

COLLEGE OF EDUCATION COURSE AND CURRICULUM CHANGES

Approved by the Faculty

Tuesday, February 26, 2008

IMPACT STATEMENT

Units which may be impacted by these changes: College of Education, Departments of History, Geography, Political Science, Economics, Modern Languages and College of Agriculture.

These units have been contacted and offered its support for these proposed changes.

Please provide the sponsors of this proposal any information regarding fiscal or programmatic impact on your department, program, and/or students.

Proposed Changes in the
B.S. in Elementary Education

FROM:

GENERAL EDUCATION Requirements

TO:

GENERAL EDUCATION Requirements

Communications (8-9 hrs.)			Communications (8-9 hrs.)		
ENGL 100	Expository Writing I	3	ENGL 100	Expository Writing I	3
ENGL 200	Expository Writing II	3	ENGL 200	Expository Writing II	3
SPCH 105	Public Speaking 1A (2 hrs.)		SPCH 105	Public Speaking 1A (2 hrs.)	
or 106	Public Speaking 1 (3 hrs.)		or 106	Public Speaking 1 (3 hrs.)	
Humanities (12 hrs.)			Humanities (12 hrs.)		
Literature		3	Literature		3
ENGL 355	Literature for Children	3	ENGL 355	Literature for Children	3
Humanities		3	ART 425	Art for Elem Schools (a)	<u>3</u>
Fine Arts Appreciation		3	MUSIC 405	Music for El Tchrs (a)	<u>3</u>
Social Science (12 hrs.)			Social Science (12 hrs.) (b)		
History		3	HIST 251	U.S. History to 1877, OR	<u>3</u>
			HIST 252	U.S. History from 1877	
Geography		3	GEOG 100	World Regional Geog. OR	<u>3</u>
			GEOG 200	Human Geography OR	
			GEOG 310	Geography of Kansas, OR	
			GEOG 500	Geography of the U.S.	
Non-western Cultures		3	POLSC 110	Intro. to Political Science, OR	<u>3</u>
			POLSC 325	U.S. Politics	
Restricted Elective		3	<u>Economics course</u>		<u>3</u>
Natural Science (12 hrs.) (Each Area Requires a Lab)			Natural Science (12 hrs.) (Each Area Requires a Lab)		
Biological Science			Biological Science		
Physical Science			Physical Science		
Earth Science			Earth Science		
Quantitative Sciences (9 hrs)			Quantitative Sciences (9 hrs)		
MATH 100	College Algebra (Grade C or better)	3	MATH 100	College Algebra (Grade C or better)	3
MATH 160	Intro. to Contemp Math	3	MATH 160	Intro. to Contemp Math	3
or			or		
STAT 325	Intro. to Statistics (Grade C or better for either course)		STAT 325	Intro. to Statistics (Grade C or better for either course)	
MATH 320	Math Elem. Sch. Tch. I	3	MATH 320	Math Elem. Sch. Tch. I	3

TEACHER EDUCATION COURSES

Pre-Professional Component			
DED 075	Orientation to Tchr. Educ. at KSU	0	
FSHS 110	Intro. Human Development	3	
EDEL 200	Teaching as a Career	1	
EDEL 230	Early Field Experience	1	
EDEL 310	Foundations of Education	3	
EDEL 350	Health & Movement Ed. in Elem	2	
ART 425	Art for Elementary Schools	3	
MUSIC 405	Music for Elem. Teachers	3	
DED 318	Instr. Media & Technology (Must be taken prior to or concurrently with Block A)	2	
Professional Component (Admission to Teacher Education is required.) (50 hours completed needed for admission)			
EDCEP 315	Educational Psychology (Must be taken prior to or concurrently with Block A.)	3	
EDEL 455	Teaching Diverse Learners	2	
EDSP 324	Except. Child/Reg. Class.	3	
Block A (Must be taken concurrently and prior to Block B.)			
EDEL 420	Block A Clinical Exper.: K-6	1	
EDEL 470	Science Methods: K-6	3	
EDEL 473	Math Methods: K-6	3	
Block B (Must be taken concurrently and prior to the Professional Semester.)			
EDEL 430	Block B Practicum: K-6	1	
EDEL 471	Language Arts Methods: K-6	3	
EDEL 472	Social Studies Methods: K-6	3	
EDEL 474	Reading Methods: K-6	3	
Professional Semester			
EDEL 585	Teaching Participation in Elem. School	1 6	

