

Change 4000/6000 Course

Change a Course

Subject: EDF-Educational Foundations
Number: 4900/6900
Effective Term: Fall 2017
Title: Classroom Management

Honors Course:

Add Honors Course:

Last Term Course was taught: 201508

Brief Statement of Change Based on Assessment Results:

With the recent redesign of College of Education, the program that includes this course is now in a different department. The course needs to be tied to methods classes and field experiences which are also taught and managed by the department. The title needs to be changed to reflect contemporary disciplinary language.

Rationale for Changing a Course

- Strengthen Program Requirement(s)
 Alignment of Student Learning Outcomes
 Alternative Delivery of Content
 Improve Time to Degree
 Evolution of the Discipline
 Changing Prerequisites
 Address DWF Rates
 General Education Modifications
 Other (Please specify.)

Department Reorganization

Change Subject

To ED-Education

Change Catalog Title

From Classroom Management
To Classroom Learning Environments

Change Transcript Title

From Classroom Management
To Classroom Learning Environments

Change Catalog Description

From This course aids students in developing strategies and plans to manage a classroom effectively. Topics include both time and behavioral management. Students learn how to prevent problems as well as address problems once they have occurred.
To This course is designed to address both theoretical and practical understandings about classroom learning environments. Students will learn ways to cultivate and maintain a student-centered learning environment that is safe, flexible, organized, positive, inclusive, and collaborative.

Change Prerequisite(s) / Corequisite(s)

From 4900 Preq: EDF 3020 or PSYC 2010; and EDF 3340 or EDF 3350; and a 2.0 minimum grade-point ratio; or graduate standing
6900 Preq: Graduate standing.
To 4900 Prerequisite: EDF 3020 or permission of instructor
6900 Prerequisite: Admission to MAT in middle or secondary education or permission of instructor.

Change In Student Learning Objectives

1. Examine the role of the environment on teaching and learning.
2. Manage daily non-instructional routines efficiently in order to maximize instructional time.
3. Create and maintain a safe physical environment that is conducive to learning.
4. Understand the importance of building positive relationships between teachers and students and among students.
5. Create an inclusive environment by valuing student backgrounds, experiences, and knowledge.
6. Understand the factors that influence student motivation and engagement in learning.
7. Anticipate and address inappropriate behavior.
8. Examine a variety of school and classroom settings to analyze a variety of environments for qualities that impact learning.
9. Understand the role of the EEDA in assisting students with career planning.

Learning Objectives

1. Examine the role of the environment on teaching and learning.
2. Manage daily non-instructional routines efficiently in order to maximize instructional time.
3. Create and maintain a safe physical environment that is conducive to learning.
4. Understand the importance of building positive relationships between teachers and students and among students.
5. Create an inclusive environment by valuing student backgrounds, experiences, and knowledge.
6. Understand the factors that influence student motivation and engagement in learning.
7. Anticipate and address inappropriate behavior.
8. Examine a variety of school and classroom settings to analyze a variety of environments for qualities that impact learning.
9. Understand the role of the EEDA in assisting students with career planning.

Topical Outline

Building Positive Relationships (Weeks 1-2)
 Rules, Routines, and Procedures (Weeks 3-4)
 Motivating and Engaging Students (Weeks 5-6)
 The Physical Environment (Weeks 7-8)
 Addressing Behavior (Weeks 9-11)
 Analyzing Different School and Classroom Environments (Weeks 12-13)
 First Days of School (Weeks 14-15)

Add course requirements for 6000-level courses

Additional course requirements for graduate course:

10% Reflections – five written reflections with the purpose of linking understandings from class with the field placement. These assignments provide the students an opportunity to link theory and practice. Specifically, these reflections will require students to use educational research to support their assertions.

15% Learning Environment Analysis – project analyze similarities and differences between environments and the impact on learning. Students will be required to critically analyze at least two different learning environments in their schools. This project requires them to describe those environments, but also reflect on the significance of what they have observed as well as how what they have observed can apply to their future practice. Students must use educational research to support their assertions.

