

Office of the Assistant Superintendent for Educational Services

To: Dr. Mike Riggle
From: Rosanne Williamson
Re: New Course Proposals
Date: January 5, 2012

I am forwarding the new course proposals from Glenbrook North and Glenbrook South administrators. **New course proposals which may require additional FTE will be covered by the building's authorized FTE allocation.**

These courses have been thoroughly discussed in each building by relevant departmental committees, by instructional supervisor curriculum councils, and by building principals. Our ATM has also reviewed these proposals. The Board will note that they seek to meet the academic needs and interests of students in keeping with a comprehensive high school program. Both schools offer a rigorous array of courses which support students' college and career readiness.

I recommend that the Board be presented with these new courses for discussion at our next meeting on Monday, January 9, 2012 and that action on this item would occur no later than the Monday, January 23, 2012 Board meeting.

Building administrators and instructional supervisors who were closely involved in the development of these proposals will be available at the Board meeting on January 9, 2012 to address questions from the Board.

Board Policy: Curriculum Planning Strategy 7010 (procedures) is included in the packet so that Board members who wish to review our required timelines and forms concerning our process for new course approvals may do so.

Board Policy 7010 and its procedures identifies not only the process for how proposals shall be submitted for Board approval, but also explains what happens after they are implemented as administrators evaluate the success of the change, reporting back to the Board "no later than the end of the third semester that the course is offered." This third semester follow-up evaluation of previously approved new courses will be contained in curriculum reports presented at this Board meeting.

To: Dr. Mike Riggle, Dr. Rosanne Williamson
From: Kris Frandson, John Finan
cc: Paul Pryma,
Re: New Course Proposals
Date: December 16th, 2011

The Glenbrook North Instructional Supervisors Team met on Wednesday November 16th, 2011 and agreed to recommend the following new course proposals/curricular changes for your approval. In addition, GBN's curriculum council reviewed and approved these proposals on Thursday November 17th, 2011. These courses/changes meet with the approval of the principal and both associate principals. I am also attaching the new course proposal forms for each of these listed below as well as the rationales for course name changes. Please let me know if you have any additional questions.

Department	Course Title	Status	Rational	Impact on Budget, FTE, Facilities	Evaluation
Career and Life Skills – Applied Technology	Game Design and Theory II	New Course – One semester elective course	A second level course will allow students to explore advance curricular content that cannot be completed in the first level course. This class will also allow for deeper career exploration.	There would be no additional FTE costs to the district. Student enrollment would more than likely come from within the applied technology department. No new equipment or resources are needed.	Student success, survey feedback and enrollment trends will be used to evaluate the course. In addition, data on career plans within this technical field will be evaluated.
Career and Life Skills - Business	Advanced Business Topics	New Course – One semester elective course	Currently we do not have advance levels of any courses offered within the business curriculum. The student centered nature of the class will allow students to pursue advanced studies in Marketing, Management, Accounting or Business Law.	There should be no additional FTE costs to the district. Student enrollment would more than likely come from within the business department. Any additional classroom resources will be purchased through the department budget or grant funds. A summer curriculum project is needed to finish development of the curriculum.	Student success, survey feedback and enrollment trends will be used to evaluate the course, as well as, teacher feedback. Data on student post-secondary plans of enrolling in a business related program of study will also be evaluated.

Career and Life Skills - Business	Consumer Education Honors 171	Curricular enrollment change to allow junior students at the honor's level to enroll in the course during their junior year.	Seniors desiring to enroll in this course have experienced scheduling conflicts due to Honors and AP classes. These conflicts have resulted in approx. 17 students each year taking an online course at their cost.	No additional FTE or resource costs to the district.	The number of students who can access this course will be evaluated.
English	Topics in Literature: Shakespeare	New Course - Summer School enrichment course offering	Currently summer school English classes are primarily remedial and we would like to offer an enrichment course to students.	No additional FTE or resource costs to the summer school program.	Student interest, enrollment and teacher evaluation of the course.
Science	Meteorology 161 & 162	New Course -- single semester elective lab science course.	Over the past two years a variety of biology/chemistry focused electives have been developed at the senior level. This course will provide an earth science elective that a variety of students can access.	No additional FTE costs are anticipated. Summer curriculum work may be needed and any material costs would be covered by the department budget.	Student interest, teacher evaluation and student enrollment within the course will be used to evaluate the class.
Social Studies	Advanced Placement Government and Politics: United States and Advanced Placement Government and Politics: Comparative	Curricular change to separate the year-long AP Government and Politics into two separate semester courses.	With past structure students were locked into taking both AP courses – U.S. and Comparative. This change will allow students to take the specific course they would like and open up room for other electives.	No additional FTE or resource costs to the change.	Student survey and teacher feedback would be used to evaluate this curricular change.
World Languages	Modern Hebrew 463 and Modern Hebrew Honors 473	New Courses – Year long elective course	Continued development of our Modern Hebrew language program requires this additional series of courses. We anticipate between 17-20 students at the 4 th year level. Student interest in an honors level is also supported by current student enrollment.	No new FTE is anticipated. Declines in other language enrollments would result and FTE would be absorbed within the department. Summer curriculum work would need to be funded for the development of this curriculum.	Student enrollment numbers, student surveys, academic progress and success in the course will be utilized to determine the success and continuation of the program.

Course Name Changes	Current Title	New Title	Rational		
Career and Life Skills	Introduction to Woodworking 161	<i>Course title change to</i> Woods 1: Introduction to Woodworking	Better reflects the curricular content of the course and aligns with industry and post-secondary standards		
Career and Life Skills	Advanced Wood Machining 261	<i>Course title change to</i> Woods 2: Product Design and Engineering	Better reflects the curricular content of the course and aligns with industry and post-secondary standards		
Careers and Life Skills	Introduction to Cabinetry 261	<i>Course title change to</i> Woods 3: Advanced Design and Engineering	Better reflects the curricular content of the course and aligns with industry and post-secondary standards		
Fine Arts	Varsity Band	<i>Course title change to</i> Freshman Band	The name change seeks to eliminate confusion with the registration process for incoming freshmen students. It also aligns with other instrumental course titles at GBN and GBS.		
Science	Horticulture 161 &162	<i>Course title change to</i> Plant Science	The new name more appropriately describes the revised curricular and instructional methods focused on plant physiology and anatomy, laboratory investigations and student inquiry based learning.		
Removal of Course offerings	Course	Recommended Action	Rationale		
Mathematics	Computer Science 261, Computer Science 371 and AP Computer Science	Archive courses – remove from course selection materials	Minimal enrollment has not been achieved for the last four years. Similar trends have occurred at other high schools and opportunities have been available at local colleges	No impact to budget, FTE or facilities.	

APPLICATION FOR CURRICULAR CHANGE

School: Glenbrook North Department: Applied Technology Date: 9-14-11

Name of proposed curricular change: Game Design and Theory II 261, 262

1. **Brief description** of the curricular change

The Applied Technology Department is proposing a new course titled Game Design and Theory II. This one semester sophomore, junior and senior level course will target students who have taken Game Design and Theory 161 and have an interest in further exploring game development. The course will provide in-depth experiences and training in this emerging technology related career field. The content will focus on advanced game design concepts, such as the skills and techniques needed for character, scenery, and action development as well as information pertaining to collegiate options.

2. **Curriculum Planning Committee Membership**

- a) List the members of the committee.
Jason Berg
- b) Give the rationale for the membership of this committee.
Jason Berg proposed, created and teaches the first Game Design Course

3. **Need** for the curricular change:

- a) Present other data (demographic, anecdotal, research, and others) that point to a need for change.

Sample Blizzard Job Opening (Fall 2011):

3D Character Artist
Next-Gen MMO

Office: Irvine, California, United States

Blizzard Entertainment is looking for an exceptionally skilled 3D character artist for a team focused on next-generation massively multiplayer online games. The ideal candidate has extensive experience modeling and texturing a diverse visual range of characters and creatures. A solid grasp of form, structure, color, and light for both 2D and 3D art assets is essential. The 3D character artist must have a skill in another art task as well (illustration, scripting, or concept drawing), and be well versed in related tools -- Maya, Photoshop, etc.

Requirements

- Minimum of two years experience in game development modeling and texturing characters using Maya and Photoshop (or equivalent 3D and 2D programs).
- Exceptional understanding of human and creature anatomy and a keen eye toward form, shape, structure, and silhouette in regard to modeling.
- Superior eye for light, shade, color, and detail in creating texture maps.
- Self-motivation, good communications skills, and a great team-player attitude.
- Skills in one or more of the related creation tasks -- illustration, scripting, or concept drawing.
- Proven problem-solving/prototyping ability.
- A passion for video games

Quoted comment on the profession of game design:

“Entry-level game artists needn't get too caught up in which software package is best. Learn at least one of the two major packages (3ds Max and Maya) thoroughly, noodle with a few others if you can, and be ready to adapt on the job”

Taken from Pixar's FAQ page:

“What animation software do you use and what do you recommend for those hoping to work for a company like Pixar?”

“Pixar uses its own proprietary software built and maintained in-house. In general, we look for broad artistic and technical skills, rather than the ability to run one package over another. We concentrate on finding people with breadth, depth, communication skills and the ability to collaborate. If you have those attributes, we can teach you the specific tools.”