TEACHER EDUCATION COURSES

Pre-Professional Component			
DED 075	Orientation to Tchr. Educ. at KSU	0	
FSHS 110	Intro. Human Development	3	
EDEL 200	Teaching as a Career	1	
EDEL 230	Early Field Experience	1	
EDEL 310	Foundations of Education	3	
EDEL 250	Health & Movement Ed. in Elem (c)	2	
Professional Component (Admission to Teacher Education is required.) (42 hours completed needed for admission) (d)			
Block A (Must be taken concurrently and prior to Block B.)			
EDEL 320	Core Teaching Skills and Lab (e)	3	
EDCEP 315	Educational Psychology	3	
EDSP 324	Except. Child/Reg. Class.	3	
DED 318	Ed Tech for Tchg & Lrng	1	
Block B (Must be taken concurrently and prior to Block C.)			
EDEL 410	Block B Practicum: K-6	1	
EDEL 411	Teaching Literacy: K-2 (f) (g)	3	
EDEL 412	Teaching Science: K-6 (f)	3	
EDEL 413	Classroom Assessment : K-6 (e)	1	
EDEL 414	Tchg Clt & Ling Div. Learners (f) (h)	3	
Block C (Must be taken concurrently and prior to the Professional Semester.)			
EDEL 460	Block C Practicum: K-6 (f)	1	
EDEL 461	Teaching Literacy Grades: 3-6 (g)	3	
EDEL 462	Teaching Social Studies: K-6	3	
EDEL 463	Teaching Math: K-6	3	
EDEL 464	Class. Mgt. & Discipline: K-6 (e)	1	
Professional Semester			
EDEL 585	Teaching Internship in Elem. Schools (i)	1 5	

AREA OF CONCENTRATION	AREA OF CONCENTRATION
Requirement: 15 hours in one area in addition to general education requirements. One of the following areas must be selected.	Requirement: 15 hours in one area in addition to general education requirements. One of the following areas must be selected.
English	English
English as a Second Language	English as a Second Language
Mathematics	Mathematics
Modern Foreign Language	(j)
Science	Science
Social Science	Social Science
Special Education	Special Education

Degree Requirements: 127–128

Degree Requirements: 125 – 126

RATIONALE:

- (a) The ART 425 and MUSIC 405 classes required in the program have been moved into general education humanities from the pre-professional category. Since more emphasis is placed in the courses on arts appreciation for elementary teachers, this movement into general education is justified.
- (b) Narrowing the range of choices for social sciences classes will provide more focused preparation for students when they take the content tests required for teacher licensure. Preparation for the content tests also necessitates a requirement in political science and economics. To enable this change, the previous requirements for non-western cultures and a restricted elective have been removed. Recent results on the state contents document the need for students to have improved background in history, geography, political science, and economics.
- (c) Lower the course number for EDEL 350 Health and Movement Education to be EDEL 250 since students are sophomores when they take the class. Course numbers at the 200-level are typically sophomore-level courses.
- (d) Currently, students need 50 completed hours to be eligible for admission to teacher education. Since 8 credits have been removed from the pre-professional component (3 credits for art, 3 credits for music, and 2 credits for educational technology), the credits for admission to teacher education have also been reduced by 8 credits to become 42 credits needed for admission to teacher education.
- (e) Three new courses have been added. Data from program reviews (e.g., practicum performance, SLO results, exit survey and graduate survey results; and teacher education advisory committee recommendations) document the need to provide more complete coverage in the program on core teaching skills, classroom assessment, and classroom management and discipline, thus justifying these new courses.
- (f) Several professional courses have been renumbered to reflect their new placement in the program sequence. This renumbering will also facilitate student advising. In some cases, a minor change in title has been entered.
- (g) The Language Arts Methods and the Reading Methods courses have been changed to become Teaching Literacy: Grades K-2 and Teaching Literacy Methods: Grades 3-6 in an effort to avoid duplication of content and to provide more appropriate grade-level attention to literacy methods. They also have been placed in different Blocks in the program so they are taken in an appropriate sequence.

