ACADEMIC SENATE PROPOSAL TRACKING SHEET

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

All proposals MUST have their originating college faculty body (Ex. Nursing, Technical Sciences, Arts & Sciences, Education) **approval and must be signed by the submitter and the college chair/dean before being submitted to the academic senate secretary.**

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

Subcommittee and Academic Senate college representatives will notify their respective colleges' of the progress of submitted proposals or the proposal may be tracked via the web page --
http://www.msun.edu/admin/provost/asproposals.htm
Documentation and forms for the curriculum process is also available on the web page:
http://www.msun.edu/admin/provost/asforms.htm

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

Proposal # 04-58 **Title:** CATEGORY IX COURSES
(proposal explanation, submitter and college chair/dean signatures on attached program/degree or course revision form)

– IT 100 and
– CIS 110

	Date			
Received by ACAD Senate Forwarded to Teacher Ed Council	4-1-05 X/A	Approved ____	Disapproved ____	
		Signature		Date
Forwarded to Gen Ed Committee	4-5-05	Approved ✓	Disapproved ____	
		Greg Clouse		4-14-05
		Signature		Date
Returned to ACAD Senate Forwarded to Curriculum Committee	4-15-05	Approved ____	Disapproved ____	
		Signature		Date
Returned to ACAD Senate for Vote	4-15-05	Approved ✓	Disapproved ____	
Faculty Senate meet		Signature		4/21/05 Date
Sent to Provost's office for Full Faculty vote	4/22			
Voted on at Full Faculty meeting	4-26-05	Approved ✓	Disapproved ____	
		Signature		4/26/05 Date
Forwarded to Provost for Approval/Disapproval	4/26/05	Approved X	Disapproved ____	
		Signature		5/2/05 Date
Forwarded to Chancellor for Approval/Disapproval	5/4/05	Approved Y	Disapproved ____	
		Signature		5/4/05 Date
Copies sent to originating college and registrar's office	5/4/05			

C/data/proposaltracking sheet ACAD 10 10 01

March 25, 2005

From: Larry Strizich, Chair of the College of Technical Sciences

To: Academic Senate
General Education Committee

Subject: Request for consideration of courses to meet General Education category IX

Attached are two requests using the proposed format for acceptance of courses for inclusion as meeting requirements for General Education. Each of these courses addresses almost all of the expectations identified as required for category IX General Education. In evidence for meeting these expectations I have included the most current course syllabus used in the current academic year.

Note that although the draft format for this request lists the requirement that courses meet '… 80% of the objectives…' which is in contradiction of the category IX description as approved by the Faculty which requires that 'Students are expected to demonstrate two or more of the following outcomes…' Each of these courses meets in excess of 80% (7 of 8 or 87.5% for IT 100, and for CIS 110).

Please advise me of the meeting time that these will be presented to the committee and I will gladly attend to provide any additional information needed.

Also included in packet is CIS 320—

Request for course designation as General Education Category

Add to Category	Gen Ed Category	Area Description	Credits Required
	Category I	Communication	6
	Category II	Mathematics	3
	Category III	Natural Sciences with lab	6
	Category IV	Social Sciences	3
	Category V	History	3
	Category VI	Cultural Diversity	3
	Category VII	Fine Arts	3
	Category VIII	Humanities	3
XX	Category IX	Technology	3

Course submitted for consideration:

College	Subject	Number	Title	Credits
COTS	IT	100	Introduction to Technology	3

Catalog Description:

IT 100 Introduction to Technology

This course is a survey course designed to familiarize students with the educational requirements, talents, and responsibilities for careers related to industrial and engineering technology. The content of this course should provide the framework for materials to be presented in future math, science, industrial, and engineering technology courses.

Provide a detailed explanation; show evidence, and rationale meeting 80% of the objectives as directly related to the appropriate category I through IX for the proposed course inclusion.

