

**BYU Hawaii Curriculum Proposal Number [18-07]**

**Section 1 - Approvals**

**Approvals**

Name of Proposal: Elementary Education Program Changes

Submitted by: Karen Latham      Signature: Karen Latham

Date: April 18, 2018

Procedure	Recommendation/Signature	Date
Faculty Vote: For 8    Against 0,    Abstain 0,    Absent 0    March 5, 2018		
1. Approved by School of Education	Signature: <i>Karen Latham</i> Chair: <b>Karen Latham</b>	Apr. 17, 2018
2. Approved by Mathematics	Signature: <i>Scott Hyde</i> Chair: <b>Scott Hyde</b> <small>Digitally signed by Scott Hyde DN: cn=Scott Hyde, o=Brigham Young University - Hawaii, ou=Mathematics, email=hydes@byuh.edu, c=US Date: 2018.04.20 07:19:22 -1000</small>	
3. Reviewed by Academic Advisor	Signature: <i>Marilee Ching</i> Manager: <b>Marilee Ching</b>	4/18/18
4. Approved by College	Signature: <i>Jennifer Lane</i> Dean: <b>Jennifer Lane</b>	4/17/18
5. Approved by University Curriculum Committee	Signature: <i>Rose Ram</i> UCC: <b>Rose Ram</b>	5-7-18
6. Approved by Deans' Council	Signature: <b>N/A</b> AVP: <b>John Bell</b>	
7. Approved by the President's Council (for new majors)	Signature: <b>N/A</b> Pres: <b>John Tanner</b>	

## Section 2 – Overview (Support)

The School of Education requests the following changes to the Elementary Education program as listed below. It is our desire to strengthen the Mathematics and Language Arts knowledge and pedagogical skills of our teacher candidates. After careful review of the program, and in keeping with the trends in teacher education, the faculty has decided that these changes will be beneficial as we prepare our teacher candidates. All faculty are in favor of these changes.

### Changes in the Elementary Education Major

#### **Reactivate**

<b><i>Course Number</i></b>	<b><i>Course Title</i></b>	<b><i>Required or Elective</i></b>	<b><i>Credits</i></b>	<b><i>Offering</i></b>
Math 305	Mathematics for Elementary School Teachers	Required	3	FW
ELED 240	Children's Literature in Elementary Schools	Elective	2	S

1. In order to strengthen the math background knowledge of our elementary education students we feel that reactivating Math 305 as a required course will better prepare them to teach math in the elementary schools. This addition also brings us more in line with other educator preparation programs which typically offer two math courses prior to admission to an educator preparation program. Math 101 or higher is a prerequisite for this course.

2. We feel strongly that we need to strengthen the Language Arts curriculum: a course in children's literature provides a foundation in the literature written for children and explores ways to use that literature in the classroom. As books/stories are a teacher's tool, teacher candidates need extensive exposure to good children's literature. Not having a Children's Literature course available is very much out of line with educator preparation programs. English 101 is a prerequisite for this class.

#### **Deactivate**

<b><i>Course Number</i></b>	<b><i>Course Title</i></b>
ELED 379	Social Studies Content for Elementary Teachers

Rather than have students take a course designed to help them successfully complete the PRAXIS exam, we will offer this experience as an online tutorial for students, as needed. It will not be offered for credit. A Social Studies methods course is already part of the required curriculum.

#### **Change from Elective to Required, with a change of credit hours**

<b><i>Course Number</i></b>	<b><i>Course Title</i></b>	<b><i>Credits</i></b>	<b><i>Offering</i></b>
ELED 369	Writing Methods for Elementary Teachers	From 3 to 2	FW

In an effort to strengthen the Language Arts curriculum we will change this course from an elective to a required course and change the credits in order to give one credit to the course, Methods of Literacy Instruction for the Emergent Reader.