- c) Summarize opinions of experts (researchers, higher educational professionals, business people, parents, community members) who speak to a need for change.

Parents and students have both voiced an interest in GBN offering a Game Design II course where interested students could have a venue to delve deeper into design topics.

Within the arena of design and technology exists opportunities in four year college degrees and certificate programs in 3-D modeling, gaming and animation. Game developers require individuals who specialize in character modeling, scene modeling, object rendering, object animation, testing and troubleshooting. Skills in these areas are synonymous to current legitimate curriculums, majors and/or professions such as engineering, architecture, graphic design, advertising, etc.

Excerpt from, “A Whole New Mind” by Daniel Pink:

“Design is a high-concept aptitude that is difficult to outsource or automate- and that increasingly confers a competitive advantage in business. Good design, now more accessible and affordable than ever, also offers us a chance to bring pleasure, meaning, and beauty to our lives. But most important, cultivating a design sensibility can make our small planet a better place for us all” (86).

4. **Rationale** for addressing the need through a curricular change:

- a) State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.

Adding a second course will allow students to explore advanced content that otherwise would not be covered in the timespan of the first course.

The course will allow students to sample and investigate if Gaming is a potential college or career option.

- b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.

The Game Design course is in its fourth year and has been averaging about three sections per year. Students interested in further exploration have signed up for an independent study in Game Design. Interest has increased to the point where running a section of Game Design 2 is feasible.

- c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

The new course will complement the current applied tech courses by providing a sequence a student may travel in terms of post secondary education and professional careers. Students will utilize their skills in math, physics, logic, design and anatomy while expanding their knowledge and experience in Game Design.

5. **Description** of proposed change:

- a) Describe the students for which this curriculum change has been designed and the approximate size of the target group.

This course would be for students with an interest in game element development and will require completion of Game Design and Theory as a prerequisite for enrollment. Initial enrollment is expected to be around one section per year.

- b) Provide a tentative outline of the proposed course or program.

The course will be offered during one full semester.

- Software and Hardware user interface
- Windows
- Student user
- Volumes
 - Gravity
 - Terminal Velocity
 - Friction
 - Collisions
 - Damage
 - Distance Fog Rendering
- Lighting
 - Light Maps
 - Placement
 - Static lights
 - Dynamic Lights
 - Color
 - Light Radius
 - Directional Lights
 - Sunlight
- Materials
 - Textures
 - Photoshop
 - Importing textures
 - Texture Properties
 - Shaders

- Diffuse and Specularity Maps
- Opacity Maps
- Self-Illumination Maps
- Color Modifiers
- Texture Oscillation
- Texture Panning
- Texture Rotations
- Texture Scaling
- Combining Textures
- Reflective Surfaces
- Career Exploration

6. **Implications** of the proposed change:

- a) What are the implications of this proposed change for staffing, facilities, and budget?

The new course will use the same software and facilities used in the Game Design Theory 161 and will have no effect on departmental budget.

The new course will use the same text as the Game Design Theory 161: “Mastering Unreal Technology: The Art of Level Design” by Jason Busby, Zak Parrish, Joel Van Eenwyk.

- b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

With the nature and scope of the course, other courses at GBN will not be affected.

- c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

No additional resources are needed to run this course.

7. **Method of evaluating** the success of the proposal after it is implemented:

- a) If the proposal is approved and implemented, how shall it be evaluated?

The course will be evaluated based on completed projects, quizzes and tests. The department will evaluate the course success through student interest.

- b) What specific outcomes shall indicate success of the implemented proposal?

If students decide to pursue this content as a college major, this will allow them a head start on their future course objectives and serve as a springboard to pursue a career in this expanding field. In addition, the content and skills learned in this class such as creativity, technical skills, communication, and following directions are important in any situation.

APPLICATION FOR CURRICULAR CHANGE AND COURSE PROPOSAL

School: Glenbrook North Department: Career and Life Skills Date: Rev. 12-20-11

Name of proposed curricular change: Advanced Business Topics 161, 162

1. **Brief description** of the curricular change

The business education department is proposing a new course titled Advanced Business Topics. This one semester capstone course targets juniors and seniors who have taken and had successful experiences in another business class (Introduction to Business, Accounting, Business Law, Management or Marketing) at Glenbrook North. Due to the variability of business related majors in college; this course will provide students the opportunity to advance their study in specific business topics. The course will be designed around challenge-based learning to foster critical thinking, problem-solving, and literacy skills in which the real-world application will foster engagement. The course will incorporate performance-based assessments, which may include researching, writing proposals, and/or making presentations to solve business problems using a team approach based on DECA's internationally recognized business learning standards and projects.

2. **Curriculum Planning Committee Membership**

- a) List the members of the committee.
Mindy Ingersoll & Mary Kosirog
- b) Give the rationale for the membership of this committee.
Mindy – Curriculum Mary – quality/format/revisions/guidance

3. **Need** for the curricular change:

- b) Present other data (demographic, anecdotal, research, and others) that point to a need for change.

Glenbrook North Research:

- **Fulfilling a need at Glenbrook North:** The business department believes an Advanced Business Topics class would fulfill the needs of students looking for an advanced business course, an entrepreneurship course and/or advanced study course in business. Currently none of the above is currently offered at Glenbrook North.
 - There have been student requests for an entrepreneurship class. Currently students gain components of entrepreneurial skills in the various other classes, however, the Advance Business Topics class would offer students the depth and breath of entrepreneurship by researching & writing a business plan and running a successful business.

- **Meeting demands of university admissions:** Mary Kosirog met with David Boyle, GBN college counselor, to discuss improving the business education curriculum at GBN to meet the needs of our students and the demand from top universities. David Boyle recommended that our classes provide experiential based learning with internship opportunities, field (observation) experiences, and working with local businesses to solve business problems.
- **Independent study growth & interest:** In 2011 the Business Education Department has seen an increase of the number of students enrolled in an independent study course where they are collaborating with a local business to solve a business problem focusing on one of DECA's research/written events.
- **DECA's learning standards provide a nationally recognized curriculum:** DECA's mission statement is to prepare emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high school and colleges around the globe. DECA also prepares the next generation to be academically prepared, community oriented, professionally responsible, and experienced leaders with their National Curriculum Standards in four career clusters (Marketing, Hospitality & Tourism, Management, and Finance). This international business organization has 188,000 members and 3,500 chapters.
- Below are some statistics from DECA Nationals office:
 - More than 90% of DECA members plan to continue their studies in marketing, finance, hospitality, and business management or become entrepreneurs.
 - More than 86% of DECA members report an A or B average.
 - More than 27% of DECA members are very interested in starting their own business.
 - DECA students are more likely than the national average to select a career in business such as Accounting, Advertising, Business Administration, Fashion Merchandising, Sports Marketing, in addition to many others. Most notably, 14% of DECA members are likely to become an Entrepreneur versus the 4.2% National Average.
- While a student taking Advanced Business Topics would not be required to compete with DECA research events, it is important to note the value in DECA's National Curriculum Standards and project templates that will be a foundation for student learning in this course.

Challenge-Based Learning Information & Research

- **What is challenge-based learning:** According to The New Media Consortium, The challenge-based teaching model incorporates the best aspects of problem-based learning, project-based learning, and contextual teaching and learning while focusing on real problems faced in the real world. This model engages students' curiosity and desire to learn. It also gives students access to 21st century tools, and require them to work collaboratively and manage their own time. Students are able to direct their learning and engage teachers in a supportive, very necessary role as guides.
- **Research on challenge-based learning:** The New Media Consortium analyzed a pilot study in challenge-based learning involving 321 students from six schools across the country. The study found that 95% of the students reported they were deeply engaged, routinely worked in groups, accessed the Internet for just-in-time tools and resources, and used the web and digital media to richly communicate their solutions. According to the report, "80% of participating students reported that they had made a difference in their schools or communities by addressing their challenge. Students strongly endorsed challenge-based learning, with four

out of five saying they would definitely recommend the approach to other students.”

- c) Summarize opinions of experts (researchers, higher educational professionals, business people, parents, community members) who speak to a need for change.

Business Career Research

- The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills, and the Society for Human Resource Management partnered to survey over 400 employers across the United States. The most important skills cited by employers are listed below. These employers also reported that many of the new employees lack these skills that are essential for job success.
 - Professionalism/Work Ethic
 - Oral and Written Communications
 - Teamwork/Collaboration and
 - Critical Thinking/Problem Solving
 - Other important skills included: Diversity, Information Technology Application, Leadership, Creativity/Innovation, Lifelong Learning/Self Direction, Ethics/Social Responsibility
- According to CNN, the top qualities employers look for are creative problem solving, a multi-tasker that thrives on variety of projects, initiative, relevant work experience, impressive resume, the ability to help an organization increase revenue or decrease costs, and to be a team player.
- There are many business professionals that discuss how it’s so important for students to be able to apply knowledge into real-world problems. In addition, as educators we see that when students have choice in what and how they learn they are engaged.
 - Thomas Friedman, author of *The World is Flat* – “If schools can actually produce people who are good synthesizers, they’re going to be more effective and innovative workers.” Friedman’s theory is that curiosity and passion are even greater than intelligence.
 - Daniel Pink, Economist and author of *Drive* – “Human beings have an innate inner drive to be autonomous, self-determined, and connected to one another. And when that drive is liberated, people achieve more and live richer lives.”
 - Steve Jobs, Apple CEO, took something he was interested in and was able to integrate it into a solution. During his speech at Stanford’s graduation he spoke of when he dropped out of Reed College. With time on his hands he took a course in calligraphy, which later inspired him to incorporate different font types (typography) into the first Macintosh computers. This innovative idea differentiated the Mac from the PC. Steve Jobs is the real-life example of student driven learning and what can come from it.
- Average salary ranges for business fields:
 - Accounting: \$47,990 to \$81,290
 - Business Administration: \$56,490 to \$103,550
 - Finance: \$56,310 to \$142,210.
 - Forensic Accounting (Combining Law & Accounting): \$90,717 to \$150,000
 - Hospitality Management: \$43,236 to \$64,720.
 - Management: \$59,000 to \$70,000.