Based on the following category IX expectations:	**From the Fall 2004 course syllabus:**
1. Explain the impact of technology on society and conversely, how society impacts technology in a historical, present and future sense 2. Critically assess current and future trends in technology 3. Describe the past and future implications of technology on society 4. Explicate the historical importance of technology in societal change and the role of technology in future changes 5. List technology's role in problem solving and communication 6. Describe the ethical, legal and social concerns stemming from advances in technology 7. Demonstrate an ability to use technology within a discipline 8. Demonstrate an introductory level of technology literacy	Students successfully completing the requirements of this course will be able to: - Describe the history of technology and its impact on society and the economy **(Meets criteria 1, 2, 3 and 4)** - List careers and occupations within specific areas of technology **(Meets criteria 8)** - Better gauge future employment opportunities in their chosen technical field **(Meets criteria 7)** - Discuss various technologies used in campus technical programs and resources supporting the campus infrastructure **(Meets criteria 7,8)** - Better understand professional ethics and job expectations within technical fields and their work environments **(Meets criteria 6)** - Become more adept at problem solving and with the processes involved **(Meets**

	criteria 5, 7, 8) From this, the requirement to meet 2 of the 8 expectations is met. Every course objective maps to one or more of the category IX expectations.

Print Name		Print Name	GREGORY D. KEGEL
Submitter		Chair/Dean:	Date: 3-25-05
Signature		**Signature (indicates "college" level approval)**	

IT100 Syllabus

IT100 – Introduction to Technology - (FALL2004) **MSU-Northern**
Instructor: Tom Welch (welch@msun.edu)
Web Site: http://techsci.msun.edu/welch/IT100

Abbreviated Course Description: This course is a survey course to familiarize students with the educational requirements, talents and responsibilities for careers related to industrial and engineering technology.

Objectives: Students successfully completing the requirements of this course will be able to:

Describe the history of technology and its impact on society and the economy
List careers and occupations within specific areas of technology
Better gauge future employment opportunities in their chosen technical field
Discuss various technologies used in campus technical programs and resources supporting the campus infrastructure
Better understand professional ethics and job expectations within technical fields and their work environments
Become more adept at problem solving and with the processes involved

Required Texts & Resources:

No primary textbook
Assigned readings from selected texts & journals
Assigned readings from Internet resources

Lecture Topics:

1. Introduction *week 1*
2. History of technology week 1 & 2
3. Resources on campus week 2 & 3
4. The College of Technical Sciences week 2&3
5. Technical career exploration week 3&4
6. Job opportunities and future outlook week 3&4
7. College requirements week 4&5
8. Study skills and continuous learning week 6
9. Problem solving week 7
10. Making sense of information through proper graphing techniques week 8
11. Professional ethics week 9
12. Skill and knowledge requirements week 10
13. Human dynamics and the work environment week 11&12
14. *Sexual harassment week 13*
15. Blood born pathogens and work environmental concerns week 13
16. Future trends in technology week 14-15

Demonstrations and Tours:

1. Campus library resources
2. Diesel engine performance measuring with a Taylor dynamometer and electronic/computer interface
3. Diagnosing modern vehicles with computers and software
4. Cutting metal with a CAD/CAM plasma cutter (making book ends)
5. Machine shop technology (old and new)
6. Campus computer infrastructure/servers/wiring and layout
7. GPS receivers and GPS technology
8. Electric motor technology
9. Computer data acquisition

10. PDA's & novel computer technology

Guest speakers
Variety of "ha nds-on" classroom exercises (bridge building, group dynamics, effective meetings)
Individual student projects/presentations (major one towards the end of the semester)
Video tapes on selected topics

Student Evaluation: Students will be evaluated on exams, quizzes, work sheets, class assignments & attendance.

NO LATE ASSIGNMENTS PLEASE! (Will not be accepted unless with a valid excuse ie. illness)

Request for course designation as General Education Category

Add to Category	Gen Ed Category	Area Description	Credits Required
	Category I	Communication	6
	Category II	Mathematics	3
	Category III	Natural Sciences with lab	6
	Category IV	Social Sciences	3
	Category V	History	3
	Category VI	Cultural Diversity	3
	Category VII	Fine Arts	3
	Category VIII	Humanities	3
XX	Category IX	Technology	3

Course submitted for consideration:

College	Subject	Number	Title	Credits
COTS	CIS	110	Introduction to Computers	3

Catalog Description:

Computer Information Systems: CIS 110 – 3 semester credits

A literacy-based approach used to survey the computer and computer industry. Topics covered include: Microcomputer applications, input, processor, output, auxiliary storage, file and database management, communications, information system life cycle, program development and systems software, and trends issues and career opportunities in the computer industry. An opportunity for hands-on work with standard software packages including word processors, electronic spreadsheets, database systems, and graphics packages is presented in lab sections.

