**Purdue Northwest Curriculum Document Coversheet**

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| **Document No:**  (According to [Instruction](http://faculty.pnw.edu/blog/curriculum-document-approval-procedures/)s[[1]](#footnote-1)) | CHESS SOEC 18-82 REV COURSE EDCI 35500 | **Approval by Faculty Senate:**  (Leave Blank) | 5/3/19 |
| **Proposed Effective Date** | 8/1/2019 | **Date Reviewed by Senate Curriculum**  **Committee:**  (Leave blank) | 4/12/19 |
| **Submitting Department:**  (Name of both Dept & College/School ) | School of Education and Counseling | **Name(s) of Library Staff Consulted:**  (NA if not required) | NA |
| **Date Reviewed by Department** | 2/7/2019 |  |  |
| **Submission Date:**  (Date sent to College/School Curr Comm after Dept Review) | 2/11/2019 | **Will New Library**  **Resources Used?** | **Yes** **No**  Double-click to check Yes / No. |
| **Date Reviewed by College/School Curriculum Committee** | February 22, 2019 SOEC  March 29, 2019 CHESS | **Form 40 Needed?**  (Double-click one box.)  Registrar will complete Form 40 **after** Senate approval of document. | **Yes** New courses or any course change, check **YES**  **No** For **all other** curriculum matters, check **NO**. |
| **Contact Person(s):**  (Name & Title) | Shannon O’Brien, ELED Program Coordinator  Anne Gregory, Director SoEC |  |  |

Unless marked “Leave blank” all parts of this form must be filled in **before** sending to Secretary of the Faculty Senate.

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| **Task (check all that apply and fill out sections appropriate for each change).**  \_Program/Concentration Change or New Program/Concentration Proposal: Complete Section I, III, & IV  \_\_Minor Change or New Minor Proposal: Complete Section I (delete sections III & IV)  \_\_Certificate Change or New Certificate Proposal: Complete Section I (delete sections III & IV)  X Course Change or New Course Proposal: Complete Section II (delete sections III & IV) |
| **Program name**. Elementary Education |
| **Degree name(s).** BA in Elementary Education, Reading Concentration or Special Education Concentration |

## Section I: This section is for changes in programs, minors and certificates

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| **List the major changes in each program of study, minor or certificate.**    1. Changing pre-requisites of courses so that they are able to be used in Degree Works. |
| **Impact on Students.** (State “N/A” if proposal will not greatly affect students.)  NA |
| **Impact on University Resources.** (State “N/A” if proposal will not require new resources, faculty or funds.)  NA |
| **Impact on other Academic Units.** (State “N/A” if proposal will not affect other units.)(Include name of person in affected area discussed with) NA |

## Section II: This section is for changes in courses only

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| **Subject.** (Brief description of proposed change, addition or deletion.)  Course prerequisites in the Elementary Education program will now require a C rather than a C-. This change allows the courses to be used in Degree Works. Additionally, a field component has been added to EDCI 355 to accurately reflect candidates field experience as it is connected to this course. |
| **Justification.** (Briefly list main reasons for proposed change, addition or deletion.) NA |

Use the **Current** and **Proposed** spaces below for course changes only. Otherwise, mark “N/A”

