

October 27, 2016

TO: Dr. Erin Eaton, Chair, Academic Affairs Committee

I. Proposal from the Office of the Provost

A. **MODIFY** on page 58 under ACADEMIC RENEWAL POLICY

**FROM:**

A student formerly enrolled at FMU who has not been enrolled at FMU for three consecutive calendar years is eligible to apply for Academic Renewal. The intent of this policy is to provide a renewed start for students who experienced academic difficulty during their initial enrollment at FMU. Academic Renewal Applications are available to readmitted students in the Registrar's Office.

**TO:**

An undergraduate student formerly enrolled at FMU who has not been enrolled at FMU for three consecutive calendar years is eligible to apply for Academic Renewal. The intent of this policy is to provide a renewed start for undergraduate students who experienced academic difficulty during their initial enrollment at FMU. Academic Renewal Applications are available to readmitted students in the Registrar's Office.

**Note: Academic renewal is not available to graduate students**

II. Proposal from School of Education

A. **MODIFY** on page 145, under **ELEMENTARY EDUCATION COURSES (ELEM)**

**FROM:**

**315 Methods of Instruction for Social Studies (3)** (Prerequisite: Admission to the Professional Education Program; Corequisite: Elementary Education 316 or 317). F, S. This course is designed to prepare the prospective teacher of elementary students to teach social studies. The course will focus on content, methods, and materials. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines:

[www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**316 Methods of Instruction for Mathematics (3)** (Prerequisite: Admission to the Professional Education Program; Corequisite: Elementary Education

315 or 317). F, S. This course focuses on the essential components of successful math instruction at the elementary grades: understanding modern mathematical practices, techniques, and current trends that are being used in today's elementary classrooms. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines:  
[www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**317 Methods of Instruction in Science (3)** (Prerequisite: Admission to the Professional Education Program; Corequisite: Elementary Education 315 or 316). F, S. This course focuses on the essential components of successful science instruction at the elementary school level: science process skills, science curriculum, and selected instructional approaches. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background (check deadlines:  
[www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

### **TO:**

**315 Methods of Instruction for Social Studies (3)** (Prerequisite: Admission to the Professional Education Program and EDUC 311; Corequisite: Elementary Education 316 or 317). F, S. This course is designed to prepare the prospective teacher of elementary students to teach social studies. The course will focus on content, methods, and materials. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines:  
[www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**316 Methods of Instruction for Mathematics (3)** (Prerequisite: Admission to the Professional Education Program and EDUC 311; Corequisite: Elementary Education 315 or 317). F, S. This course focuses on the essential components of successful math instruction at the elementary grades: understanding modern mathematical practices, techniques, and current trends that are being used in today's elementary classrooms. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage for specific SLED background check deadlines:  
[www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**317 Methods of Instruction in Science (3)** (Prerequisite: Admission to the Professional Education Program and EDUC 311; Corequisite: Elementary Education 315 or 316). F, S. This course focuses on the essential components of successful science instruction at the elementary school level: science process skills, science curriculum, and selected instructional approaches. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background (check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)).

**Rationale for A:** EDUC 311 (course that teaching lesson planning and assessment) has always been a prerequisite for our elementary methods courses, but it was never listed as such in the catalog.

B. **MODIFY** on page 145, under **MIDDLE LEVEL EDUCATION COURSES (MLE)**

**FROM:**

**315 Teaching Social Studies to Middle Level Students (3)** (Prerequisite: Admission to the Professional Education Program) F, S. This course meets the “Standards for Social Studies Teachers” approved by the National Council for the Social Studies and is designed to provide the student with the specific skills, methods, and materials required for teaching social studies in middle schools. Models of inquiry will be a special focus of this course. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**316 Teaching Mathematics to Middle Level Students (3)** (Prerequisite: Admission to the Professional Education Program) F, S. This course focuses on the essential components of successful math instruction at the middle grades: understanding modern mathematical practices, techniques, and current trends that are being used in today’s middle-level classrooms. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**317 Teaching Science to Middle Level Students (3)** (Prerequisite: Admission to the Professional Education Program) F, S. The course focuses

on the essential components of successful science instruction for the middle grades: science process skills, science curriculum for the middle grades, and selected instructional approaches. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