- (h) For the Teaching Diverse Learners class, content has been added on culturally and linguistically diverse students, the title has been changed to reflect that new content, and one credit has been added to the course. Data from program reviews (e.g., practicum performance, SLO results, exit survey and graduate survey results; and teacher education advisory committee recommendations) document the need to provide more complete coverage in the program on culturally and linguistically diverse students.
- (i) A minor change in title has been entered to make the title more descriptive. Also, the credits have been reduced by one to reflect the 15-week semester that the Board of Regents builds into course clock hour requirements.
- (j) The area of concentration for modern foreign language is being dropped because (1) taking this area does not lead to licensure as a foreign language teacher (students must go through the secondary education program for that), (2) elementary teachers do not have responsibility to teach foreign languages, and (3) having students take one of the other content-related areas of concentrations would provide more appropriate background for areas they would have responsibility teaching in the K-6 grades.

EFFECTIVE DATES:

- Spring 2009: The requirement of 42 completed credits for admission to teacher education would go into effect.
- Fall 2009 and Spring 2010: Any student admitted to teacher education and starting the Professional Education courses (i.e., Blocks A, B, and C) would follow the new requirements for Professional Education courses. Those students would be permitted to use either the former requirements or the new requirements for Pre-Professional Education and General Education.
- Fall 2010: Any student admitted to teacher education and starting the Professional Education courses (i.e., Blocks A, B, and C) would follow all requirements for the new program (including General Education, Pre-Professional Education, and Professional Education).

DEPARTMENT OF ELEMENTARY EDUCATION

MINOR MODIFICATIONS:

FROM:

EDEL 350. Health and Movement Education in Elementary Classrooms. (2) I, II. Addresses major concepts of health education, human movement, and physical activities to enable elementary teachers to promote healthy lifestyles for all students in their instruction. Two classroom hours and two lab hours per week. Pr.: Sophomore standing. Prior or concurrent enrollment in EDEL 200.

TO:

EDEL 250. Health and Movement Education in Elementary Classrooms. (2) I, II. Addresses major concepts of health education, human movement, and physical activities to enable elementary teachers to promote healthy lifestyles for all students in their instruction. Two classroom hours and two lab hours per week. Pr.: Sophomore standing. Prior or concurrent enrollment in EDEL 200.

RATIONALE: A 200-level course number is more appropriate for the sophomore standing when the students take the course.

EFFECTIVE DATE: Spring 2009

FROM:

EDEL 420. Block A Clinical Experience: K-6. (1) I, II. Application of ~~media/technology, mathematics,~~ and science methods in elementary grades. Pr.: ~~Admission to teacher education~~ and conc. enrollment in EDEL 470 and 473. Prior or conc. enrollment in DED 318 and EDCEP 315.

TO:

EDEL 410. Block B Practicum: K-6. (1) I, II. A field experience designed to give students opportunities in applying teaching methods in literacy and science in elementary grades. Includes using technologies to enhance instruction and facilitate professional productivity. Pr.: DED 318, EDCEP 315, EDSP 324, and EDEL 320. Conc. enrollment in EDEL 411, 412, 413, and 414.

RATIONALE: Degree requirement changes for the B.S. in Elementary Education include a new set of prerequisites for this course and concurrent enrollment with other courses. The title change (i.e., A to become B) reflects the sequence of the course in the revised program. The course description has been changed to indicate the new courses that are served by this practicum.

EFFECTIVE DATE: Fall 2009

FROM:

EDEL 430. Block B Practicum: K-6. (1) I, II. A field experience designed to give students opportunities in applying teaching methods in ~~language arts, reading,~~ and social studies in elementary grades. Pr.: ~~Admission to teacher education~~ and EDEL 420, 470, and 473. Conc. enrollment in EDEL 471, 472, and 474.

TO:

EDEL 460. Block C Practicum: K-6. (1) I, II. A field experience designed to give students opportunities in applying teaching methods in literacy, social studies, and mathematics in elementary grades. Includes using technologies to enhance instruction and facilitate professional productivity. Pr.: EDEL 410, 411, 412, 413, and 414. Conc. enrollment in EDEL 461, 462, 463, and 464.