Evaluation

4000

A 90 - 100

B 80 - 89

C 70 - 79

D 60 - 69

F < 60

30% - Annotated Bibliographies—two bibliographies (15% each) to introduce students to the literature on learning environments

15% - My School—project to acquaint students with their field placement.

15% - A Day in the Life—shadowing project to document and analyze the K-12 student experience

10% - EEDA Quiz—quiz based on five online modules

30% - Classroom Management Plan

6000

A 90 - 100

B 80 - 89

C 70 - 79

F < 70

20% - Annotated Bibliographies

10% - My School

10% - A Day in the Life

10% - EEDA Quiz

25% - Classroom Management Plan

Additional course requirements for graduate course:

10% Reflections – Five written reflections with the purpose of linking understandings from class with the field placement.

15% Learning Environment Analysis – project analyze similarities and differences between environments and the impact on learning.

SyllabusUpload File: [ED 4900 and 6900 Syllabi v3-20160930141525.docx](#)**Form**

User ID: mcook Name: Michelle Cook

Date: 10/05/2016 Number: 24696

Mind Johnson

 Chair, Department Curriculum Committee 11/8/16
Date

~~*Mind Johnson*~~

 Department Chair 11/11/16
Date

Mind Johnson

 Chair, College Curriculum Committee 11/11/16
Date

Cyber

 College Dean 11/14/16
Date

 Director, Calhoun Honors College Date

John D. Hieff

 Chair, Undergraduate Curriculum Committee 3/3/2017
Date

 Chair, Graduate Curriculum Committee Date

 Provost Date

 President Date

**Classroom Learning Environments
ED 4900**

Catalog Description:	This course is designed to address both theoretical and practical understandings about classroom learning environments. Students will learn ways to cultivate and maintain a student-centered learning environment that is safe, flexible, organized, positive, inclusive, and collaborative.
Prerequisites/ Corequisites:	Prerequisite: EDF 3020 or permission of instructor
Textbooks:	<i>Classroom Management for Middle and High School Students</i> , 2012, 9 th ed., by Edmund T. Emmer and Carolyn M. Evertson.
Objectives:	<ol style="list-style-type: none"> 1. Examine the role of the environment on teaching and learning. 2. Manage daily non-instructional routines efficiently in order to maximize instructional time. 3. Create and maintain a safe physical environment that is conducive to learning. 4. Understand the importance of building positive relationships between teachers and students and among students. 5. Create an inclusive environment by valuing student backgrounds, experiences, and knowledge. 6. Understand the factors that influence student motivation and engagement in learning. 7. Anticipate and address inappropriate behavior. 8. Examine a variety of school and classroom settings to analyze a variety of environments for qualities that impact learning. 9. Understand the role of the EEDA in assisting students with career planning.
Topical Outline:	<p>Building Positive Relationships (5) Rules, Routines, and Procedures (5) Motivating and Engaging Students (5) The Physical Environment (5) Addressing Behavior (10) Analyzing Different School and Classroom Environments (10) First Days of School (5)</p>
Evaluation	<p>30% - Annotated Bibliographies—two bibliographies (15% each) to introduce students to the literature on learning environments 15% - My School—project to acquaint students with their field placement. 15% - A Day in the Life—shadowing project to document and analyze the K-12 student experience 10% - EEDA Quiz—quiz based on five online modules</p>

	30% - Classroom Management Plan
Additional Information	
Form Originator	Michelle Cook, mcook@clmson.edu