### **TO:**

**315 Teaching Social Studies to Middle Level Students (3)** (Prerequisite: Admission to the Professional Education Program and EDUC 311) F, S. This course meets the “Standards for Social Studies Teachers” approved by the National Council for the Social Studies and is designed to provide the student with the specific skills, methods, and materials required for teaching social studies in middle schools. Models of inquiry will be a special focus of this course. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**316 Teaching Mathematics to Middle Level Students (3)** (Prerequisite: Admission to the Professional Education Program and EDUC 311) F, S. This course focuses on the essential components of successful math instruction at the middle grades: understanding modern mathematical practices, techniques, and current trends that are being used in today’s middle-level classrooms. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements).

**317 Teaching Science to Middle Level Students (3)** (Prerequisite: Admission to the Professional Education Program and EDUC 311) F, S. The course focuses on the essential components of successful science instruction for the middle grades: science process skills, science curriculum for the middle grades, and selected instructional approaches. This course could require up to 15 field experience hours in a local public school. A current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage for specific SLED background check deadlines: [www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)

**Rationale for B:** EDUC 311 (course that teaching lesson planning and assessment) has always been a prerequisite for our middle level methods courses, but it was never listed as such in the catalog.

C. **MODIFY** on page 146, under **EDUCATION COURSES (EDUC)**

**FROM:**

**380 Introduction to Exceptional Students (2)** (Prerequisite: Admission to Professional Education Program) [Early Childhood **corequisite: Early Childhood Education 314, 319, and 321**; Art Education corequisite: Education 391, 392, or 393; secondary corequisites: Education 393 and either Education 434 (English) or 436 (Mathematics)] F, S. This course is designed to provide pre-service teachers with the theoretical bases and practical experiences to work with exceptional needs students who are included in regular classrooms. Experiences will include exposure to, discussion of, and implementation of an IEP (Individualized Education Program). This course should be taken in the semester just prior to student teaching and could require up to ten (10) field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage ([www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)) for specific SLED background check deadlines.

**391 Clinical Experience B: Early Childhood - Block B (2:1-3)** (Prerequisite: Admission to the Professional Education Program) F, S. Students are required to observe and teach preschool and primary level children at designated schools. More specifically, students are to record, analyze, and assess children’s emotional, intellectual, physical, and social behaviors. Special attention is given to the diagnosis of emotional, intellectual, social, and physical problems. Using the collected data, each student plans and implements lessons that address a child’s developmental needs in the emotional, intellectual, social, and physical areas. The unit should also include a number of activities through which children’s language skills are developed. Students interact with individual and groups of parents, as well. This course requires a minimum of 40 hours in clinical experience in public schools. **A SLED background check is required prior to field placement.** This course is to be taken in the semester prior to student teaching.

**392 Clinical Experience: Elementary (2:1-3)** (Prerequisite: Admission to the Professional Education Program; **at least one elementary level methods course [Elementary Education 314, 315, 316, or 317] must be a prerequisite or a corequisite**) F, S. This course is designed to provide elementary education

majors with practical experiences in the public schools. Special emphasis will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. This course requires a minimum of 40 hours in clinical experience in public schools. **A SLED background check is required prior to field placement.** This course is to be taken in the semester prior to student teaching.

**394 Clinical Experience: Middle Level (2:1-3)** (Prerequisite: Admission to the Professional Education program; **at least one middle level methods course [Middle Level Education 314, 315, 316, or 317] must be a prerequisite or a corequisite**). This course is designed to provide middle level education majors with practical experiences in public middle schools. Middle level candidates will focus on examining how content can best be presented to early adolescent students and preparation for the Teacher Candidate Work Sample. This course will require a minimum of 40 hours in clinical experience in public schools. **A SLED background check is required prior to field placement.** This course is to be taken in the semester prior to student teaching.