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| **Current:** (Course changes: include entire present catalog information. Leave blank if new course)  EDCI 35500 Teaching and Learning K-12 Classroom Credit Hours: 3.00. Acquaints students with general methods of promoting the learning process in the K-12 secondary school. Topics studied will include long-term and short-term instructional planning and evaluation; classroom organization including management, motivation of students, the use of media to promote instructional objectives; and individual and group learning procedures. Students will also study how curriculum goals are adapted and implemented in the secondary classroom. Typically offered Fall Spring Summer. 3.000 lecture; 3.00 Credit hours.    Prerequisites:  EDFA 20000 Minimum Grade of C- and EDPS 26000 Minimum Grade of C- and EDPS 22000 Minimum Grade of C- and CASA Reading College Education 220 and CASA Math College of Education 220 and CASA Writing College of Ed 220  Corequisites: None EXL, EXLS  EDCI 36600 Use of Assessment in K-12 Classroom Credit Hours: 3.00. This course will acquaint students with standardized tests currently in use in K-12 settings such as ISTEP and interpretation of test data to inform planning and instruction. In addition this course will address use of standardized tests to identify and develop education programming for students with special needs. Typically offered Summer Fall Spring. Prerequisites: None Corequisites: None  EDCI 36203 Literacy Instruction in K-3 Classroom Credit Hours: 4.00. Candidates will learn about theories of language and literacy development as related to the research and practice of a balanced approach to literacy instruction in the primary grades, K-3. Typically offered Fall Spring Summer. Prerequisites: None Corequisites: None  EDCI 36204 Literacy Instruction in 4-6 Classroom Credit Hours: 4.00. Candidates will learn about theories of literacy as they relate to the content areas they will teach, emphasizing a “reading to learn” approach through inquiry-based instruction in the intermediate grades, 4-6. Typically offered Fall Spring Summer. Prerequisites: EDCI 36203 Corequisites: None  EDCI 30001 Lifelong Health and Wellness for Teachers and Children Credit Hours: 3.00. This course includes topics important to personal health, wellness, and disease prevention for adults and children. Students will learn about health and wellness, and how to incorporate healthy habits into their daily lives. In addition, the health and safety of children will be covered. This course concludes by considering ways in which elementary schools can provide opportunities to promote student health. Typically offered Fall Spring. Prerequisites: EDCI 35500 minimum grade C-Corequisites: None  EDCI 31500 Teaching Mathematics in the Elementary School Credit Hours: 4.00. Materials and methods used in teaching mathematics at various grade levels in the elementary school. Typically offered Fall Spring. Prerequisites: EDCI 30400 minimum grade C-, EDCI 31600 minimum grade C-, MA 13700 minimum grade C-, MA 13800 minimum grade C-, and MA 13900 minimum grade C- Corequisites: None  EDCI 31600 Teaching Social Studies in the Elementary School Credit Hours: 4.00. Provides experiences in developing skills for teaching social studies as well as understanding of appropriate subject matter, including evaluation techniques and procedures. Typically offered Summer Fall Spring. Prerequisites: EDCI 32100 minimum grade C-, EDPS 37000 minimum grade of C-Corequisites: None  EDCI 31700 Teaching Science in the Elementary School Credit Hours: 4.00. Provides experiences in developing skills for teaching science as well as the understanding of appropriate subject matter: includes evaluation techniques and procedures. Typically offered Fall Spring. Prerequisites: EDCI 30400 minimum grade of C-, EDCI 31600 minimum grade of C-, and SCI 31500 minimum grade of C- Corequisites: None  EDCI 23000 Academic Language in Education Credit Hours: 3.00. This course addresses the academic language needed by teachers in school settings. It focuses on the use of discipline-specific vocabulary, grammar and punctuation, and applications of rhetorical conventions and devices that are typical for a content area (e.g., essays, written and oral presentations, discussions of issues) and how they are taught in schools. Typically offered Fall Spring Summer. Prerequisites: None Corequisites: None  EDCI 36800 Literacy Intervention Strategies for Diverse Learners Credit Hours: 4.00. Focuses on teaching children who experience difficulty acquiring literacy skills. Assessments of children's strengths and needs are used to inform and plan instruction. Strategies for helping children develop more mature literacy understandings are applied in weekly individual or small-group instructional sessions. Includes a field-based experiential component. Typically offered Fall Spring Summer. Prerequisites: EDCI 36203 minimum grade of C, EDCI 36204 minimum grade of C, and EDCI 23000 minimum grade C Corequisites: None  EDCI 49700 Supervised Teaching Credit Hours: 6.00 to 12.00. Teaching full-time in a school classroom under the supervision of the teacher in charge of the class and a university supervisor. Typically offered Fall Spring. Prerequisites: EDPS 37000 minimum grade C-  EDCI 49900 Supervised Teaching or Practicum in an Endorsement Area Credit Hours: 3.00 to 9.00. Teaching full time in an endorsement area in a school classroom under the supervision of the teacher in charge of the class and a University supervisor. Completion of education courses required for the endorsement area and admittance to teacher education. Typically offered Fall Spring. Prerequisites: None Corequisites: None.  