RATIONALE: Degree requirement changes for the B.S. in Elementary Education include a new set of prerequisites for this course and concurrent enrollment with other courses. The course number and title changes reflect the sequence of the course in the revised program. The course description has been changed to indicate the new courses that are served by this practicum.

EFFECTIVE DATE: Fall 2009

FROM:

EDEL 455. Teaching Diverse Learners. (2) I, II, S. Examines multicultural education and the characteristics of diverse learners in the classroom. Curricular and instructional implications of these differences will be examined in an effort to differentiate instruction to meet the needs of all learners. Pr.: Prior or ~~conc.~~ enrollment in EDCEP 315.

TO:

EDEL 414. Teaching Culturally and Linguistically Diverse Learners. (3) I, II. Examines multicultural education and the characteristics of diverse learners in the classroom, including culturally and linguistically diverse learners. Curricular and instructional implications of these differences are examined in an effort to differentiate instruction to meet the needs of all learners. Pr.: DED 318, EDCEP 315, EDSP 324, and EDEL 320. Conc. enrollment in EDEL 410, 411, 412, and 413.

RATIONALE: Degree requirement changes for the B.S. in Elementary Education include a new set of prerequisites for this course and concurrent enrollment with other courses. The course has been renumbered to better indicate the sequence it is taken in the program. The title and course description have been changed to include content on culturally and linguistically diverse learners, and the one additional credit has been added to accommodate this

additional content. The course will no longer be offered in the summer since it must be taken concurrently with other courses which are offered only in the fall and spring.

EFFECTIVE DATE: Fall 2009

FROM:

EDEL 470. Science Methods: K-6. (3) I, II. An introduction to the principles and methods of teaching science in elementary grades, including the nature of science, student learning, curriculum, instructional methods and activities, equity issues, and student assessment. Pr.: ~~Admission to teacher education and conc. enrollment in EDEL 420 and 473.~~ Prior or ~~conc.~~ enrollment in DED 318 and EDCEP 315.

TO:

EDEL 412. Teaching Science: K-6. (3) I, II. An introduction to the principles and methods of teaching science in elementary grades, including the nature of science, student learning, curriculum, instructional methods and activities, equity issues, and student assessment. Includes using technologies to enhance instruction and facilitate professional productivity. Pr.: DED 318, EDCEP 315, EDSP 324, and EDEL 320. Conc. enrollment in EDEL 410, 411, 413, and 414.

RATIONALE: Degree requirement changes for the B.S. in Elementary Education include a new set of prerequisites for this course and concurrent enrollment with other courses. The course has been renumbered to better indicate the sequence it is taken in the program.

EFFECTIVE DATE: Fall 2009

FROM:

EDEL 471. Language Arts Methods: K-6. (3) I, II. ~~An introduction to the content, methods, and materials of the elementary language arts curriculum, which encompasses oral language, listening, reading, and writing.~~ Pr.: ~~Admission to teacher education and EDEL 420, 470, and 473.~~ Conc. enrollment in EDEL 430, 472, and 474.

TO:

EDEL 461. Teaching Literacy: Grades 3-6. (3) I, II. This course extends literacy theory to the intermediate grades to focus on language development, create optimal learning environments, assess and evaluate literacy learning, and provide differentiation and interventions for all learners. Comprehensive, evidence-based intermediate literacy programs include modeled, guided, and direct instruction; skill and strategy teaching; content area literacy; integration of reading/writing, listening/speaking, and viewing/visual representation. Includes using technologies to enhance instruction and facilitate professional productivity. Pr.: EDEL 410, 411, 412, 413, and 414. Conc. enrollment in EDEL 460, 462, 463, and 464.

RATIONALE: Degree requirement changes for the B.S. in Elementary Education include a new set of prerequisites for this course and concurrent enrollment with other courses. The title change reflects literacy methods for the intermediate grades. The course description has been updated to indicate the revised content in the course.

EFFECTIVE DATE: Fall 2009

FROM:

EDEL 472. Social Studies Methods: K-6. (3) I, II. Methods and resources for teaching social studies in elementary grades with the goal of helping students develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an independent world. Pr.: ~~Admission to teacher education and EDEL 420, 470, and 473.~~ Conc. enrollment in EDEL 430, 471, and 474.