**Classroom Learning Environments
ED 6900**

Catalog Description:	This course is designed to address both theoretical and practical understandings about classroom learning environments. Students will learn ways to cultivate and maintain a student-centered learning environment that is safe, flexible, organized, positive, inclusive, and collaborative.
Prerequisites/ Corequisites:	Prerequisite: Admission to MAT in middle or secondary education or permission of instructor.
Textbooks:	<i>Classroom Management for Middle and High School Students</i> , 2012, 9 th ed., by Edmund T. Emmer and Carolyn M. Evertson.
Objectives:	<ol style="list-style-type: none"> 1. Examine the role of the environment on teaching and learning. 2. Manage daily non-instructional routines efficiently in order to maximize instructional time. 3. Create and maintain a safe physical environment that is conducive to learning. 4. Understand the importance of building positive relationships between teachers and students and among students. 5. Create an inclusive environment by valuing student backgrounds, experiences, and knowledge. 6. Understand the factors that influence student motivation and engagement in learning. 7. Anticipate and address inappropriate behavior. 8. Examine a variety of school and classroom settings to analyze a variety of environments for qualities that impact learning. 9. Understand the role of the EEDA in assisting students with career planning.
Topical Outline:	Building Positive Relationships (5) Rules, Routines, and Procedures (5) Motivating and Engaging Students (5) The Physical Environment (5) Addressing Behavior (10) Analyzing Different School and Classroom Environments (10) First Days of School (5)
Evaluation	20% - Annotated Bibliographies—two bibliographies (15% each) to introduce students to the literature on learning environments 10% - My School—project to acquaint students with their field placement. 10% - A Day in the Life—shadowing project to document and analyze the K-12 student experience 10% - EEDA Quiz—quiz based on five online modules

	25% - Classroom Management Plan Additional course requirements for graduate course: 10% Reflections – Five written reflections with the purpose of linking understandings from class with field placement. 15% Learning Environment Analysis – project analyze similarities and differences between environments and the impact learning.
Additional Information	
Form Originator	Michelle Cook, mcook@clemson.edu

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Change Major

If Gen Ed requirements are changed a separate [Gen Ed Checklist form](#) must accompany this form.

Major Name: Elementary Education
 Degree: Bachelor of Arts
 Effective Catalog Year: ~~2017-2018~~ 2018-2019
 Change Major Name to: ELED Curriculum Map: [Map EDEL Current-20170131224254.docx](#)
 Change Degree to: Bachelor of Arts Description: Current Curriculum Map
 Change Curriculum Requirements Additional Information: [Map EDEL GenEd Change-20170131224254.docx](#)
 Change General Education Requirements Description: Proposed Curriculum Map
 Add, Change, or Delete Concentration(s)
 Add, Change, or Delete Emphasis Area(s)

Summary/Explanation

We are opening up the Arts and Humanities (Literature) requirement to any course listed on the GenEd list. This requirement was previously restricted to particular courses.

Rationale for Change Major

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

Form

User ID: mjspear Name: Melinda Spearman
 Date: 01/31/2017 Number: 29283

Mindy Jones
 Chair, Department Curriculum Committee 02/09/17
 Date

Mindy Jones
 Department Chair 2/10/17
 Date
Mindy Jones
 Chair, College Curriculum Committee 2/15/17
 Date

C. P. ...
 College Dean 2-17-17
 Date

Director, Calhoun Honors College Date

John D. ...
 Chair, Undergraduate Curriculum Committee 3/3/2017
 Date

Chair, Graduate Curriculum Committee Date

Provost Date

President Date

CLEMSON UNIVERSITY
College of Education
Elementary Education
Bachelor of Arts

Literacy, Culture, and Diversity Emphasis Area

2016-2017 Curriculum Plan

FRESHMAN YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
BIOL 1090 Introduction to Life Science	4	ENGL 1030 Accelerated Composition	3
ED 1050 Orientation to Education	2	HIST 1010 History of the US I or HIST 1020 History of the US II	3
GEOG 1030 World Regional Geography	3	MATH 1160 Contemporary Math for Elem. School Teachers II	3
MATH 1150 Contemporary Math for Elem. School Teachers I	3	PHSC 1170 Intro to Chemistry and Earth Science for Elementary Education Majors	4
Modern Language Requirement ¹	<u>3</u>	Modern Language Requirement ¹	<u>3</u>
	15		16