4. **Rationale** for addressing the need through a curricular change:

- a) State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.

The Advance Business Topics course will meet the needs expressed by students, faculty, and the business community as stated in #3 above.

- **Provides advanced study in business education course offerings and fulfills a need at Glenbrook North:** The course will provide an opportunity for students to continue their study in business and specialize in their future career interests.
- **Provides an engaging learning environment:** Challenge-based learning provides real world problem solving, access to 21st century tools, and experience in collaboration and time management, which allows student driven learning.
- **Provides opportunity for career exploration:** The course will allow students to sample and investigate deep into one or more areas of business to experience the potential for college or career options.
- **Provide a connection with Glenbrook North's core beliefs:** "Students should actively engage themselves to become knowledgeable, analytical, reflective, and creative learners." As well as, "Ethical values are essential to democratic citizenship in our school communities and our world".
- **Provides Glenbrook North students connections between the classroom and co-curricular DECA program:** Students advanced knowledge base, analytical reasoning, communication and presentation skills studied in this course will support the real life experiences in DECA.

- b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.

- For the past few years, Mindy Ingersoll has slowly integrated challenge-based learning into her Marketing and Management & Leadership curriculum. She has found that although her students are engaged in this student driven learning environment, it is clear that they need more experience in learning content knowledge and work in problem-solving and critical thinking. In addition, students need more experience reflecting on their learning as a means of improving their intrapersonal skills. However, due to the scope of the current curriculum there is not enough time to accomplish this.
- DECA membership has grown 10% each year from 12 to now over 90 members. With this growth we have seen an increase of Honors and AP students, which is a testament of student interest in business. These students have been requesting an honors level business course to better prepare them for college and careers in business.
- Due to the increase of independent study projects, the business department staff does not have the time or resources to dedicate to this growing trend.

- c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

- The new course will complement the current business courses by providing a second level course, which is currently not offered.
- The new course will also provide an opportunity to explore post secondary education

and professional careers.

- The course will provide students advancement in business core skills such as critical thinking, decision-making, interpersonal and business writing skills.

5. **Description** of proposed change:

- a) Describe the students for which this curriculum change has been designed and the approximate size of the target group.

This course is designed for juniors and seniors who have taken Introduction to Business, Accounting, Business Law, Marketing or Management & Leadership and wish to advance their study (knowledge) in a specific business topic.

- b) Provide a tentative outline of the proposed course or program.

This course would be offered during one full semester.

Advanced Business Topics would be a challenge-based learning environment where the teacher would act as a facilitator through out majority of the coursework.

Quarter 1: Mini-Workshops, Introduction to Challenge Based Learning and Business Simulation Software

- Review of Business Concepts – Taught by Mindy Ingersoll and guest experts.
 - Marketing: 4 P's, target marketing (demographics & market segmentation, research analysis, media buying)
 - Social Media: as a learning vehicle, understand the business legal issues
 - Investments
 - Business Writing & Communication: emails, voicemail, presentations
- Introduction to Challenge Based Learning Projects (project planning – answering essential questions and developing a research plan)
 - Advanced Marketing (digital media, research analysis, media buying, fashion merchandising, sports & entertainment promotion)
 - Advanced Investments: stocks, short selling, commodities, portfolios, retirement accounts, stock market game
 - Entrepreneurship: legal issues, business plan writing, international business, franchising
 - Buying & Merchandising: retail and wholesale businesses that provide consumer goods.
 - Hospitality & Tourism: Hotels, restaurants and tourism-related businesses.
 - Business Services: human resources, information technology, personal and contracted services
 - Financial Services: financial statement analysis & audit, banking and other financial businesses.
- Business Simulation Software & Analysis and/or Stock Market Online Competition & Analysis (depending on timing due to the pace of enrolled students)

Quarter 2: Research/Writing Project, Job Shadow Experience, & Guest Lectures

- **Challenge-Based Learning Research/Writing Project:**
- Students will be required to utilize the knowledge they gained during the projects completed in the first quarter and apply it to a research/writing proposal of their choice. In this business proposal, students will develop a solution to a real-life business challenge. The challenges could be centered around the following business concepts:
 - Entrepreneurship based (business plans and analysis, franchising, etc.)
 - Helping a local business (creative marketing, customer service plan)
 - Community service focused (marketing and executing a group to participate in civic activities, increasing financial literacy in a community, etc.)
 - Marketing focused project (international business plan, advertising campaign, public relations campaign, sports and marketing plan)
- **Interactions with business professionals:** Depending on topics of interest, local business professionals will be invited to speak to the class. Rotary, Chamber of Commerce, IFME (Illinois Foundation for Marketing Education), and other business professional organizations will be contacted. Students will also seek mentors for their challenge-based learning projects.
- **Virtual Business Simulation Software & Analysis and Stock Market Online Competition & Analysis** (depending on timing due to the pace of enrolled students)
- Should an Honors level be approved in the future, a Job Shadow experience will be incorporated. Students would be required to spend a day in the field learning from a business professional.

6. **Implications** of the proposed change:

- a) What are the implications of this proposed change for staffing, facilities, and budget?

The addition of Advanced Business Topics will create no additional staffing or budgetary needs. Any additional classroom resources will be purchased through the department budget or grant funds. This course should be scheduled in a computer lab to utilize technology for an in-depth and interactive learning experience.

There is a gap in the current business course offering at GBN for an advanced or honors level course. There is a need for a course where students can go in-depth with the curriculum at a quicker pace while providing a challenged based learning environment for students. Depending upon enrollment and student feedback we would like to explore offering this course at an honors level in the future, if that better meets students' needs.

- b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

We see the course enrollment as a regrouping of students who would have enrolled in other business electives (Accounting, Business Law, Management & Leadership, and Accounting), which may decrease the enrollment in the above-mentioned courses.

- c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

Mindy Ingersoll will continue to develop her experience in facilitating challenge-based teaching strategies, lesson plans, and collecting resources for the class throughout the 2011-2012 school year. Mindy Ingersoll will attend relevant conferences to prepare for the course and will conduct summer curriculum work to complete preparation of course materials for the fall semester.

7. **Method of evaluating** the success of the proposal after it is implemented:

- a) If the proposal is approved and implemented, how shall it be evaluated?

To evaluate the course, we will use enrollment numbers for the Advanced Business Topics and other business electives, and instructor and student feedback. We will analyze the course's impact on student knowledge and preparedness in business courses and post secondary plans.

- b) What specific outcomes shall indicate success of the implemented proposal?

Continued enrollment in the course will indicate interest in the course. In addition, we believe growth in students' business skills from beginning to the end of the semester. We hope that this course will be a springboard to pursue a career in their area of interest.

Work Cited

"AASA :: Tom Friedman on Education in the 'Flat World'." *American Association of School Administrators*. The School Administrator, Feb. 2008. Web. 22 Oct. 2011.

<<http://www.aasa.org/SchoolAdministratorArticle.aspx?id=5996>>.

"Business Salaries | Learn How Much You'll Make in a Business Career." *All Business Schools - Business Degrees, Online MBA Degree Programs, Business School Career Guide*. All Business Schools, 2011. Web. 15 Oct. 2011.

<<http://www.allbusinessschools.com/business-careers/online/online-salaries/>>.

Casner-Lotto, Jill. *Are They Really Ready to Work? Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21 St Century U.S. Workforce*. Rep. Conference Board, the Partnership for 21st Century Skills, Corporate Voices for Working Families, and the Society for Human Resource Management. Print.

Johnson, Laurence F.; Smith, Rachel S.; Smythe, J. Troy; Varon, Rachel K. (2009). *Challenge-Based Learning: An Approach for Our Time*. Austin, Texas: The New Media Consortium.

Pink, Daniel H. *Drive: The Surprising Truth about What Motivates Us*. New York, NY: Riverhead, 2009. Print.

Zupek, Rachel. "Top 10 Reasons Employers Want to Hire You - CNN.com." *CNN.com - Breaking News, U.S., World, Weather, Entertainment & Video News*. CNN, 2011. Web. 15 Oct. 2011. <<http://www.cnn.com/2009/LIVING/worklife/11/02/cb.hire.reasons.job/>>.