TO:

EDEL 462. Teaching Social Studies: K-6. (3) I, II. Methods and resources for teaching social studies in elementary grades with the goal of helping students develop the ability to make informed and reasoned decisions for the public

good as citizens of a culturally diverse, democratic society in an independent world. Includes using technologies to enhance instruction and facilitate professional productivity. Pr.: EDEL 410, 411, 412, 413, and 414. Conc. enrollment in EDEL 460, 461, 463, and 464.

RATIONALE: Degree requirement changes for the B.S. in Elementary Education include a new set of prerequisites for this course and concurrent enrollment with other courses.

EFFECTIVE DATE: Fall 2009

FROM:

EDEL 473. Mathematics Methods: K-6. (3) I, II. The teaching of mathematics in elementary grades, including the nature of mathematical processes, curriculum, methods of instruction, instructional materials, and the evaluation of outcomes. Pr.: ~~Admission to teacher education~~ and conc. enrollment in EDEL 420 and 470. ~~Prior or conc. enrollment in DED 318, EDCEP 315, and MATH 320.~~

TO:

EDEL 463. Teaching Mathematics: K-6. (3) I, II. The teaching of mathematics in elementary grades, including the nature of mathematical processes, curriculum, methods of instruction, instructional materials, and the evaluation of outcomes. Pr.: EDEL 410, 411, 412, 413, and 414. Includes using technologies to enhance instruction and facilitate professional productivity. Prior or conc. enrollment in MATH 320. Conc. enrollment in EDEL 460, 461, 462, and 464.

RATIONALE: Degree requirement changes for the B.S. in Elementary Education include a new set of prerequisites for this course and concurrent enrollment with other courses.

EFFECTIVE DATE: Fall 2009

FROM:

EDEL 474. Reading Methods: K-6. (3) I, II. ~~An introduction to the objectives, content, methods, and resources of the total reading program in elementary grades.~~ Pr.: Admission to teacher education and EDEL 420, 470, and 473. Conc. enrollment in EDEL 430, 471, and 472.

TO:

EDEL 411. Teaching Literacy K-2. (3) I, II. This course provides emergent literacy theory to foster language development, create optimal learning environments, assess and evaluate literacy learning, and provide differentiation and interventions for all learners. Comprehensive, evidence-based primary literacy programs include modeled, guided, and direct instruction; skill and strategy teaching; integration of reading/writing, listening/speaking, and viewing/visual representation. Includes using technologies to enhance instruction and facilitate professional productivity. Pr.: DED 318, EDCEP 315, EDSP 324, and EDEL 320. Conc. enrollment in EDEL 410, 412, 413, and 414.

RATIONALE: Degree requirement changes for the B.S. in Elementary Education include a new set of prerequisites for this course and concurrent enrollment with other courses. The title change reflects the emphasis on early literacy methods, and a lab has been added to provide field-based practice. The course has been renumbered to better indicate the sequence it is taken in the program. The course description has been updated to indicate the revised content in the course.

EFFECTIVE DATE: Fall 2009

FROM:

EDEL 585. Teaching-Participation in the Elementary School. (Var.) I, II. Observation and teaching participation under the direction of selected elementary teachers. Pr.: EDEL 310, 420, 430, 470, 471, 472, 473, 474, and admission to student teaching.

TO:

EDEL 585. Teaching Internship in Elementary Schools. (Var.) I, II. Observation and teaching participation under the direction of selected elementary teachers. Pr.: EDEL 310, 410, 411, 412, 413, 414, 460, 461, 462, 463, 464, and admission to student teaching.

RATIONALE: The prerequisite courses have undergone changes in the course numbers, and thus the new course numbers need to be included in this description. Some additional prerequisites have been added to provide appropriate knowledge and skills. The title has been changed to be more descriptive.

EFFECTIVE DATE: Fall 2009

NEW COURSES:

EDEL 320 Core Teaching Skills and Lab. (3) I, II, S. Examines instructional planning, differentiating instruction, direct and indirect instructional strategies, strategies to promote student understanding, managing lesson delivery, classroom management, assessing student performance, and working with colleagues and parents. Includes a lab session each week for detailed analysis of the issues and skill building. Prerequisites: Admission to teacher education. Concurrent enrollment in DED 318, EDCEP 315, and EDSP 324.