Provide a detailed explanation; show evidence, and rationale meeting 80% of the objectives as directly related to the appropriate category I through IX for the proposed course inclusion.

1. Explain the impact of technology on society and conversely, how society impacts technology in a historical, present and future sense 2. Critically assess current and future trends in technology 3. Describe the past and future implications of technology on society 4. Explicate the historical importance of technology in societal change and the role of technology in future changes 5. List technology's role in problem solving and communication 6. Describe the ethical, legal and social concerns stemming from advances in technology 7. Demonstrate an ability to use technology within a discipline	**From course objectives taken from the most recent syllabus for the course (attached).** - **Identify PC Applications (criteria 8)** - **Describe hardware & software … (criteria 8)** - **Identify types of information systems (criteria 8)** - **Describe the value of information … (criteria 5)** - **Describe the interrelation of organization components … (criteria 5)** - **Describe the role of information systems in information processing (criteria 5)** - **Describe the value of information to organizations (criteria 5, 7)** - **Describe the interrelation of … (criteria 5, 7)** - **Identify the role of users … (criteria 6,7,8)** - **Describe the development methodologies and professional practices (criteria 5,6,7,8)** - **Use applications software … (criteria 7,8)** - **Use operating system and utilites (criteria 7,8)** - **Know history and development of computer technology (criteria 4)** - **Discuss current trends, and future directions of … (criteria 2,3)**

8. Demonstrate an introductory level of technology literacy	**From the above, 7 of the 8 criteria for category IX are addressed directly by course objectives, and each course objective can be directly related to one or more of the General Education Criteria.** **This course overwhelmingly meets the expected outcome criteria established for this category of General Education.**

Print Name Larry Strizich		Print Name Greg Kegel	
Submitter	Chair/Dean:		Date: 3-25-05
Signature	**Signature (indicates "college" level approval)**		

Course: CIS 110
Title: Introduction to Computing
Credits: 3
Prerequisite: None – If you do not know how to keyboard you should take keyboarding before this class.
Book: Napier, Judd, McLaren, Rand, Sourek
ISBN: 0-619-05805-6 © 2002

To introduce popular microcomputer applications including Graphics, Word processing, Spreadsheets, Database, and internet usage.

- Use applications software including Word processing, Database, Spreadsheets, and Graphics to complete lab projects
- Use operating system and utilities

To provide the student with an understanding of the impact of computer technology on society.

- Know history and development of computer technology.
- Discuss current trends, and future directions of computer science and information systems.
- Be aware of careers in computer technology and information systems areas.

Teaching Methods

Computer applications classes are different from traditional classes you may have had and I encourage you to spend as much time as you can in the lab. Please remember that computer classes tend to consume lots of time. Check the CIS lab schedule for times when a fellow computer student or lab monitor will be available to help you if you are having difficulty and cannot meet with the instructor.

Grading: Your grade will be computed by a combination of lab exercises and exams in lab, class exams and class quizzes in lecture. In class exams will be based on the lecture and material in the text. Your lab grade is determined solely by your lab instructor and given to me at the END of the term. I can NOT tell you how you are doing in lab. For that information you will need to see your lab instructor.

Please refrain from creating and or using any material that may be considered racist/ gender bias or pornographic.