APPLICATION FOR CURRICULAR CHANGE AND COURSE PROPOSAL

School: Glenbrook North Department: English

Date: 11/1/11

Name of proposed curricular change:

**Topics in Literature: Shakespeare
Summer School**

1. **Brief description** of the curricular change

Topics in Literature is designed for summer school students with a particular interest in historical literature. In this course, students will explore the life and works of William Shakespeare as they read plays and explore the historical time period of 16th century England. The course will concentrate on Shakespeare plays seldom taught in the District 225 English classes. *Topics in Literature* is for students with a desire to develop higher level thinking skills as they explore the works of a prolific author.

2. **Curriculum Planning Committee Membership**

- a) Chris Morgan and Ed Solis are submitting this proposal to be offered as a summer school elective.
- b) The English Department wants to provide a summer school course for students looking to engage in a quality reading experience during summer school.

3. **Need** for the curricular change:

Currently, the summer school courses in English are primarily remedial classes. This is not the only area of need in our community. Offering summer courses to enhance learning will provide a balance of offerings for students. This course is designed to help students improve reading skills while exploring great literature.

- c) Many course offerings at the university level include a *Topics in Literature* course as way to provide depth to the content, history and perspective of a given author. With the mandated standards and responsibility to provide students a variety of perspectives, a high school English class must cover many authors and subjects, leaving limited time to critically explore one author or one topic. As the title suggests, a topics course has the flexibility to change its content if the need dictates such a change. Some community members may welcome the opportunity for students to explore additional texts from the "Classics" of literature if it is made available.

3. **Rationale** for addressing the need through a curricular change:

Shakespeare's works deserve all the superlatives you can muster: timeless, brilliant, classic, first-rate, genius. As advancements in technology dramatically change the way we live in the 21st Century, consistency in great literature remains the same. William Shakespeare is arguably the best poet and the best playwright that ever lived.

- a) The summer school course, *Topics in Literature*, could serve as a pilot for possible inclusion into the English Department's elective offerings.
- b) Students with an understanding of the life and times of William Shakespeare would draw on this knowledge as it applied to their history and English courses. Students synthesizing information to create understanding and to construct new knowledge is exactly the critical thinking processes we seek to develop with our students.

5. **Description** of proposed change:

- a) Students from any grade level could enroll in the course; however, in an attempt to gain attention to the offering, we will target the current freshmen and incoming freshmen students. We need to meet the minimum required student load in order for the course to run.

6. **Implications** of the proposed change:

- a) This course will be offered as a summer school elective. There is no need for additional staff, special facilities and no budget requirement.
- b) Because the course does not count toward the four-year English requirement, there are no implications of this proposed change for other courses in the department and for other departments in the school.
- c) To develop the *Topics in Literature* course some summer curriculum development money would be needed.

7. **Method of evaluating** the success of the proposal after it is implemented:

- a) Following the completion of this summer school class, students will be surveyed as a form of assessing the course.
- b) Student enrollment for the course will indicate its immediate success.

APPLICATION FOR NEW CURRICULAR OFFERING

School: GBN

Department: Science

Date: October 20, 2011

Name of proposed course(s): **Meteorology 161 & 162**

1. **Brief Description** of New Curricular Offering:

Meteorology is a hands-on course that introduces the student to the most extreme manifestations of weather and climate by analyzing the physical, economic, historical and human impact of intense weather events. Students will conduct field and laboratory investigations using real-time, scientific processes, and critical thinking skills to analyze current weather patterns and predict trends. In addition, students will apply knowledge gathered in preparation for working on their own weather broadcast for their local community.

This course is a single semester course and will earn 0.5 credits of a lab science.

2. **Curriculum Planning Committee Membership:**

- a. List the members of the committee:
Brian McDonough

- b. Give the rationale for the members of this committee:

This course was developed by Brian McDonough, GBN Earth Science instructor. He is the only earth science teacher in the department. However, he has worked closely with Mary Rockrohr, the Instructional Supervisor, to receive feedback with regards to scope and sequence, laboratory activities and learning experiences, and target audience.

If approved, a physics and chemistry teacher (TBD) will work with Brian McDonough on the development of specific learning experiences during the summer of 2012 to ensure there are deliberate connections among the sciences and to offer peer feedback with regards inquiry-based instruction.

- c. If outside experts are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.

There are few high schools that offer Meteorology at the high school level. However, contact has been made with two meteorology instructors in Plano, Texas and Hudson, New Hampshire with regards to scope and sequence. Contact will continue via email and phone as needed.

3. **Need** for the new curricula:

- a. Present and analyze data on student learning that point to a need for a new course.

The GBN Science Department has recently shifted its course sequence to ensure that the core science courses (biology, chemistry, physics and/or earth science) would be completed (pending math prerequisites) during the first three years of high school. As a result, there is a significant need for lab-based electives offered during a students' fourth year at GBN.

We currently offer semester electives that build off of three core sciences in addition to the astronomy course. A Meteorology course will complement the Earth Science class, if taken prior. If approved, the course will be a one semester course that will pair nicely with other single semester courses that are currently offered.

Illinois State Standards and National Science Standards both indicate that there is a need for real-life investigative experiences in high school science. In addition, students should be exposed to science-related careers. Meteorology will give students the opportunity to experience meteorology.

- b. Present other data (demographic, anecdotal, research, and others) that point to the need for a new course.

During the 2008-2009 school year, the science department developed, implemented, and analyzed data from a student survey on science electives. Students expressed an interest in semester-long, lab-based electives. We currently offer elective courses that favor biological sciences as well as chemistry and physics. Earth science electives offered are astronomy which is a year-long course that is dependent upon a prerequisite level of physics and math and AP Environmental Science which serves only those honors students who are interested in an AP science course. Meteorology would serve a variety of students (Team, regular, and honors), and would not be dependent upon mathematic skill level.

- c. Summarize opinions of experts (researchers, higher educational professionals, business people, parents, community members) who speak to a need for the new course.

4. **Rationale** for addressing the need for the new course:

- a. State the purpose of the new course, indicating specifically how this new course shall improve student learning by meeting the needs described in #3 above.

Competitive universities prefer to see that students have completed 4 years of lab-based science. Meteorology will earn lab credit and can be taken during the 11th or 12th grade.

Illinois Learning Standards require high schools to afford students the opportunity to analyze a particular occupation to identify decisions that may be influenced by knowledge of science. In addition, high schools should engage students in a manner to gain an appreciation of how scientific and technological progress has affected fields of study, careers and job markets and aspects of everyday life. This course will enable students to role play as meteorologists and investigate weather patterns as well as using data to predict future weather trends.

- b. If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.

The department considered proposing this course in 2009. However, the 2009 school year brought great change in the science department. It was the department's hope to establish electives that complemented biology, chemistry, and physics. Once these courses gained enrollment, an earth science elective, Meteorology, was proposed.

A second alternative would be to eliminate the Earth Science 163 course. However, this course currently serves regular-level students who are concurrently enrolled in physics, do not possess confidence in their math skills and enroll in place of a physics course during their junior year, or have an interest in earth science. Therefore, Earth Science 163 serves a special population that would not be served in any other course. In addition, Earth Science is recognized as a core science class. Therefore, it is an appropriate alternative to physics during a student's junior year.

- c. Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

This course would complement Earth Science GT and Earth Science 163 courses as well as the Astronomy and AP Environmental Science courses. An additional earth and space science course such as Meteorology will help to develop a well-rounded science student.

5. **Description** of proposed course:

- a. Describe the students for which this new curriculum has been designed and the approximate size of the target group.

Meteorology is expected to serve approximate 50 students (2 sections, 1 section per semester) during the first year of implementation. This number would be expected to expand during the 2013-2014 school year as students continue to take advantage of their fourth year available for an elective course in the science department.

The target group will range from Team to Honors students; the course will be developed for the regular-level (163) student. The class will be designed as a hands-on experience that will meet the needs of a variety of learners. The course, in its design, will emphasize live data collection and analysis. Students who have an interest in physical and earth sciences, particularly weather, will find this single semester course appealing.

- b. Tentative Outline of Proposed Course

Meteorology 163 Course Curriculum

Topic	Intro to the Atmosphere	Energy: Warming the Earth and the Atmosphere	Air Pressure and Winds
Blocks (<i>approximate</i>)	4	4	4
Concepts/Topics	<ul style="list-style-type: none"> *Volcanic out gassing in relation to earth's atmosphere *Percentage of oxygen in the atmosphere *Air is a force *Air density 	<ul style="list-style-type: none"> *How the sun angles affect amount of energy *Energy transfer *Surface color *Conduction, Convection, Radiation *Greenhouse effect 	<ul style="list-style-type: none"> *How and why wind blows *Newton's law of motion *Instruments to measure pressure * Air motion/Coriolis *Converging/Diverging air motions
Suggested Labs/Activities	Making Gas The Pressure's on The percentage of Oxygen in the Atmosphere It's in the Air	Why is it hotter at the equator than the Poles? Which gets hotter, light or dark surfaces	Up, Up and Away Why winds whirl worldwide
Skills	Applied concepts Predicting Lab Safety Measurement Math/Calculations Comparing and Contrasting Interpreting graphs and maps	Applied Concepts Predicting Lab Safety Interpreting Graphs and Maps Math/calculations	Applied concepts Science Inquiry Graphing Measuring
State Learning Standards	11A,11B,12E13A,13B	11A, 11B, 12E, 13B, 13A	11A, 11B, 12E, 13A, 13B, 12C