### **TO:**

**380 Introduction to Exceptional Students (2)** (Prerequisite: Admission to Professional Education Program) [Early Childhood **prerequisite: EDUC 310 & EDUC 311**; Art Education corequisite: Education 391, 392, or 393; secondary corequisites: Education 393 and either Education 434 (English) or 436 (Mathematics)] F, S. This course is designed to provide pre-service teachers with the theoretical bases and practical experiences to work with exceptional needs students who are included in regular classrooms. Experiences will include exposure to, discussion of, and implementation of an IEP (Individualized Education Program). This course should be taken in the semester just prior to student teaching and could require up to ten (10) field experience hours in a local public school setting. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the “News and Announcements” webpage ([www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)) for specific SLED background check deadlines.

**391 Clinical Experience B: Early Childhood - Block B (2:1-3)** (Prerequisite: Admission to the Professional Education Program) F, S. Students are required to observe and teach preschool and primary level children at designated schools. More specifically, students are to record, analyze, and assess children’s emotional, intellectual, physical, and social behaviors. Special attention is given to the diagnosis of emotional, intellectual, social, and physical problems. Using the collected data, each student plans and implements lessons that address a child’s developmental needs in the emotional, intellectual, social, and physical areas. The unit should

also include a number of activities through which children's language skills are developed. Students interact with individual and groups of parents, as well. This course requires a minimum of 40 hours in clinical experience in public schools. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage ([www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

**392 Clinical Experience: Elementary (2:1-3)** (Prerequisite: Admission to the Professional Education Program; at least one elementary level methods course [Elementary Education 315, 316, or 317] must be a prerequisite or a corequisite) F, S. This course is designed to provide elementary education majors with practical experiences in the public schools. Special emphasis will be on tutorial experiences utilizing diagnostic/prescriptive teaching and evaluation strategies. This course requires a minimum of 40 hours in clinical experience in public schools. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage ([www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

**394 Clinical Experience: Middle Level (2:1-3)** (Prerequisite: Admission to the Professional Education program; at least one middle level methods course [Middle Level Education 315, 316, or 317] must be a prerequisite or a corequisite). This course is designed to provide middle level education majors with practical experiences in public middle schools. Middle level candidates will focus on examining how content can best be presented to early adolescent students and preparation for the Teacher Candidate Work Sample. This course will require a minimum of 40 hours in clinical experience in public schools. To complete the field experience hours, a current SLED background check must be received and approved by the FMU School of Education. Students should check the "News and Announcements" webpage ([www.fmarion.edu/academics/news\\_and\\_announcements](http://www.fmarion.edu/academics/news_and_announcements)) for specific SLED background check deadlines. This course is to be taken in the semester prior to student teaching.

**Rationale for C:** We are cleaning up the prerequisite listings (removing courses that have been deleted due to Read to Succeed) and changing the text related to SLED to be consistent for all courses.

D. **DELETE** on page 147, under **EDUCATION COURSES (EDUC)**

**489 Student Teaching Seminar** (1) (Corequisites: 487, 490) F, S. Emphasis is on preparation for student teaching, including an introduction to practical use of the state-adopted assessment instrument, in-class student teaching demonstration, and orientation to the role of student teacher.

**491 Senior Level Internship** (12) (Corequisites: 487, 489) F, S. This course is designed for Early Childhood and Elementary Education majors. The course allows the student opportunities to work with individuals at all levels in a public youth serving agency. This course will not satisfy licensure requirements.

**503 Teaching of Reading in the Secondary School** (3) F. Prepares preservice and inservice secondary and middle school teachers for the most effective use of printed content materials. Implications of current theory and the results of research in reading will be discussed. With written school approval, seniors may take courses numbered 500-599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses.

**520 Introduction to the Exceptional Child** (3) As Needed. Introduction to and overview of the nature and needs of exceptional children. Focuses on the academically gifted, physically disabled, and mentally disabled. With written school approval, seniors may take courses numbered 500- 599 for either undergraduate or graduate credit. Designation of credit as undergraduate or graduate must be made at registration. Freshmen, sophomores, and juniors may not take 500-level courses.

**Rationale for D:** We are deleting courses that are no longer taught.