SOPHOMORE YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
COMM 1500 Intro to Human Communication or COMM 2500 Public Speaking	3	EDEL 3100 Arts in the Elementary School	3
EDF 3340 Child Growth and Development	3	EDF 3010 Principles of American Education	3
MATH 2160 Geometry for Elem. School Teachers	3	EDF 3020 Educational Psychology	3
PHSC 1180 Intro to Physics, Astronomy, and Earth Science for Elementary Education Majors	4	EDSP 3700 Intro to Special Education	3
Arts and Humanities (Literature) Requirement ²	<u>3</u>	Arts and Humanities (Non-Lit.) Requirement ³	3
	16	Elective	<u>3</u>
			18

JUNIOR YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
EDEL 3210 PE Methods and Content for Classroom Teachers	3	EDEL 4050 Social Justice and 21 st Century Learners	3
EDF 3080 Classroom Assessment	3	EDEL 4520 Elem Methods in Math Teaching	3
EDF 4800 Foundations of Digital Media and Learning	3	EDLT 4670 Prin. And Strat. For Teaching Engl. Speakers of Other Lang. in Elem Classrooms	3
EDLT 4600 Teaching Reading in Elementary Grades: 2-6	3	EDLT 4620 Reading and Responding to Literature in the Elementary School	3
MATH 3160 Problem Solving for Math Teachers	<u>3</u>	EDLT 4630 Teaching Reading and Writing to English Language Learners	<u>3</u>
	15		15

SENIOR YEAR

Courses must be taken as listed in both semesters

<u>Fall Semester</u>		<u>Spring Semester</u>	
EDEL 4010 Elementary Field Experience	3	EDEL 4820 Capstone Sem. in Elem. Teaching	3
EDEL 4510 Elem. Methods in Science Teaching	3	EDEL 4830 Directed Teaching in Elem. School	<u>2</u>
EDEL 4870 Elem. Methods in Social Studies Teaching	3		
EDEL 4880 Elem. Methods in Language Arts Teaching	3		
EDLT 4610 Content Area Reading: Grades 2-6	<u>3</u>		
	15		12

122 Total Semester Hours

¹Students must complete through 2020 in a modern language. See Modern Languages Requirement at Clemson University statement on page 27.

²Select from ENGL 2120, 2130, 2140, or 2150.

³See General Education Requirements.

Proposed Map

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CLEMSON UNIVERSITY
College of Education
Elementary Education
Bachelor of Arts
Literacy, Culture, and Diversity Emphasis Area
2016-2017 Curriculum Plan

FRESHMAN YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
BIOL 1090 Introduction to Life Science	4	ENGL 1030 Accelerated Composition	3
ED 1050 Orientation to Education	2	HIST 1010 History of the US I or HIST 1020 History of the US II	3
GEOG 1030 World Regional Geography	3	MATH 1160 Contemporary Math for Elem. School Teachers II	3
MATH 1150 Contemporary Math for Elem. School Teachers I	3	PHSC 1170 Intro to Chemistry and Earth Science for Elementary Education Majors	4
Modern Language Requirement ¹	<u>3</u>	Modern Language Requirement ¹	<u>3</u>
	15		16

SOPHOMORE YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
COMM 1500 Intro to Human Communication or COMM 2500 Public Speaking	3	EDEL 3100 Arts in the Elementary School	3
EDF 3340 Child Growth and Development	3	EDF 3010 Principles of American Education	3
MATH 2160 Geometry for Elem. School Teachers	3	EDF 3020 Educational Psychology	3
PHSC 1180 Intro to Physics, Astronomy, and Earth Science for Elementary Education Majors	4	EDSP 3700 Intro to Special Education	3
Arts and Humanities (Literature) Requirement ²	<u>3</u>	Arts and Humanities (Non-Lit.) Requirement ²	3
	16	Elective	<u>3</u>
			18