Meteorology 163

Course Curriculum *continued*

Topic	Moisture and Atmospheric Stability	Cloud Formation	Water in the Atmosphere
Blocks <i>(approximate)</i>	4	4	2
Concepts/Topics	<ul style="list-style-type: none"> *How air changes as it rises *How air achieves saturation *Transformation of water *Expressing air's humidity 	<ul style="list-style-type: none"> *The role condensation nuclei plays in cloud formation *Basic appearance and cloud types *Adiabatic cooling *topographic lifting/uplifting at frontal boundaries *Archimedes' Law 	<ul style="list-style-type: none"> *Hydrological cycle *Measuring and expressing atmospheric moisture *Formation of dew, frost and fog *Latent Heat *endothermic/exothermic
Suggested Labs/Activities	Atmospheric moisture Saturation and stability.	Phase changes How does a cloud form It can be super-cooled	Just Dew It Let's make frost It's all relative
Skills	Graphing Observations Interpreting Data Tables Applied concepts	Applied concepts Lab safety Observations Predicting Identifying and classification Inquiry	Applied concepts Inferring Interpreting graphs Science inquiry Analyzing
State Learning Standards	11A, 11B, 12E, 13A, 13B, 12C	11A, 12C, 12E, 13A, 13B	11A, 12C, 12E, 13A, 13B

Meteorology 163

Course Curriculum *continued*

Topic	Air Masses and Fronts	Weather Patterns/ Forecasting
Blocks <i>(approximate)</i>	4	4
Concepts/Topics	<ul style="list-style-type: none"> *Typical weather conditions associated with air masses and the weather produced at frontal boundaries *Air mass formation *classification of air masses *converging/ diverging of air masses 	<ul style="list-style-type: none"> *Influence of wind patterns on *storm development *Different types of forecasts *Use of computers/Satellites *Predicting future weather/Short term local forecasts
Suggested Labs/Activities	<ul style="list-style-type: none"> Moving masses Mid latitude cyclones Interpreting weather maps 	<ul style="list-style-type: none"> Weather watch How to be a weather man Modeling movement in a tornado
Skills	<ul style="list-style-type: none"> Observations Graphing charts Inquiry Analysis 	<ul style="list-style-type: none"> Predicting Modeling Information fluency Natural hazards analyzing
State Learning Standards	11A, 11B, 12E, 13A, 13B	11A, 11B, 12E, 13A, 13B

Topic	Thunderstorms/ Tornadoes	Hurricanes
Blocks <i>(approximate)</i>	2	2
Concepts/Topics	<ul style="list-style-type: none"> *Describing the growth of common air mass *Thunderstorms and severe weather *Squall lines *Thunderstorm electrification *How, why, where tornadoes form 	<ul style="list-style-type: none"> *How and what drives Hurricanes Destructive *Differences between tropical and mid latitude storms *Air motions in a mature hurricane *Hazards associated with hurricanes *Naming Hurricanes
Suggested Labs/Activities	<ul style="list-style-type: none"> Photograph lighting Predict thunderstorm activity Predicting severe weather 	<ul style="list-style-type: none"> Video footage Plotting and following hurricanes Riding the wave of a hurricane
Skills	<ul style="list-style-type: none"> Technology Reading maps and graphs Analyzing Observing Inferring Inquiry 	<ul style="list-style-type: none"> Natural hazards Graphing Observing Information fluency Analyzing
State Learning Standards	11A, 11B, 12B, 12E, 13A, 13B	11A, 11B, 12B, 12E, 13A, 13B

Meteorology 163

Course Curriculum *continued*

Topic	Climate Zones	Climate and Climate Change	Air Pollution
Blocks <i>(approximate)</i>	4	4	2
Concepts/Topics	<ul style="list-style-type: none"> *Variety of different climatic regions *Climatic controls *Koppen classification system *Micro/Macro scale climatic environments 	<ul style="list-style-type: none"> *Suggested causes of climate change *Past climatic conditions *El Nino/La Nina *Greenhouse gasses *Carbon cycle *Why more precipitation 	<ul style="list-style-type: none"> *Sources and environmental effects of air pollution. *Role of air pollution *Historical view of pollution *Ozone Action days *Effects of local topography on air pollution
Suggested Labs/Activities	Plotting and graphing temperature and precipitation Climate variability and change	Global warming: fact or fiction Videos to stimulate discussion	Heating of coal Daily summary of air quality ozone
Skills	Mapping Graphing Observing Analyzing	Applied concepts Predicting Mapping Observing Inferring Analyzing Inquiry	Applied concepts Inquiry Analyzing Math/calculations
State Learning Standards	11A, 11B, 12E, 13A, 13B	11A, 11B, 12E, 13A, 13B	11A, 11B, 12E, 13A, 13B

6. Implications of the proposed course:

- a. What are the implications of this proposed course for staffing, facilities, and budget?

Because the GBN science department has recently shifted the curricular sequence, a student's fourth year at GBN will be "open" for a science elective of their choice. In the past, students were scheduled for four years of science classes (Unified Lab Science, Biology, Chemistry, Physics). As a result, we do not expect a need for an increase in staffing.

Because Earth Science 163 will not be a prerequisite for the class, we may see a decrease in the Earth Science 163 enrollment. This will be reviewed through the Educational Planning Process after the third semester of implementation.

- b. What are the implications of this proposed change for other courses in the department and for other departments in the school?

Within the science department, we may see a decrease in the enrollment in AP Environmental Science, Earth Science 163, and Astronomy. However, because of the prerequisites for the course (concurrent enrollment or completion of a third year of a lab science), we do not believe that the electives will suffer a tremendous drop in enrollment.

- c. What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

A summer curriculum project will be necessary for the Brian McDonough and a creative team to help develop student-centered learning experiences.

Minimal professional leave may be required to allow the curriculum designers to meet with area high schools and community colleges that offer a course similar to Meteorology.

7. Method of evaluating the success of the proposal after it is implemented:

- a. If the proposal is approved and implemented, how shall it be evaluated? What specific outcomes shall indicate success of the implemented proposal?

The course's success will be evaluated in part continued student interest in the elective. Enrollment is expected to remain consistent and/or grow over the first two years of implementation.

Students will be surveyed upon completion of the course to gather instructional and experiential feedback.

APPLICATION FOR CURRICULAR CHANGE

School: Glenbrook North

Department: Social Studies

Date: November 1, 2011

Name of proposed curricular change: Split American Government and Politics course offering

1. **Brief description of the curricular change:** The Social Studies Department would like allow students to take either “Advanced Placement Government and Politics: **United States**” or “Advanced Placement Government and Politics: **Comparative**,” or both. At present, students are required to take both as part of “A.P. Government and Politics.” This change would offer senior students more flexibility in scheduling their Advanced Placement Government offerings. In offering the two courses (United States and Comparative) as two distinct classes, students can enroll in courses of greatest interest to them within Social Studies and across the entire GBN curriculum.

2. **Curriculum Planning Committee Membership**

- a) List the members of the committee. Robert Berg, David Vincent, and Robin Sheperd
- b) Give the rationale for the membership of this committee. Robert Berg has taught the U.S. portion of the Government class, and David Vincent has taught the Comparative. Robin Sheperd is the Social Studies Instructional Supervisor. The entire department also provided input on this proposal.
- c) If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees. Social Studies Department Chairs from area schools were consulted, as was Donald Poynton, retired GBN Social Studies teacher and former A.P. Government and Politics teacher.

3. **Need for the curricular change:**

- a) Present and analyze data on student learning that point to a need for change. N/A
- b) Present other data (demographic, anecdotal, research, and others) that point to a need for change.

For over the past five years, student input has pointed to the need to review our A.P. Government course offering. Students in this course are often more invested in one portion over the other. Many students have a genuine interest in both parts of the course and their engagement and achievement have reflected that interest. Those students would still have the option of taking both courses after this curricular change is implemented. In fact, our most recent polling of students indicated that most would opt to enroll in both the American and Comparative portions. Others, however, have expressed fatigue and frustration with the two courses and two A.P. tests. Many have also reported high levels

stress at times throughout the year. Teacher feedback had indicated many of the same trends, and these realities create challenges to their instruction, particularly in the second semester A.P. Comparative Government portion.

Moreover, since the creation of this course, we have added to our department curriculum to create opportunities beyond these classes to explore cultures and governments through a comparative approach. Most notably, we have had a Comparative Global Issues class in place for seven years, and students may find another opportunity within their high school experience to explore at least a small taste of the Comparative Government class. Similarly, a student may opt for A.P. Comparative Government but may explore some aspects of the American Government piece through our political science elective.

The majority of schools in our area offer A.P. Government and Politics: United States only, or provide the two courses independently. In fact, research on course offerings at high schools in our area indicates that only two of 22 offer the course as we have it now. One of those schools spends only six weeks on Comparative Government and most students opt not to take that A.P. test. The other reports that there have been years in which the course is not offered due to low enrollment.

- c) Summarize opinions of experts (researchers, higher educational professionals, business people, parents, community members) who speak to a need for change. N/A

4. **Rationale** for addressing the need through a curricular change:

- a) State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.
Splitting the class into two distinct course offerings will meet the needs described above.
- b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected. N/A
- c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school. The change will allow for greater flexibility among students as they select their courses for senior year within social studies and throughout the building.