90% +	=	A
80 - 89%	=	B
70 - 79%	=	C
60 - 69%	=	D
0 - 59%	=	F

NO LATE WORK IS ACCEPTED

- Computer Organization and information flow (to be discussed throughout the class term)
  1. Computer in your world
  2. Input, Processor, Output, Auxiliary storage
  3. Computer Software
  4. Data Communications
  5. Local Area Networks
  6. Information system life cycle (SDLC)
  7. Managing Data - File and database management
  8. Manipulating Numeric Data
  9. Program development and systems software
  10. Buying a computer
  11. Trends, issues and career opportunities in the computer industry
  12. Societal concerns and impacts of computers

Lecture Plan

Week 1

Login and E-mail
Print Schedule
Using Outlook 2002
Types of e-mail systems
Set-up your email accounts

- OUTLOOK UNIT
  1. Using Outlook 2002
  2. Set-up your email accounts
  3. Types of e-mail systems

Week 2

- OFFICE UNIT
  1. Getting Started With Microsoft Office XP
  2. Working with Menus, Toolbars, and Task Panes
  3. Introduction to the Internet and the World Wide Web

- APPENDICES
  1. Working with Windows 2000
  2. Backup your work for use at home

Week 3

- WORD UNIT
  1. Quick Start for Word
  2. Creating and Editing a Word Document
  3. Using the Proofing Tools
  4. Applying Character Formatting
  5. Setting and Modifying Tabs
  6. Formatting Paragraphs
  7. Previewing and Printing a Document

Week 4

8. Printing Envelopes and Labels
9. Working with Columns, Pictures, Diagrams, and Charts
10. Creating Basic Tables
11. Using Templates and Wizards
12. Comparing and Merging Documents
13. Integrating Word with Other Office Applications

Week 5

- POWERPOINT UNIT
  1. Quick Start for PowerPoint
  2. Editing and Formatting Slides

Week 6

3. Working with ClipArt, Pictures, and WordArt
4. Using Drawing Tools
5. Working with Tables
6. Working with Charts

Week 7

7. Preparing and Running a Slide Show
8. Preparing, Previewing, and Printing Presentation Documents

Week 8
Mid Term Exam

Week 9

- EXCEL UNIT
  1. Quick Start for Excel
  2. Entering and Editing Data in a Worksheet
  3. Building Worksheets
  4. Enhancing Worksheets
  5. Previewing and Printing Worksheets and Workbooks
  6. Creating Charts and Sharing Information
  7. Connecting worksheets to a database

Week 10

Pivot tables

Week 11

- ACCESS UNIT
  1. Quick Start for Access
  2. Planning a New Database

Week 12

3. Entering and Editing Data into Tables
4. Establishing Relationships Between Tables
5. Creating and Modifying Basic Queries

Week 13

6. Creating and Modifying Forms
7. Creating a Report
8. Importing and Exporting Access Data

Week 14

9. How to share data between applications.

Week 15

Finals

Add to Category	Gen Ed Category	Area Description	Credits Required
	Category I	Communication	6
	Category II	Mathematics	3
	Category III	Natural Sciences with lab	6
	Category IV	Social Sciences	3
	Category V	History	3
	Category VI	Cultural Diversity	3
	Category VII	Fine Arts	3
	Category VIII	Humanities	3
XXX	Category IX	Technology	3

Course submitted for consideration:

College	Subject	Number	Title	Credits
COTS	**CIS**	**320**	**Computer in Education**	**3**

Catalog Description:

This course will assist teacher education majors and others in developing competencies in the integration of instructional technology into the education environments to enhance individuals' capabilities and productivity and to develop the skills and knowledge necessary to create electronic portfolios. Students will also develop an understanding of the historical, present, and future impacts of technology and society and explore the ethical issues surrounding the use of technology in society, especially as it relates to education and teaching.

Provide a detailed explanation; show evidence, and rationale meeting 80% of the objectives as directly related to the appropriate category I through IX for the proposed course inclusion.