JUNIOR YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
EDEL 3210 PE Methods and Content for Classroom Teachers	3	EDEL 4050 Social Justice and 21 st Century Learners	3
EDF 3080 Classroom Assessment	3	EDEL 4520 Elem Methods in Math Teaching	3
EDF 4800 Foundations of Digital Media and Learning	3	EDLT 4670 Prin. And Strat. For Teaching Engl. Speakers of Other Lang. in Elem Classrooms	3
EDLT 4600 Teaching Reading in Elementary Grades: 2-6	3	EDLT 4620 Reading and Responding to Literature in the Elementary School	3
MATH 3160 Problem Solving for Math Teachers	<u>3</u>	EDLT 4630 Teaching Reading and Writing to English Language Learners	<u>3</u>
	15		15

SENIOR YEAR

Courses must be taken as listed in both semesters

<u>Fall Semester</u>		<u>Spring Semester</u>	
EDEL 4010 Elementary Field Experience	3	EDEL 4820 Capstone Sem. in Elem. Teaching	3
EDEL 4510 Elem. Methods in Science Teaching	3	EDEL 4830 Directed Teaching in Elem. School	<u>9</u>
EDEL 4870 Elem. Methods in Social Studies Teaching	3		
EDEL 4880 Elem. Methods in Language Arts Teaching	3		
EDLT 4610 Content Area Reading: Grades 2-6	<u>3</u>		
	15		12

122 Total Semester Hours

¹Students must complete through 2020 in a modern language. See Modern Languages Requirement at Clemson University statement on page 27.

²See General Education Requirements

Current Map

CLEMSON UNIVERSITY
College of Education
Elementary Education
Bachelor of Arts
Mathematics and Science Emphasis Area
2016-2017 Curriculum Plan

FRESHMAN YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
BIOL 1090 Introduction to Life Science	4	ENGL 1030 Accelerated Composition	3
ED 1050 Orientation to Education	2	HIST 1010 History of the US I or HIST 1020 History of the US II	3
GEOG 1030 World Regional Geography	3	MATH 1160 Contemporary Math for Elem. School Teachers II	3
MATH 1150 Contemporary Math for Elem. School Teachers I	3	PHSC 1170 Intro to Chemistry and Earth Science	4
Modern Language Requirement ¹	3	Modern Language Requirement ¹	3
CU 1000	0		
	15		16

SOPHOMORE YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
COMM 1500 Intro to Human Communication OR COMM 2500 Public Speaking	3	EDEL 3100 Arts in the Elementary School	3
EDF 3340 Child Growth and Development	3	EDF 3010 Principles of American Ed	3
MATH 2160 Geometry for Elem. School Teachers	3	EDF 3020 Educational Psychology	3
PHSC 1180 Intro to Physics, Astronomy, and Earth Science	4	EDSP 3700 Intro to Special Education	3
Arts and Humanities (Literature) Requirement ²	3	Arts and Humanities (Non-Lit.) Requirement ³	3
	16	Elective	3
			18

JUNIOR YEAR

<u>Fall Semester</u>		<u>Spring Semester</u>	
EDEL 3210 PE Methods and Content for Classroom Teachers	3	EDEL 4520 Elem Methods for Math Teaching	3
EDF 3080 Classroom Assessment	3	ENSP 2010 Introduction to Environmental Science	3
EDF 4800 Foundations of Digital Media and Learning	3	EDLT 4620 Reading and Responding to Literature the Elementary School	3
EDLT 4600 Teaching Reading in Elementary Grades: 2-6	3	MATH 3150 Advanced Topics in Math for Elem. Teachers	3
MATH 3160 Problem Solving for Math Teachers	3	Science Content Requirement ⁴	3
	15		15

SENIOR YEAR

Courses must be taken as listed in both semesters

<u>Fall Semester</u>		<u>Spring Semester</u>	
EDEL 4010 Elementary Field Experience	3	EDEL 4820 Capstone Sem. in Elem. Teaching	3
EDEL 4510 Elem. Methods in Science Teaching	3	EDEL 4830 Directed Teaching in Elem. School	9
EDEL 4870 Elem. Methods in Social Studies Teaching	3		
EDEL 4880 Elem. Methods in Language Arts Teaching	3		
EDLT 4610 Content Area Reading: Grades 2-6	3		
	15		12

122 Total Semester Hours

¹Students must complete through 2020 in a modern language. See Modern Languages Requirement at Clemson University statement on page 27.