5. Description of proposed change:

- a) Describe the students for which this curriculum change has been designed and the approximate size of the target group. A.P. Government typically has one large section (approximately 30 students). These students typically come from honors and A.P. U.S. History classes and have a department recommendation for senior A.P. courses.
- b) Provide a tentative outline of the proposed course or program. The courses would follow the curricula already in place and approved by the College Board.

6. Implications of the proposed change:

- a) What are the implications of this proposed change for staffing, facilities, and budget? There should be no changes to staffing, facilities, or budget. We do not anticipate any dramatic changes to the schedule. In fact, we hope to offer the course during the same block each semester, so that those students enrolled in both would not face challenges in scheduling their other courses. We would simply like to give student the option to come and go at the semester.
- b) What are the implications of this proposed change for other courses in the department and for other departments in the school? If students elect to take one course rather than two (as they were required to do in the past), they may then elect to take a course in another department. Any other enrollment shift is likely to take place among social studies courses. It is possible that there could be greater interest in one than the other, or that students who has previously decided not to enroll in the year-long course will take one of the semester courses.
- c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required? N/A

7. Method of evaluating the success of the proposal after it is implemented:

- a) If the proposal is approved and implemented, how shall it be evaluated? We will review enrollment data, teacher and student feedback.
- b) What specific outcomes shall indicate success of the implemented proposal? Success would be indicated by teacher feedback indicating more genuine interest and engagement among students in the A.P. Government courses, ostensibly because the students truly chose to enroll. Student feedback should indicate the same. If the change is not successful, we will analyze the situation and consider a return to the current coupling of the courses at that juncture.

APPLICATION FOR CURRICULAR CHANGE

School: Glenbrook North **Department:** World Languages

Date: 10/12/11

Name of proposed curricular change: Modern Hebrew 463, 473

1. **Brief description of the curricular change:** We will have a sufficient number of students in Hebrew 363 and 373 at the end of this year who would like to continue their studies next year in Hebrew 463 or 473.

2. **Curriculum Planning Committee Membership**

a) **List the members of the committee.**

Josh Morrel – Hebrew teacher at Glenbrook North

Ann Koller - Instructional Supervisor of World Languages at Glenbrook North

b) **Give the rationale for the membership of this committee.**

Josh Morrel is the current Hebrew teacher, and would be developing the curriculum for Hebrew 463 and 473. Ann Koller is responsible for overseeing the curriculum and instruction of the Hebrew program.

c) **If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.** N/A

3. **Need for the curricular change:**

a) **Present and analyze data on student learning that point to a need for change.**

The students currently enrolled in Hebrew 363 and 373 are progressing at a satisfactory rate. We will have about seventeen non-senior students who will be ready to enroll in Hebrew 463 or 473 at the end of this school year.

b) **Present other data (demographic, anecdotal, research, and others) that point to a need for change.**

Students and parents anticipate the continuation of learning for next school year, which would be consistent with the department's goal to offer at least four years of Hebrew at a regular or honors level.

- c) **Summarize opinions of experts (researchers, higher educational professionals, business people, parents, community members) who speak to a need for change.**

As was the case last year, this proposal represents the continuation of studies in a language already begun by students at Glenbrook North. The community would like to see a full program offered to our students. Our school needs to provide the same opportunities to students as their peers in neighboring school districts such as Evanston, New Trier, Stevenson, Niles, Deerfield, and Highland Park, many of whom offer five or six years of Hebrew.

4. **Rationale for addressing the need through a curricular change:**

- a) **State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.**

Hebrew 463 (Regular) and Hebrew 473 (Honors) will allow students to continue their learning from Hebrew 363 and 373. Students at both levels will continue developing the four language skills that are essential to communication in all of our courses: listening, speaking, reading, and writing. Students will also continue to learn more about Israeli history and culture and read more advanced works of literature.

- b) **If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected. N/A**
- c) **Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.**

If implemented, this proposal would give students of Hebrew 363 and 373 the same opportunities afforded to students of all of the other languages who wish to continue their studies.

5. **Description of proposed change:**

- a) **Describe the students for which this curriculum change has been designed and the approximate size of the target group.**

There are currently 17 non-senior students enrolled in Hebrew 363 and 373. There are also sometimes transfer students from Solomon Schechter and other schools who may also be eligible to be placed in Hebrew 463 or 473.

- b) **Provide a tentative outline of the proposed course or program.**

A course outline for Hebrew 463 and 473 will be developed over the summer as part of a summer curriculum project, as was done this past summer for Hebrew 363/373. The project will include a course syllabus and some lesson plans. We will use the textbook Hebrew from Scratch Book 2, which students already have, since

the book was designed to be used for third and fourth year students.

6. Implications of the proposed change:

a) What are the implications of this proposed change for staffing, facilities, and budget?

We do not anticipate any changes in staffing, facilities, or budget as a result of the introduction of Hebrew 463 and 473 next year since students in Hebrew are already enrolled and will simply be continuing with their studies in this language. If enough students enroll in Hebrew 163 and 263/273, there is a possibility that the overall enrollment in Hebrew could increase by one section. This could then cause a decline in sections of other languages such as Spanish and French.

b) What are the implications of this proposed change for other courses in the department and for other departments in the school?

As stated in 6.a) above, the proposed change may have an impact on other courses in the department. On the other hand, there might be a small number of students of Hebrew who will not be able to fit the existing or new Hebrew courses in their schedules because there will probably only be one section of each level available.

c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?

The Hebrew teacher would need a summer curriculum project to develop the Hebrew 463 and 473 courses. Summer curriculum projects to develop new courses are generally contracted for 40 hours of work.

7. Method of evaluating the success of the proposal after it is implemented:

a) If the proposal is approved and implemented, how shall it be evaluated?

Qualitative (student surveys, observations, and teacher feedback) and quantitative (enrollment in the course, interest and enrollment in a fourth level Hebrew class, grade distributions) data will be evaluated to determine if the course is a success.

b) What specific outcomes shall indicate success of the implemented proposal?

Student enrollment numbers, appropriate grade distributions, student surveys, and interest in Hebrew 563/573 or an Advanced Hebrew Topics course will be a measure of success.

Course/Curricular Change Proposal

School: Glenbrook North

Department: Career & Life Skills

Name of proposed curricular change:

Name change for Introduction to Woodworking 161 to Woods 1: Introduction to Woodworking

Name change for Advanced Wood Machining 261 to Woods 2: Product Design and Engineering

Name change for Introduction to Cabinetry 261 to Woods 3: Advanced Design and Engineering

These name changes will better reflect the course objectives and better align with industry and post-secondary standards.

Name of proposed curricular change:

Allow juniors who are at the honors level to enroll in Consumer Education Honors 171.

- More opportunities for honor and AP students to enroll in course.
- Rigorous educational experience
- Seniors who want to take this course end up conflicting out due to advanced placement courses they take their senior year.
- On average, 17 students a year have taken an online Consumer Education (at their cost) class because they could not fit it into their schedules senior year.
- Currently students at GBS can take any level of Consumer Education as a junior or senior.

November 1, 2011

Course Name Change Proposal

School: Glenbrook North High School

Department: Fine Arts (Band)

Name of proposed curricular change:

Name change from **Varsity Band** to **Freshman Band**

Reason for name change:

Changing the name of **Varsity Band** to **Freshman Band** will make the course selection and registration process easier for our incoming instrumental students. Although our curriculum guide indicates that Varsity Band is a freshman-only course, the name has caused some students to believe that this is an advanced level class. The new name will accurately reflect the level of the course.

Additionally, this would bring our band course names in alignment with our orchestra course titles (beginning with **Freshman String Ensemble**) and with band courses at Glenbrook South High School.

Course Name Change Proposal

School: Glenbrook North

Department: Science

Date: October 25, 2011

Name of proposed curricular change:

In-House name change for Horticulture 161& 162 to Plant Science

In-House name change for Horticulture 161 & 162

The current horticulture courses, Horticulture 161 and 162, changed instructors for the first time in almost 30 years during the 2011-2012 school year. The new instructor, Maureen McDonough, has updated the curriculum to include a greater extent of lab investigation, plant physiology and anatomy, and student-driven learning activities while still respecting the desire for horticulture-based elective course. This course will earn lab credit in science.

Plant Science most appropriately describes the revised curricula and instructional methods. This name more appropriately represents the investigative work in which students will participate. In addition, students utilize their knowledge of plant anatomy and physiology to make appropriate horticulture-based decisions.

To: Michael Riggle; Rosanne Williamson
From: Cameron Muir
Cc: Brian Wegley
Re: New Course Proposals
Date: November 22, 2011

The Glenbrook South Administration, with the approval of the Instructional Supervisors Council, recommends the following new course proposals for approval. I am also attaching the new course proposal forms for the course.

Department	Course Title	Status	Rationale	Impact	Evaluation
Physical Education	<i>Advanced Self Defense</i>	New Course	This course will address the current interest levels of our students. The course will build on the basic skills developed during the freshman and sophomore year PE courses, and to put those skills into practical application.	No impact on staffing or other departments.	

