

additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting re-approval of an existing course.) **NA**

9. List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

Standard #1 Learner Development—The teacher demonstrates that they understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and that the pre-intern designs and implements developmentally appropriate and challenging learning experiences.

Standard #2 Learning Differences— The teacher demonstrates they have understanding of individual differences, diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3 Learning Environments— The teacher creates environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4 Content Knowledge— The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s), and they plan to teach and create learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5 Application of Content— The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6 Assessment— The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide both the pre-intern teacher's and learner's decision making.

Standard #7 Planning for Instruction— The teacher knows how to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy.

Standard #8 Instructional Strategies— The teacher understands & uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas & their connections, & to build skills to apply knowledge in meaningful ways.

Standard #9 Professional Learning and Ethical Practice—The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10 Leadership and Collaboration—The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

10. Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities. **This is not a curriculum change associated with assessment outcomes. This is a curriculum change to create a more clearly defined curriculum and set of outcomes that are associated with a single course of study (ED 4500).**
11. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section. *n/a*.

Students may retake professional education courses only one time for a total of two times taking the course.

Professional Elementary Education courses are: ED 3100, ED 3710, ED 4010, ED 4070, ED 4100, ED 4300, ED 4500, ED/FCS 5750, ES 3950, EDT 3470, ENGL 3690, HPHE 3400, HPHE 3520, LS 3770, LS 3780, MATH 3520, SPED 4270.

Elementary Education Curriculum Requirements

Students who would like to become elementary teachers are required to complete:

- Core Elementary Education content courses outside of chosen major or minor area(s). [L] [SEP]
- Professional Level Elementary Education Courses [L] [SEP]
- A minimum of one subject area major* chosen from Mathematics, Integrated Science, Language Arts, or Social [L] [SEP] Studies.

Note: *In addition to selecting one or more subject area majors, students may also choose an additional subject area minor in Mathematics, Integrated Science, or Language Arts.

Requirements and approval for the required minors and majors are available in the CEHD Office of Admissions and Advising.

1. Core Elementary Education Content Courses (43-61 hours) Required for all Elementary Education students [L] [SEP] Students must complete all content courses below that are not a part of their subject area major or minors with a minimum grade of "C" or better.

MATH 1500 - Number Concepts for Elementary/Middle School Teachers Credits: 4 hours

MATH 1510 - Geometry for Elementary/Middle School Teachers Credits: 4 hours [L] [SEP]

MATH 2650 - Probability and Statistics for Elementary/Middle School Teachers

BIOS 1700 - Life Science for Non-Majors Credits: 3 hours

CHEM 2800 - Active Chemistry Credits: 3 hours

GEOG 1900 - Exploring Earth Science: The Atmosphere Credits: 3 hours

GEOS 2900 - Earth Systems: Issues and Applications Credits: 3 hours

PHYS 1800 - Physics: Inquiry and Insights Credits: 3 hours

ENGL 3820 - Literature for the Young Child Credits: 4 hours

ANTH 1200 - Peoples of the World Credits: 3 hours

ECON 1000 - Economics for Elementary Education Credits: 3 hours

GEOG 1020 - World Geography through Media and Maps

HIST 2100 - American History to 1877 Credits: 3 hours

OR

HIST 3100 - Topics in History Credits: 1 to 3 hours (Topic: History as Mystery Credits: 3 hours)
Credits: 3 hours

HIST 2110 - American History since 1877 Credits: 3 hours

OR

HIST 3103 - The United States in the Nineteenth Century to the Gilded Age (WI)

HIST 3020 - World History to 1500 Credits: 3 hours

PSCI 2000 - National Government Credits: 3 hours

Proposed Catalog Copy (2018-19)

Elementary Education Curriculum (129 hours)

Michigan Elementary Provisional Certificate^[SEP] The Elementary Education Curriculum is designed to prepare students to assume teaching responsibilities in K-5 all subjects, and in self-contained classrooms in grades K-8 all subjects. Content area majors and minors prepare students to assume teaching responsibilities in single-subject classrooms grades 6-8.

Additional information may be obtained from the CEHD Office of Admissions and Advising, 2421 Sangren Hall.

