date
<u>Patricia J. Peltz</u>	<u>2-2-09</u>
Chair of college curriculum committee	Date
<u>Gayle J. Smith</u>	<u>2/2/09</u>
Dean of college	Date

For committee use only

<u>Ben E. Hoff</u>	<u>2-24-09</u>
For University Curriculum Committee	Date

Action taken: X approved as submitted _____ approved as modified

Note: Submit original to associate provost's office. That office will provide copies to the college dean, department chair, and Academic Information Office after approval.



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College of Education

Department of Teaching and Learning

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January 23, 2009

Dr. Lawrence D. Gallagher
Associate Professor
Chair, Department of Educational Specialties
College of Education
Northern Arizona University
Box 5774
Flagstaff, AZ 86011

On behalf of the Department of Educational Specialties, I write this letter in support of the program change proposals to incorporate the new BME 300 and 500 level courses into all approved teacher education programs of study. These introductory Structured English Immersion courses are designed to help all of the secondary, elementary, and early childhood education, and special education programs at Northern Arizona University meet the additional SEI (Structured English Immersion) requirements as set out by the Arizona Department of Education.

We appreciate the responsiveness of the BME program to meet these needs through the courses named above.

Sincerely,

A handwritten signature in blue ink, appearing to read 'L. Gallagher'.

Lawrence D. Gallagher, Ed.D.
Chair, Department of Educational Specialties
Northern Arizona University

Language Proficiency Proposed Policy

BACKGROUND

Current NAU students who graduate from a secondary school whose language of instruction is not English, must still meet the four-semester language proficiency for a Bachelor of Arts degree. The CLEP exams are not available to them to take for credit since CLEP policy forbids this. Language placement exams through Modern Languages do not result in a proficiency assessment, only a placement assessment.

Most students in this situation are international students. The easiest way for them to complete the proficiency requirement is to take courses in their own, native language; i.e. Chinese, German, Spanish, etc. By doing this they take up space needed for other students in these language courses. In addition, they intimidate the true beginning students. Because of these two issues, Modern Languages will start a policy next fall that forbids native speakers of language from taking the four introductory courses (101 through 202).

Because the intent of the Bachelor of Arts degree is to require a limited proficiency in a second language and the fact that these students already have that proficiency, the policy proposed below is submitted for review and action.

Proposed Policy

Students who have graduated from a secondary school whose language of instruction is not English are considered to have met the four-semester (or less) language proficiency requirement for any Bachelor's degree at NAU. No credits are or will be assigned for that experience.

Some degree programs may require language proficiency beyond the fourth semester. For these programs the specific language proficiency required for the degree must be met.

DRAFT – February 2, 2009

Approved 2-24-09
H. Ronald Gill

Attendance ~~Post~~ Roster 2-24-09

ERIC BRADFORD	Eric Bradford	AIO
Nicole Harris	Nicole Harris	AIO
Dawelle Martin	Dawelle Martin	AIO
Lisa Williams	Lisa Williams	AIO
Fred Sumnerfelt	Fred Sumnerfelt	CHHS
Kate Kozak	Kate Kozak	CCC
John GEORGAS	John	CEFNS
Catherine Petersen	Catherine Petersen	Clinical Library
Corcoran	Corcoran	CAF
Richard McCall	Richard McCall	WA Franke
Rick Stauer	Rick Stauer	CAL
Blase Scarnati	Blase Scarnati	Fac Senate
Stephen Brown	Stephen Brown	CAL
Sarah Holcomb	Sarah Holcomb	FCB
Palmer Deegan	Palmer Deegan	DL
Kathleen Knight	Kathleen Knight	SBS
Charles Hammesley	Charles Hammesley	SBS
Peggy Pollak	Peggy Pollak	CEFNS
John	John	