1. Explain the impact of technology on society and conversely, how society impacts technology in a historical, present and future sense 2. Critically assess current and future trends in technology 3. Describe the past and future implications of technology on society 4. Explicate the historical importance of technology in societal change and the role of technology in future changes 5. List technology's role in problem solving and communication 6. Describe the ethical, legal and social concerns stemming from advances in technology 7. Demonstrate an ability to use technology within a discipline 8. Demonstrate an introductory level of technology literacy	From the current course Syllabus, course objectives include the following: 1. The knowledge and skills necessary for a beginning teaching professional's use of Information Technology and its relationships to teaching and learning. **(criteria 8)** 2. Specific applications of information technology applicable to the pre-service teachers' chosen teaching field or emphasis. **(criteria 7)** 3. The nature and purposes of a Learning E-Folio for beginning teachers. **(criteria 5)** 4. Strategies and methods for using technologies in a learner-centered classroom. **(criteria 7)** 5. Processes for continued professional development of teachers for using technology to improve the results they seek. **(criteria 2,7,8)**

Course: CIS 110
Title: Introduction to Computing
Credits: 3
Prerequisite: none – If you do not know how to keyboard you should take keyboarding before this class.
Book: Napier, Judd, McLaren, Rand, Sourek
ISBN: 0-619-05805-6 © 2002

Description:

While the term computer literacy has many different meanings, in general the industry has standardized on a survey the computer and how it works, the computer industry and standard applications software such as e-mail / scheduling programs, Internet usage, word processing, database, spreadsheet and some presentation program. (*Committee on Information Technology Literacy; Computer Science and Telecommunications Board; Commission on Physical Sciences, Mathematics, and Applications National Research Council*) This class uses Microsoft Office XP to cover those topics generally referred to as "Microcomputer applications".

An opportunity for you top do hands-on work with standard software packages including word processors, electronic spreadsheets, database systems, and graphic packages is presented in lab sections.

Societal concerns and impacts of computers will be presented with both a historical and a trends perspective will be discussed in class.

As an introduction to the fundamental concepts of Information and Computer Technology, this class will prepare the student to use a PC computer system with current end user software to solve problems within an organizational environment.

The information and lab work presented in this class will prepare you to take the MOUS exam. More information on the MOUS exam may be obtained at the CTEC center in the lower level of the MSU-Northern library. Current MOUS holders should contact the instructor to get this class waved. CTEC will also be teaching a series of workshops to prepare you for the MOUS exam. The MOUS exam may be scheduled and taken in the CTEC center.

Goals/Objectives:

To provide a broad foundation for students in information and computing technology this will help the student in further courses.

- Identify PC applications. 8
- Describe hardware and software components in computer systems 8

To develop an appreciation of the importance of systems for organizations.

- Identify types of information systems 8
- Describe the value of information to organization 5
- Describe the interrelation of organizational components by information flows – 5
- Describe the role of Information Systems in information processing

To introduce Information Systems development in organizations.

- Describe the value of information to organization 5
- Describe the interrelation of organizational components by information flows 5,7
- Identify the role of users, management and Information Systems personnel in planning and implementation of information systems 6,7,8
- Describe development methodologies and professional practices. 5,6,7,8

Based on the above comparison of expectations and course objectives, this course satisfies more than two of the eight expectations for category IX general education.

Print Name	Print Name Gregory D. Kegel	
Submitter:	Chair/Dean:	Date: 3-25-05
Signature	**Signature (indicates "college" level approval)**	

Montana State University - Northern
College of Technology
CIS 320: Computers in Education
Stacey Dolezal
Mon., Wed., and Friday: 11:00 - 11:50 or 12:00 - 12:50 p.m.
CH 113

Office Information: Donaldson Hall 110G
Phone: ext. 3524(office) / 390-1534 (cell)
E-mail: sdolezal@msun.edu

Office Hours: Tuesdays and Thursdays 2- 3:30 and Fridays 9- 11. Meetings at other times should be arranged by appointment. Please contact me if you are experiencing concerns about your progress in class.

Connection to Conceptual Framework: This course is designed to assist teacher candidates to develop the skills and foundational knowledge necessary for using technologies within MSU-Northern's College of Education teacher candidate program. Upon successful completion of this course the students will have created an Electronic Portfolio anchored to INTASC and ISTE NETS standards in preparation for admission to the college. Students will also learn technologies that will prepare them to provide technology- supported learning opportunities.

Course Text: Jonnassen, D.H., Howland, J., Moore, J., & Marr, M.R. (2003). Learning to Solve Problems with Technology : A Constructivist Perspective, Prentice Hall publications.