²Select from ENGL 2120, 2130, 2140, or 2150.

³See General Education Requirements.

⁴Any ASTR, BIOL, CH, ENR, ENSP, ENT, FOR, FNR, GEN, GEOL, or PHYS course chosen in conjunction with advisor.

Proposed Map

CLEMSON UNIVERSITY
College of Education
Elementary Education
Bachelor of Arts
Mathematics and Science Emphasis Area
2016-2017 Curriculum Plan

FRESHMAN YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
BIOL 1090 Introduction to Life Science	4	ENGL 1030 Accelerated Composition	3
ED 1050 Orientation to Education	2	HIST 1010 History of the US I ^{or} HIST 1020 History of the US II	3
GEOG 1030 World Regional Geography	3	MATH 1160 Contemporary Math for Elem. School Teachers II	3
MATH 1150 Contemporary Math for Elem. School Teachers I	3	PHSC 1170 Intro to Chemistry and Earth Science	4
Modern Language Requirement ¹	3	Modern Language Requirement ¹	<u>3</u>
CU 1000	<u>0</u>		
	15		16
SOPHOMORE YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
COMM 1500 Intro to Human Communication OR COMM 2500 Public Speaking	3	EDEL 3100 Arts in the Elementary School	3
EDF 3340 Child Growth and Development	3	EDF 3010 Principles of American Ed	3
MATH 2160 Geometry for Elem. School Teachers	3	EDF 3020 Educational Psychology	3
PHSC 1180 Intro to Physics, Astronomy, and Earth Science	4	EDSP 3700 Intro to Special Education	3
Arts and Humanities (Literature) Requirement ²	<u>3</u>	Arts and Humanities (Non-Lit.) Requirement ²	3
		Elective	<u>3</u>
	16		18
JUNIOR YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
EDEL 3210 PE Methods and Content for Classroom Teachers	3	EDEL 4520 Elem Methods for Math Teaching	3
EDF 3080 Classroom Assessment	3	ENSP 2010 Introduction to Environmental Science	3
EDF 4800 Foundations of Digital Media and Learning	3	EDLT 4620 Reading and Responding to Literature the Elementary School	3
EDLT 4600 Teaching Reading in Elementary Grades: 2-6	3	MATH 3150 Advanced Topics in Math for Elem. Teachers	3
MATH 3160 Problem Solving for Math Teachers	<u>3</u>	Science Content Requirement ³	<u>3</u>
	15		15
SENIOR YEAR			
Courses must be taken as listed in both semesters			
<u>Fall Semester</u>		<u>Spring Semester</u>	
EDEL 4010 Elementary Field Experience	3	EDEL 4820 Capstone Sem. in Elem. Teaching	3
EDEL 4510 Elem. Methods in Science Teaching	3	EDEL 4830 Directed Teaching in Elem. School	9
EDEL 4870 Elem. Methods in Social Studies Teaching	3		
EDEL 4880 Elem. Methods in Language Arts Teaching	3		
EDLT 4610 Content Area Reading: Grades 2-6	<u>3</u>		
	15		12
			122 Total Semester Hours

¹Students must complete through 2020 in a modern language. See Modern Languages Requirement at Clemson University statement on page 27.

²See General Education Requirements.

³Any ASTR, BIOL, CH, ENR, ENSP, ENT, FOR, FNR, GEN, GEOL, or PHYS course chosen in conjunction with advisor.