In addition, the following name changes are also being proposed:

Department	Current Course Title	New Course Title	Rationale	Impact	Evaluation
Science	<i>STS Biology 163</i>	Biology 163	Although this course will retain a science-technology-societal (STS) focus where appropriate, this emphasis will not be central to the entire course as it has in the past. Also, this naming convention creates consistency with all our mainstream science courses		

APPLICATION FOR CURRICULAR CHANGE

School: Glenbrook South **Department:** Physical Education

Date: 11/10/11

Name of proposed curricular change: Advanced Self-Defense and Fitness

1. **Brief description of the curricular change:** We would like to offer students a semester long elective in self-defense. This course would advance the skills learned by all students during their freshman and sophomore year. This course would also include fitness concepts incorporated into their daily work within specific fitness/strength programs as well as their self-defense work.

2. **Curriculum Planning Committee Membership**
 - a) **List the members of the committee.**

Steve Stanicek-Instructional Supervisor for PE, DE, and Health at Glenbrook South
Tom Mietus-Teacher Glenbrook South
Nancy Giebel-Teacher Glenbrook South

 - b) **Give the rationale for the membership of this committee.**

Nancy Giebel and Tom Mietus are two of the current self-defense teachers, and would be developing the advanced course. Steve Stanicek is responsible for overseeing the curriculum and instruction of the Advanced Self-Defense/Fitness course. These staff members have an extensive background on the subject.

 - c) **If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.** N/A

3. **Need for the curricular change:**
 - a) **Present and analyze data on student learning that point to a need for change.**

A survey was administrated in the spring of 2010 that assessed student's interest levels in a self-defense elective. The survey results indicated that students showed a high interest level in participating in a self-defense course.

 - b) **Present other data (demographic, anecdotal, research, and others) that point to a need for change.**

 - c) **Summarize opinions of experts (researchers, higher educational professionals, business people, parents, community members) who speak to a need for change.**

Speaking at a Parent Association meeting last year, there is a high level of interest from the community to have a class like this. The news is filled every day with the news of crimes against young people and the statistics are clear:

- One out of every six U.S. women has been the victim of an attempted or completed rape in her lifetime. This means that more than 17.7 million U.S. women have been victims of a rape or attempted rape.
- A total of 8 percent of high school students across the nation report that they have been forced to have sex.
- College women are frequently the victims of rapes or attempted rapes. From 20 percent to 25 percent of college women in the United States report that someone has raped or attempted to rape them during their years in college.
- Rapes cause about 32,000 pregnancies each year.
- Statistics show that 57 percent of rapes happen on dates.
- Alcohol is a significant contributing factor to sexual violence. Statistics show that 75 percent of the men and 55 percent of the women involved in acquaintance rapes were either drinking or taking drugs shortly before the attacks occurred.
- The National Crime Victimization Survey reported that during the last 10 years only about 30 percent of rape survivors report the crime to law enforcement.

The program instructs people on how they can stay out of dangerous situations and on how important it is for them to always be aware of their surroundings. This initial active response can make all the difference:

- John Albert Gardner III pled guilty in April to murdering two teen girls in San Diego during attempted rapes. He also pled guilty to attempting to rape a third female.
- That third female fought off Gardner and escaped. She had received self-defense training.
- This case provides yet more evidence of how important it is for young women to receive self-defense training. Knowing how to quickly inflict pain on attackers can mean the difference between escape and becoming a victim.

There is no way, of course, to prevent all attacks and assaults. However, people who do learn basic self-defense increase their odds of not becoming a victim.

4. **Rationale for addressing the need through a curricular change:**

- a) **State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.**

This course will address the interest levels of our students for a class of this nature. The course will also address the next progression for student learning. To take the basic skills learned at the freshman and sophomore level, and to put those skills into practical application.

- b) **If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.** N/A
- c) **Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.**

If implemented, this proposal would give students of self-defense the opportunities to continue to study and advance their skills in both their fitness levels and their self-defense skills.

5. **Description of proposed change:**

- a) **Describe the students for which this curriculum change has been designed and the approximate size of the target group.**

This is designed for the students who choose to continue to increase their self-defense and fitness levels both physically, intellectually, and emotionally. This would be offered as an elective in the PE department during a student's junior/senior year.

- b) **Provide a tentative outline of the proposed course or program.**

The final outline of this course will be developed over the summer as part of a summer curriculum project. Preliminary curriculum work for the course is already underway as the teachers continue to participate in a variety of professional development activities to ensure a successful transition to the Advanced Self-defense/Fitness course the following year.

6. **Implications of the proposed change:**

a) **What are the implications of this proposed change for staffing, facilities, and budget?**

Our current facility is more than adequate to accommodate this course. All equipment and staff development needs will be met within the department budget. There will be no anticipated staffing change as a result of this course, students who choose this class would be coming from other PE electives (lifetime, etc...) and should have little impact beyond PE.

b) **What are the implications of this proposed change for other courses in the department and for other departments in the school?**

There will be a decrease of students in some of our other PE electives with the addition of this course.

c) **What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?**

The Self-Defense teachers would create a summer curriculum project to develop the advanced course.

7. **Method of evaluating the success of the proposal after it is implemented:**

a) **If the proposal is approved and implemented, how shall it be evaluated?**

Qualitative (student surveys, observations, and teacher feedback) and quantitative (enrollment in the course, interest and enrollment in an advanced self-defense class, grade distributions) data will be evaluated to determine if the course is a success.

b) **What specific outcomes shall indicate success of the implemented proposal?**

Student enrollment figures and appropriate level of participation to justify offering an Advanced Self-Defense/Fitness course for the 2012-2013 school year will be a measure of success.

ADVANCED SELF-DEFENSE/FITNESS

This unit will progress students through the importance of awareness and being a tough target to physical confrontation scenarios and appropriate responses. Conflict resolution strategies along with physical techniques to protect one-self will be continued and progressed from grade 10.

<u>CONTENT</u>	<u>SKILLS</u>	<u>ASSESSMENT</u>	<u>RESOURCE</u>	<u>ESSENTIAL QUESTIONS</u>	<u>STANDARDS ALIGNMENT</u>
Review the 3-A's of self-defense: Awareness Assessment Action	Students will define and understand and develop a philosophy using the 3-A's of self-defense	Teacher observation Role playing Personal Safety Plan Short answer, fill in the blank, true/false Web Site	Lecture Study sheets	What do you think you know about self-defense? How does mental, physical, and emotional awareness help with life safety?	24.A.4b
Review concepts involving protection and awareness—this will include: Trusting your instincts Environmental safety	Students will have an understanding of protective and awareness concepts to be able to develop a plan for safety	Teacher observation Role playing Personal Safety Plan Short answer, fill in the blank, true/false Web Site	Lecture Study sheets Book-Gift of Fear	What is the difference between personal defense and self-defense?	24.A.4b
Review the 4- laws of the jungle, according to J.J. Bittenbinder: 1. Crimes can happen to anyone 2. Bad guys look like ordinary people 3. It's not how tough you are, but how tough the bad guy thinks you are 4. You are responsible for yourself	Students will define and understand the 4 -laws of the jungle	Work sheets Short answer, fill in the blank, true/false Web Site	Lecture Study sheets Book or web site- Tough Target by J.J. Bittenbinder	How can we use the four laws of the jungle to create a self-defense plan?	24.A.4b

Glenbrook South High School
Physical Education, Health, and Driver Ed
Course: **ADVANCED SELF-DEFENSE**

<p>Review the 4 parts of being a “tough target” using 4 Step Approach:</p> <ol style="list-style-type: none"> 1. Have a plan and keep it simple 2. Deny privacy 3. Attract Attention 4. Take Action 	<p>Students will define and understand the importance of the 4-parts of being a “tough target”</p>	<p>Lure Scenario Responses Work sheets Bittenbinder take home test Short answer, fill in the blank, true/false Web Site</p>	<p>Lecture Study sheets Book or web site- Tough Target by J.J. Bittenbinder</p>		<p>24.A.4b</p>
<p>Introduction to the JKD philosophy. Violence is not the reaction to all confrontations or circumstances, outsmart your aggressor. De-escalate techniques Assertive techniques</p>	<p>Students will have an understanding of specific responses to specific scenarios.</p>	<p>Teacher observation Role playing</p>	<p>Lecture Study sheets Video Demonstrations</p>	<p>How will recognizing verbal and non-verbal cues help de-escalate potentially dangerous situations?</p>	<p>19.B.4</p>
<p>Introduction to long range response from attacks: Distraction techniques: Review Jab, Cross, Hook, Eye Jab, Ear slap, Heel strike. Introduction to how to block and intercept: Blocks-Parry, Elbow, Knee, Goontings Interceptions-Eye Jab, power jab, stop kick, Savate Kick</p>	<p>Students will have an understanding of long range attacks and be able to demonstrate appropriate long range responses to specific attacks</p>	<p>Teacher observation Role playing Skill rubric</p>	<p>Video Demonstrations Long range scenarios</p>		<p>19.B.4</p>
<p>Introduction to close range response from attacks: Trapping-review HuBud-include left handed, elbows and punch. Introduction of Pak Sao(push) and Lop Sao(pull) Introduction to 3 switches from HuBud Introduction to 3 switches from Lop Sao</p>	<p>Students will develop an understanding of Trapping range. Students will develop an ability to escape from close quarter attacks.</p>	<p>Teacher observation Role playing Skill Assessment rubric Trapping forms (rubric)</p>	<p>Video Demonstrations</p>		<p>19.B.4</p>
<p>Introduction to stand up Self-Defense: Introduction to Trapping sequences. These are used as a training method to practice our Self-Defense tools.</p>	<p>Students will demonstrate 3 trapping sequences that will highlight their self-defense tools.</p>	<p>Teacher observation Skill Assessment rubric</p>	<p>Video Demonstrations</p>		<p>19.B.4</p>