EDPS 45000 Teaching Students with Disabilities Credit Hours: 4.00. Course focuses on development of individual educational plans for students who have special needs. Topics include implementation of the functional behavior assessment processes and creation of behavior intervention plans, determination of appropriate class placement, accommodations for standardized testing and classroom instruction, and creation of differentiated/individualized instruction based on goals and objectives of the program plan. Course includes 45 hours of field component. Typically offered Fall Spring. Prerequisites: EDPS 26000 minimum grade of C Corequisites: None  EDPS 32800 Teaching Students with Mild to Moderate Needs I Credit Hours: 4.00. Course focuses on evidence-based instructional methodologies for students with mild intervention needs, including learning strategy instruction, peer-assisted and other social learning strategies, behaviorally-based techniques, and specialized strategies for severe reading disabilities. Additional topics include universal design for learning, culturally responsive instruction, and data collection for progress monitoring. Course contains a 45 hour field component. Typically offered Fall Spring. Prerequisites: None Corequisites: None  EDPS 38000 Special Education Law for Techers Credit Hours: 3.00. The purpose of this course is to provide pre-service teachers with a general understanding of the educational entitlement and civil rights of children with disabilities. Laws ensuring the provision of special education to students with disabilities are based on constitutional principles, written and enacted by legislatures and administrative agencies, and interpreted by the courts. It is through the interaction of these various components of the legal system, legislative and judicial, that the field of special education has evolved. The knowledge and skills gained in this course shape the advocacy and ethical dispositions of the teacher. Permission of Department required. Typically offered Fall Spring. Prerequisite: EDPS 26000 minimum of C Corequisite: None | | Proposed: (Course changes: include entire new catalog information.) EDCI 35500 Teaching and Learning K-12 Classroom Credit Hours: 4.00. Acquaints students with general methods of promoting the learning process in the K-12 secondary school. Topics studied will include long-term and short-term instructional planning and evaluation; classroom organization including management, motivation of students, the use of media to promote instructional objectives; and individual and group learning procedures. Students will also study how curriculum goals are adapted and implemented in the secondary classroom. Typically offered Fall Spring Summer. 2.000 lecture; 3.000 experiential; 4.000 Credit hours.  Prerequisites:  EDST 20000 Minimum Grade of C and EDPS 26000 Minimum Grade of C and EDPS 22000 Minimum Grade of C and CASA Reading College Education 220 and CASA Math College of Education 220 and CASA Writing College of Ed 220  Corequisites: None EXL, EXLS  EDCI 36600 Use of Assessment in K-12 Classroom Credit Hours: 3.00. This course will acquaint students with standardized tests currently in use in K-12 settings such as ISTEP and interpretation of test data to inform planning and instruction. 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Teaching full-time in a school classroom under the supervision of the teacher in charge of the class and a university supervisor. Typically offered Fall Spring. Prerequisites: EDCI 31500 minimum grade C Corequisites: None  EDCI 49900 Supervised Teaching or Practicum in an Endorsement Area Credit Hours: 3.00 to 9.00. Teaching full time in an endorsement area in a school classroom under the supervision of the teacher in charge of the class and a University supervisor. Completion of education courses required for the endorsement area and admittance to teacher education. Typically offered Fall Spring. Prerequisites: EDPS 38000 minimum grade of C, EDPS 32800 minimum grade of C, EDPS 45000 minimum grade of C Corequisites: EDCI 49700  EDPS 45000 Teaching Students with Mild Moderate Needs II Credit Hours: 4.00. Course focuses on development of individual educational plans for students who have special needs. Topics include implementation of the functional behavior assessment processes and creation of behavior intervention plans, determination of appropriate class placement, accommodations for standardized testing and classroom instruction, and creation of differentiated/individualized instruction based on goals and objectives of the program plan. Course includes 45 hours of field component. Typically offered Fall Spring. Prerequisites: EDPS 32800 minimum grade of C Corequisites: None  EDPS 32800 Teaching Students with Mild to Moderate Needs I Credit Hours: 4.00. Course focuses on evidence-based instructional methodologies for students with mild intervention needs, including learning strategy instruction, peer-assisted and other social learning strategies, behaviorally-based techniques, and specialized strategies for severe reading disabilities. Additional topics include universal design for learning, culturally responsive instruction, and data collection for progress monitoring. 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| **Is this course also:** | **General Education** | **Currently Designated ExL (see** [**instructions[[2]](#footnote-2)**](http://faculty.pnw.edu/blog/curriculum-document-approval-procedures/)**)** |

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| **Course Objectives / Learning Outcomes.** (New courses only. List main outcomes. If lengthy, attach separate page.)  1.  2.  3. |
| **Impact on Students.** (State “N/A” if proposal will not greatly affect students.) N/A |
| **Impact on University Resources.** (State “N/A” if proposal will not require new resources, faculty or funds.) N/A |
| **Impact on other Academic Units.** (State “N/A” if proposal will not affect other units.) (Include name of person in affected area this was discussed with.) N/A |

(Boxes will expand and spill over onto next page to accommodate your typing.)

1. <http://faculty.pnw.edu/blog/curriculum-document-approval-procedures/> [↑](#footnote-ref-1)
2. <http://faculty.pnw.edu/blog/curriculum-document-approval-procedures/> [↑](#footnote-ref-2)