ALL STUDENTS SHOULD PURCHASE a Jump Drive.

Catalog Course Description: This class presents strategies that enable a teacher to integrate computers into their educational environment to enhance their capabilities and productivity. Topics covered include multi-media, telecommunications, and classroom management.
Prerequisite: CIS 110 or equivalent competencies.

Course Objectives: The goals and objectives of this course is to provide learners with experience that will enable students to discuss, analyze and critically reflect upon:

1. The knowledge and skills necessary for a beginning teaching professional's use of Information Technology and its relationships to teaching and learning. 8
2. Specific applications of information technology applicable to the pre-service teachers' chosen teaching field or emphasis. 7
3. The nature and purposes of a Learning E-Folio for beginning teachers. 5
4. Strategies and methods for using technologies in a learner-centered classroom. 7
5. Processes for continued professional development of teachers for using technology to improve the results they seek. 2, 7, 8

Statement of Purpose: The fundamental role of the University is to develop a community of scholarship in which students, faculty, administrators, and staff members learn and apply the products of learning. The College of Education at Montana State University Northern fulfills this mission by providing students with the opportunity to grow within their personal roles as educational decision-makers. The guiding principle for all instruction in the college is the belief that the best educational decisions are made after adequate reflections and with the interests and welfare of the persons affected by the decisions in mind.

Connections to Candidate Outcomes and Teaching Strands: Through the continuous development of

the Conceptual Framework, faculty have identified student outcomes and teaching strands which flow through our constructivist philosophy. These outcomes are correlated with valuable professional standards, including National Council for Accreditation of Teacher Education (NCATE) Standards, Office of Public Instruction, Interstate New Teacher Assessment and Support Consortium (INTASC) Standards, and International Society for Technology in Education (ISTE) Standards.

Candidate Dispositions: The following dispositions support our conceptual framework:

1. Candidates are curious and follow their curiosities in order to remain continually engaged in learning.
2. Candidates challenge their own taken-for-granted notions and seek deeper understanding.
3. Candidates demonstrate an understanding of the importance of diversity and the impact diversity has in living rich, full lives.
4. Candidates demonstrate the ability to take reasoned risks in order to do and learn more.
5. Candidates demonstrate self-direction in their learning and practice.
6. Candidates accept the role of education leader.
7. Candidates see value in community and the role of families in learning and developing.

Candidate Skills, Traits, and Habits: The following skills, traits and habits of undergraduate students support our conceptual framework:

1. Candidates understand the significance of constructivist teaching, counseling, and learning practices and demonstrate the ability to use their knowledge to create effective learning opportunities.
2. Candidates practice reflective and critical thinking.
3. Candidates are able to articulate their beliefs and develop methods and materials to act on these beliefs.
4. Candidates are able to apply knowledge of developmental learning and processes to practice.
5. Candidates understand the significance of and are prepared to create collaborative, cooperative, and inclusive learning and counseling environments.
6. Candidates are prepared to assume professional responsibilities.
7. Candidates are able to develop effective means to engage families and communities.
8. Candidates understand the ways their decisions, interactions, and behaviors impact the culture and climate of the learning and counseling environment.
9. Candidates are able to integrate educational and informational technology to enhance learning and counseling experiences.
10. Candidates incorporate multiple and appropriate assessment and evaluation practices.

Theory and Practice: The following items support our conceptual framework:

1. We believe teaching and learning is most productive when educators and learners engage in purposeful reflection at all stages of the learning process.
2. We believe the faculty's role is to facilitate learning by creating opportunities for all learners to engage the curriculum and progress through it at developmentally appropriate stages.
3. We believe consistent and purposeful assessment and evaluation must:
    - Take place at various points throughout programs.
    - Include multiple means must be used to gather useful and adequate information
    - Reflect on collected information to determine individuals' strengths and challenges, and
    - Analyze data in order to make decisions (i.e., program, curriculum, personnel).

Diversity: The following statements support our beliefs of diversity:

1. We believe emphasis on diversity is critical to the development of positive learning environments and that importance of diversity must be made explicit:
    - In the curriculum,
    - In classroom language and interactions, and