Glenbrook South High School
Physical Education, Health, and Driver Ed
Course: **ADVANCED SELF-DEFENSE**

Introduction to Ground response techniques from attacks that end up on the ground: Introduction to Gracie Jiu-Jitsu. Introduction of Ground positions(mount, guard, ½ guard, ½ mount), locks and escapes	Students will develop skills to respond with an appropriate response to a physical altercation on the ground.	Teacher observation Role playing Skill Assessment rubric	Video Demonstrations Scenario training		19.B.4
Introduction of proper response from attacks using grabs and holds.	Students will be able to define and demonstrate escapes from basic grabs and holds	Teacher observation Skill Assessment rubric			19.B.4
Introduction to JKD concept of creating escape routes.	Students will be able to demonstrate the concept in a physical manner. Entry, Pressure, Escape	Teacher observation Skill Assessment rubric			19.B.4
Introduction of fitness concepts and strength training principles to maintain personal fitness at a high level	To develop an understanding of a variety of fitness and strength training concepts	Teacher observations Unit exams Physical Fitness daily log		Why should weight training be used as a core part of any healthy fitness program?	20.A.4b
Fitness Concepts related to Self-Defense: Two reasons victims lose a physical altercation: Physical Conditioning Unprepared for the situation or the range they are in.	Students will be able to demonstrate the use physical fitness concepts as a self-defense tool.	Teacher observations Unit exams Physical Fitness daily log		Why is physical conditioning critical during a physical altercation?	20.A.4b
Introduction to interval training and heart monitors. Include target heart rate and fitness training zones.	Develop an understanding of how to use heart monitors to enhance training	Teacher observations Scenario training HR Monitors		How can HR monitors assist in learning how your body feels during training? Fight or Flight response?	20.B.3a
Introduction to a variety of cardio vascular and weight training programs.	Students will participate in a variety of fitness programs	Teacher observations Cardio and weight log training HR Monitors			20.A.4b

Section A - Introduction

These procedures, outlined below, are intended to facilitate the systematic processing of curriculum development proposals for making modifications in the instructional program of District #225. The curriculum shall be defined to consist of all courses of study offered by the district.

Modifying the curriculum shall be defined as:

1. Adding or deleting a course, an entire sequence of courses, or a program.
2. Significantly changing the goals of an existing course or program.

Decisions concerning the administrative operation of the curriculum shall not be subject to the curriculum planning strategy. Decisions concerning such items as the following shall be made by the appropriate administrative staff:

- 1) assignment of the instructional staff,
- 2) development of the master class schedule,
- 3) assignment of students to classes,
- 4) recommendations concerning instructional materials, subject to the provisions of Policy 7180: Instructional Materials,
- 5) changes in course or program titles,
- 6) utilization of facilities,
- 7) classroom methodology or individual teaching strategies,
- 8) use of new instructional technologies.

Section B - Procedures

1. Each instructional supervisor, in conjunction with the associate principal for instruction and the department staff, shall conduct an annual evaluation of approximately twenty percent (20%) of the department's courses and programs. It is the expectation that all courses within a department will be reviewed at least once during the five-year cycle. The courses and programs to be reviewed will be determined through a collaborative process involving the associate principals for instruction and instructional supervisors at both schools. This review will be used as a base for the Instructional Supervisor Curriculum Report.
2. The impetus for curriculum change may be such factors as, but not limited to, the following: a demonstrated need for learning outcomes not met by current curriculum; data on student learning; demographic data on students; professional expert advice from educational consultants or representatives of higher education; the conclusions of educational research. Upon seeing a curricular need, staff members, students, parents, and members of the community may submit ideas for curriculum changes to the instructional supervisor of the appropriate department. Principals also shall inform parents and members of the community about curricular issues and shall invite representatives to join curriculum planning committees when appropriate. Experts and consultants may be engaged to provide input to the process when deemed appropriately by the respective principals.
3. Upon receiving a suggested change in curriculum, the instructional supervisor may convene an ad hoc departmental curriculum planning committee to address the need for the curricular change. This curriculum planning committee, after studying the perceived need, may write a curriculum proposal. If the proposed change affects more than one department, the principal may convene an ad hoc interdisciplinary committee to address the perceived need.
4. The proposal of the departmental committee must include the need, the rationale, a description, and the implications of the curricular change, as well as a method of evaluating the success of the implemented proposal (Appendix B).
5. All proposals recommended by the departmental or interdisciplinary committees shall be reviewed by the building's instructional supervisors and principal. Accepted proposals shall be acted on successively by the principal, superintendent, and the Board.

The decision or recommendation of each of the above-listed individuals or groups shall be communicated in writing to the committee submitting the proposal. A timeline for the strategy is contained in Appendix A of these Procedures.

6. No proposal shall be implemented unless approved by the principal, the superintendent, and the Board. The instructional supervisors shall serve in an advisory function.
7. Each year proposals shall be submitted to the Board for approval as indicated in the timeline in Appendix A of these Procedures. Under extraordinary circumstances, the superintendent may authorize the submission of a proposal to the curriculum planning process or to the Board at any time during the year.
8. One year after the implementation of a curriculum change, the instructional supervisor and the designated administrator shall evaluate each proposal approved by the Board in order to determine whether the proposal was successful in meeting its goals and fulfilling the educational needs. A report of this evaluation, together with a recommendation as to the continuance or modification of the implemented change, shall be shared with the appropriate committee that had proposed the curriculum change and shall be submitted to the superintendent and the Board no later than the end of the third semester that the course is offered.

APPENDIX A

CURRICULUM PLANNING STRATEGY
ANNUAL TIMELINE *

<u>Deadline</u>	<u>Activity</u>
March 15 to August	Collaboration between instructional supervisors and principal or associate principal for instruction at both schools to review department curriculum in light of data on student learning and to consider curricular changes.
August to October	Instructional supervisors set up committees for suggested curricular changes. Committees meet, plan, elicit input from various constituencies, and write proposal applications.
By November 1	Curriculum planning committees submit applications for curriculum changes to the instructional supervisors.
By November 15	Instructional supervisors review proposals and submit recommendations to the principals.
By December 1	Principals accept or reject proposals and, if accepted, send them to the superintendent including any resource implications.
Prior to Winter Break	Superintendent accepts or rejects proposals and gives rationale for actions.
By February 1	Superintendent informs the Board of Education and submits accepted proposals for Board action.
By March 1	Instructional supervisors submit proposals for summer curriculum work to develop course outlines and instructional resources.

By March 15

Superintendent either approves the proposal for summer project and designates funding for summer curriculum project or rejects the proposal. Instructional Supervisor Curriculum Reports are due to the superintendent. These reports are based on curriculum review conducted or modifications made during the past year and identified curriculum directions for the ensuing year(s). The reports should also include an evaluation and recommendation for any course that has completed the third semester of implementation.

Note: Under extraordinary circumstances, the superintendent may authorize the submission of a proposal to the Board at any time during the year.

*** This timeline will be coordinated with but not limited by the district budget timeline process.**

APPENDIX B

APPLICATION FOR CURRICULAR CHANGE

School:

Department:

Date:

Name of proposed curricular change:

1. **Brief description** of the curricular change
2. **Curriculum Planning Committee Membership**
 - a) List the members of the committee.
 - b) Give the rationale for the membership of this committee.
 - c) If outside experts or consultants are requested, give rationale for their inclusion, proposed revisions, and the curriculum vitae and fees.
3. **Need** for the curricular change:
 - a) Present and analyze data on student learning that point to a need for change.

or
 - b) Present other data (demographic, anecdotal, research, and others) that point to a need for change.

or
 - c) Summarize opinions of experts (researchers, higher educational professionals, business people, parents, community members) who speak to a need for change.
4. **Rationale** for addressing the need through a curricular change:
 - a) State the purpose of the change, indicating specifically how this curriculum change shall improve student learning by meeting the needs described in #3 above.
 - b) If the committee considered other approaches to meeting the needs described above, describe those alternatives and indicate why each alternative was rejected.
 - c) Delineate the ways in which this curriculum proposal, if implemented, shall complement other courses in the department and the school.

APPENDIX B (Continued)

APPLICATION FOR CURRICULAR CHANGE

5. **Description** of proposed change:
 - a) Describe the students for which this curriculum change has been designed and the approximate size of the target group.
 - b) Provide a tentative outline of the proposed course or program.
6. **Implications** of the proposed change:
 - a) What are the implications of this proposed change for staffing, facilities, and budget?
 - b) What are the implications of this proposed change for other courses in the department and for other departments in the school?
 - c) What additional resources in personnel and money shall be required before this change is implemented? Shall summer curriculum work be required?
7. **Method of evaluating** the success of the proposal after it is implemented:
 - a) If the proposal is approved and implemented, how shall it be evaluated?
 - b) What specific outcomes shall indicate success of the implemented proposal?

Adopted: November 21, 1977
Revised: October 9, 1995
Revised: November 27, 2000
Revised: August 11, 2003