University General Education Requirement (40 hours)^[SEP] The University General Education Requirement is 37 hours. An additional three hours in General Education courses from the College of Arts and Sciences (nonprofessional courses only) are required for Michigan certification. The majority of the student's University General Education Requirements will be met by options within the professional education program and the approved minors. (Two courses at the 3000-4000 level are required.) Successful completion of BIOS 1700, PHYS 1800, and GEOG 1900 will satisfy General Education Area VI for students who complete the Elementary Education program.

Credits: 3 hours

I. Admission to the Professional Curriculum^[SEP] All education students are coded Pre-Education upon admission to the University. Candidates may apply for advancement to the Elementary Education professional curriculum after earning 35 credits toward their degree. A minimum cumulative grade point average of 3.0* must be attained for advancement from the Pre-Education curriculum to the Elementary Education professional curriculum. Pre-Education students are not permitted to enroll in upper-level professional education courses until admission requirements are met and application is approved. See "College of Education and Human Development Office of Admissions and Advising" for admission requirements.

*Candidates with a cumulative GPA between 2.75 and 2.99 can be granted provisional admission to the Elementary Education professional curriculum. Candidates admitted under "Provisional Admission" can continue in their program provided they receive a "CB" or above in all professional education coursework.

II. Admission to Intern Teaching^[SEP] A minimum cumulative grade point average of 3.0** must be attained for enrollment in Intern Teaching and for a recommendation for the teaching certificate.

**Candidates with a cumulative GPA below 3.0 may submit an appeal to complete their intern teaching and the request will be considered by an appeals committee. Decisions of the appeals committee are final.

III. Other Program Requirements^[SEP] An overall grade point average of 3.0 is required in the professional education sequence and no grade lower than a "CB" may be earned in any professional education courses.

ART 1480 - Direct Encounter with the Arts Credits: 4 hours

OR

MUS 1480 - Direct Encounter with the Arts Credits: 4 hours

DANC 2900 - Dance in the Elementary School Credits: 3 hours

OR

MUS 2400 - Music for the Classroom Teacher Credits: 3 hours

HPHE 1110 - Healthy Living Credits: 2 hours

2. Professional Level Elementary Education Courses (56 hours) Required for all Elementary Education students

An overall grade point average of 3.0 is required in the professional education sequence and no grade lower than a "CB" may be earned in any professional education courses. Students may retake professional education courses only one time for a total of two times taking the course. Students must be accepted into the Elementary Education Professional program to take 3000, 4000, and 5000 level courses.

ED 2500 - Human Development: Applications in Education Credits: 3 hours

ED 2900 - K-8 Teaching as a Profession Credits: 3 hours

ED 3100 - Educational Psychology of Childhood Credits: 3 hours

~~ED 3710 - Elementary Classroom Organization and Management Credits: 3 hours~~

ED 4010 - Teaching Elementary School Science Credits: 3 hours

ED 4070 - Teaching Elementary Social Studies Credits: 3 hours

ED 4300 - Creativity in the Elementary Classroom Credits: 3 hours

ED 4500 - Pre-Internship in Elementary Education Credits: 6 hours

EDT 3470 - Technology for Elementary Education Credits: 3 hours

ES 3950 - School and Society Credits: 3 hours

ENGL 3690 - Writing in the Elementary School Credits: 4 hours

HPHE 3400 - Physical Education for the Elementary Classroom Teacher Credits: 2 hours

HPHE 3520 - Teaching Health in the Elementary School Credits: 2 hours

LS 3770 - Literacy I: Early Literacy and Language Acquisition Credits: 3 hours

LS 3780 - Literacy II: Literacy/Language Arts across Disciplines Credits: 3 hours

MATH 3520 - Teaching of Elementary/Middle School Mathematics Credits: 3 hours

SPED 4270 - Learners with Disabilities in Elementary and Middle School Programs

ED 4100 - Seminar in Education Credits: 1 to 2 hours^[1] (Credits: 2 hours needed)

ED 4710 - Intern Teaching: Elementary/Middle School Credits: 5, 8, or 10 hours (Credits: 10 hours needed)