RATIONALE: Data from program reviews (e.g., practicum performance, SLO results, exit survey and graduate survey results; and teacher education advisory committee recommendations) document the need to provide more complete coverage in the program on core teaching skills. After being admitted to teacher education, students would take this course in their first set (or block) of professional education courses.

EFFECTIVE DATE: Summer 2009

EDEL 413 Classroom Assessment: K-6. (1). I, II. Examines the role of assessment in elementary classrooms in teaching; characteristics of high-quality assessments; diagnostic, formative, and summative assessments; preparation of classroom tests and test items; performance and portfolio assessments; affective traits; assessment of students with special needs and characteristics; grading and reporting; and standardized tests. Pr.: DED 318, EDCEP 315, EDSP 324, and EDEL 320. Conc. enrollment in EDEL 410, 411, 412, and 414.

RATIONALE: Data from program reviews (e.g., practicum performance, SLO results, exit survey and graduate survey results; and teacher education advisory committee recommendations) document the need to provide more complete coverage in the program on classroom assessment. After being admitted to teacher education, students would take this course in their second set (or block) of professional education courses.

EFFECTIVE DATE: Fall 2009

EDEL 464 Classroom Management and Discipline: K-6. (1). I, II. Examines ways to establish and maintain a positive learning environment in elementary classrooms and specific strategies to address misbehavior. Emphasis is placed on creating an effective management system, establishing a positive learning environment, addressing individual and group motivation, and preparing to deal with misbehavior. Pr.: EDEL 410, 411, 412, 413, and 414. Conc. enrollment in EDEL 460, 461, 462, and 463.

RATIONALE: Data from program reviews (e.g., practicum performance, SLO results, exit survey and graduate survey results; and teacher education advisory committee recommendations) document the need to provide more complete coverage in the program on classroom management and discipline. After being admitted to teacher education, students would take this course in their third set (or block) of professional education courses.

EFFECTIVE DATE: Fall 2009

DEPARTMENT OF SPECIAL EDUCATION, COUNSELING, AND STUDENT AFFAIRS

MINOR MODIFICATIONS:

FROM:

EDCEP 315. Educational Psychology. (3) I, II, S. The application of psychological principles to the teaching-learning process with special emphasis on principles of learning, motivation, information processing, individual differences, and assessment. Pr.: Admission to teacher education, and ~~HDFS~~ 110. Secondary education students must take this course conc. with EDSP 323 and EDSEC 376.

TO:

EDCEP 315. Educational Psychology. (3) I, II, S. The application of psychological principles to the teaching-learning process with special emphasis on principles of learning, motivation, information processing, individual differences, and assessment. Pr.: Admission to teacher education, and FSHS 110. Elementary students must take this course conc. with DED 318, EDSP 324, and EDEL 320. Secondary education students must take this course conc. with EDSP 323 and EDSEC 376.

RATIONALE: Degree requirement changes for the B.S. in Elementary Education include concurrent enrollment of this course with other courses. Also, the course prefix for HDFS has changed to become FSHS.

EFFECTIVE DATE: Summer 2009

FROM:

EDSP 324. Exceptional Child in the Regular Classroom. (3) I, II, S. Designed for general education teachers in meeting the needs of exceptional children. Support strategies for teachers and exceptional children in the mainstream of education will be explored. Pr.: Admission to teacher education, and EDCEP 315 (may be taken simultaneously).

TO:

EDSP 324. Exceptional Child in the Regular Classroom. (3) I, II, S. Designed for general education teachers in meeting the needs of exceptional children. Support strategies for teachers and exceptional children in the mainstream of education will be explored. Pr.: Admission to teacher education. Elementary students must take this course conc. with DED 318, EDCEP 315, and EDEL 320.

RATIONALE: Degree requirement changes for the B.S. in Elementary Education include concurrent enrollment of this course with other courses.

EFFECTIVE DATE: Summer 2009

DEPARTMENTS OF ELEMENTARY AND SECONDARY EDUCATION

MINOR MODIFICATION:

FROM:

DED 318. ~~Instructional Media and Technology.~~ ~~(2) I, II. Experiences in the selection, production, use, and evaluation of instructional materials. Applications of technology in education, including microcomputer use, but not programming. Operation and simple maintenance of equipment.~~

TO:

DED 318. Educational Technology for Teaching and Learning. (1) I, II, S. Introduces pre-service teachers to the use of contemporary instructional technologies to enhance instruction and to facilitate professional productivity. Attention is given to issues of access and diversity. Pr.: Admission to Teacher Education.