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General Education Checklist

Major Name: Elementary Education

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)
English Composition	<input type="radio"/>	<input type="radio"/>	ENGL 103
Oral Communication	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> COMM 1500/2500
Academic & Professional Development	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> EDEL 4820
Mathematics	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> MATH 1150, 1160, 2160 cluster
Natural Science with no lab	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Natural Science with lab	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> BIOL 1090
Math or Natural Science	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> PHSC 1170
Arts & Humanities (Literature)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts & Humanities (Non-Literature)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Sciences	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> HIST 1010/1020 and GEOG 1030
Cross-Cultural Awareness	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> GEOG 1030
Science and Tech. in Society	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> EDF 4800

Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox.

Implementation Plan & Assessment

Distributed Competencies

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

Ethical Judgement Integration Plan

Address competencies, implementation, and assessment

Students encounter many opportunities to explore Ethical Judgements during their time as an Elementary Education major, including: ED 1050 (Professional Ethics), EDF 3010 (Ethical Deliberation), EDF 3020 (Ethics in Assessment), EDF 4800 (Digital Ethics), and EDEL 4010 (Professional Ethics). In EDEL 4830: Directed Teaching in the Elementary Schools, students must demonstrate to both a 2nd-6th grade practicing teacher and a university supervisor that they can make pedagogical and instructional decisions that are fair to all students, are aware of and practice a code of professional ethics, and can evaluate the effects of professional decisions on students. Students submit a report entitled APS 10: Fulfilling Professional Responsibilities and are evaluated on a scale of 1-3: 1 Unsatisfactory: Does Not Meet Expectations, 2 Developing: Meets Expectations, and 3 Proficient Exceeds Expectations. If 80% of all students do not receive a 2 or 3 on the scale, faculty revise ethical content taught during student teaching and prior semesters.

Communication Integration Plan

Address competencies, implementation, and assessment

In EDF 3340 (Service Learning Experiences), EDEL 3100 (Communication Through the Arts), EDEL 3210 (Communication Through Physical Activity) and EDF 4800 (Communication Through Technology), Elementary Education students practice communication skills. In particular, in EDEL 4880 Teaching Language Arts in the Elementary School, students create a Genre Unit, designed to help students develop communication proficiency in the six language arts: speaking, listening, reading, writing, viewing and visually representing. Students write and represent the genre unit using multigenre responses (print and electronic resources). These responses include, but, are not limited to: narratives, poems, visual and spoken representation, scripts, brochures, letters. The assignment is graded on a five point scale (5=A, 4=B, 3=C, 2=D, 1 and 0=F). If more than 25% of students receive a C or below on the assignment in any given semester, Elementary faculty will review communication instruction throughout the curriculum.

Critical Thinking Integration Plan

Address competencies, implementation, and assessment

Students work on improving Critical Thinking many times throughout the curriculum; for example: ED 1050 (Critical Writing Skills), ED 3010 (Critical Analysis of Contemporary Education Issues), EDF 3020 (Critical Analysis of Classroom Issues), and EDF 4800 (Critical Evaluation of Electronic Sources). Specifically, in MATHSC 117, Math for Elementary Teachers I, students complete problem solving laboratory experiences in Mathematics. These Problem Solving Lab sets require intense critical thinking in Mathematics. Each student must turn in individual lab solutions which account for 25% of the final grade. If more than 25% of students receive a C or below on their total Problem Solving Lab scores, Elementary faculty will revisit critical thinking content taught during professional development semesters.

Form

User ID: mjspear Name: Melinda Spearman
 Date: 01/31/2017 Number: 29282

000040

2/1/17

Chair, Department Curriculum Committee

Date

Department Chair

2/10/17

Date

Chair, College Curriculum Committee

2/19/17

Date

College Dean

2-17-17

Date

Director, Calhoun Honors College

Date

Chair, Undergraduate Curriculum Committee

3/3/2017

Date

Chair, Graduate Curriculum Committee

Date

Provost

Date

President

Date