RATIONALE:

Students complete high school with some technology skills formerly included in the course, and thus the credits are reduced by one hour. The course title and description are modified to reflect the current programmatic focus on educational technology preparation for teachers. A prerequisite is added to only teacher education students take the course when they start their professional program. Also offer the course in the summer to give students more flexibility in their scheduling.

EFFECTIVE DATE: Fall 2008

DEPARTMENT OF SECONDARY EDUCATION

MINOR MODIFICATIONS:

FROM:

EDSEC 520. Block II Lab: Content Area Methods and Field Experience. ~~(4)~~ I, II. Field-based experience to help the pre-professional teacher practice the incorporation of specific content area with reading methods in the secondary and middle schools. Pr.: EDCEP 315, EDSP 323, and EDSEC 376. Conc. enrollment required for EDSEC 455, 477, 500, and EDCEP 525.

TO:

EDSEC 520. Block II Lab: Content Area Methods and Field Experience. (2) I, II. Field-based experience to help the pre-professional teacher practice the incorporation of specific content area with reading methods and demonstrate application of technology into teaching and assessment in the secondary and middle schools. Pr.: EDCEP 315, EDSP 323, and EDSEC 376. Conc. enrollment required for EDSEC 455, 477, 500, and EDCEP 525.

RATIONALE:

The credit for the Block II Lab will be increased from (1) to (2) supporting the following additional expectations: To teach students how to integrate technology into planning, instruction, and assessment, Block II course objectives will include selection of appropriate technological tools for the content area, and designing and effectively integrating technology-enriched learning activities into the teaching and assessing of students. Achievement will be assessed using appropriate assessment rubrics and documented in the Block II portfolio. Each discipline methods faculty will decide the most appropriate ways that technology will enhance instruction in their area. The wording "...and demonstrate application of technology into teaching and assessment..." have been added to the course description.

EFFECTIVE DATE: Fall 2008

FROM:

TO:

Professional education requirements Pre-professional education	Professional education requirements Pre-professional education
Non-blocked courses—These courses must be taken prior to or concurrent with Block I. EDSEC 310 Foundations of Education 3 DED 318 Instructional Media and Technology 2 EDSEC 405 Middle Level Education 2 (Complete before student teaching; admission to teacher education required) (Not required for K-12 majors in art, modern languages, or music.)	Non-blocked courses EDSEC 310 Foundations of Education 3 (This course must be prior to or concurrent with Block I.) Non-blocked course taken after acceptance into the College of Education. <u>DED 318 Educational Technology for Teaching and Learning 1</u> (Must be completed before Block II) EDSEC 405 *Middle Level Education 2 (*Not required for K-12 majors in art, modern languages, or music.) (Must be completed before student teaching)
Block I—Admission to teacher education required. Courses must be taken concurrently and are a prerequisite for Block II. EDCEP 315 Educational Psychology 3 EDSP 323 Exceptional Students/Secondary School 2 EDSEC 376 Core Teaching Skills and Lab 3	Block I—Admission to teacher education required. Courses must be taken concurrently and are a prerequisite for Block II. EDCEP 315 Educational Psychology 3 EDSP 323 Exceptional Students/Secondary School 2 EDSEC 376 Core Teaching Skills and Lab 3
Block II—Courses must be taken concurrently and are a prerequisite for Block III. EDSEC 477 Middle Level/Secondary Reading 2 EDSEC 500 Content Area Methods in the Secondary and Middle Schools 3 EDSEC 520 Content Area Methods and Field Experience 1 EDSEC 455 Teaching in a Multicultural Society 1 EDCEP 525 Interpersonal Relations in the School 1	Block II—Courses must be taken concurrently and are a prerequisite for Student Teaching. EDSEC 477 Middle Level/Secondary Reading 2 EDSEC 500 Content Area Methods in the Secondary and Middle Schools 3

RATIONALE:

These revisions reflect the changes in the technology course changes.

EFFECTIVE DATE: Fall 2008