**Change from Elective to Required: for International Track**

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>	<b>Offering</b>
EDU 340	Multiculturalism and Culturally Response Teaching Through Sheltered Instruction	2	FW

Students on the International Track have been regularly been taking this course. We feel that it helps better prepare the students to be successful as they return to their home countries to teach.

**Change in Credit Hours**

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>	<b>Offering</b>
ELED 320	Methods of Literacy Instruction for the Emergent Reader	From 2 to 3	FWS
ELED 430	Classroom Management	From 3 to 2	FW

1. Providing one additional credit hour to the Emergent Language Arts curriculum will allow for greater depth in exploring and learning the strategies necessary when teaching beginning readers and writers. The extra hour would not be used to add additional curriculum, it will allow for greater depth.

2. Classroom Management has always operated as a 2-credit hour course. This change will also impact the Special Education Certificate.

**Add as an Elective Option**

<b>Course Number</b>	<b>Course Title</b>	<b>Credits</b>	<b>Offering</b>
EDU 333	Developing an Effective School Culture	2	S

We are interested in expanding our elective options and making those options more evident to students.

**Change in Title**

<b>Course Number</b>	<b>Old Title</b>	<b>New Title</b>
ELED 380	Multicultural Education, the Constitution and Social Studies Methods for Elementary Teachers	Social Studies Methods/Multicultural Education & Constitution for Elementary Teachers

This change would make the title more in keeping with the other methods classes in the department.

This change would also require a change in the MRS for SOSCED and HISTED. These programs list ELED 379 and ELED 380 as recommended electives.

**Change in frequency of offerings**

<b>Course Number</b>	<b>Course Title</b>	<b>Old Offerings</b>	<b>New Offering</b>
ELED 360	Science Methods for Elementary Teachers	FWS	FW

Because of the hands-on project/group work nature of this class, a better experience is had when the number of students is larger. Offering the course two semesters will help increase the numbers during those semesters rather than spreading the enrollment numbers across more semesters.

### **Changes in the SPECIAL EDUCATION program**

1. Change ELEM 430: Classroom Management from 3 credits to 2 credits.

This is a change being made in the Education Major which will affect the Special Education program

2. Add SCED 430 Classroom Management as an option for the Classroom Management requirement.

Students who are majoring in Secondary Education can take the Classroom Management class with best fits their educational program.

### **Changes in the Education Minor**

Changes in the Education Minor mirror the changes to the major, with one exception. The exception is making a change in the required courses for the minor.

#### **Change Required Courses**

<b><i>Course Number</i></b>	<b><i>Course Title</i></b>	<b><i>Required or Elective</i></b>
EDU 200	Human Growth and Learning in Schools	Required
SPED 300	Education of Exceptional Students	Elective

SPED 300 has been a required course in the minor, however there is a prerequisite to that course (EDU 200) which then makes that elective a "hidden requirement". EDU 200 is a more practical class for the minor, and SPED 300 would be left as an option for students interested in special education.

#### **Deactivate**

<b><i>Course Number</i></b>	<b><i>Course Title</i></b>
ELED 379	Social Studies Content for Elementary Teachers

#### **Change in frequency of offerings**

<b><i>Course Number</i></b>	<b><i>Course Title</i></b>	<b><i>Old Offerings</i></b>	<b><i>New Offering</i></b>
ELED 360	Science Methods for Elementary Teachers	FWS	FW

#### **Add Options to the Minor**

- \*Add ELED 369: Writing Methods for Elementary Teachers, offered in Fall and Winter
- \*Add ELED 240: Children's Literature in Elementary Schools, offered Spring
- \*Add ELED 333: Developing an Effective School Culture, offered Spring

#### **Change in Title**

<b><i>Course Number</i></b>	<b><i>Old Title</i></b>	<b><i>New Title</i></b>
ELED 380	Multicultural Education, the Constitution and Social Studies Methods for Elementary Teachers	Social Studies Methods/Multicultural Education & Constitution for Elementary Teachers

#### **Change in Credit Hours**

<b><i>Course Number</i></b>	<b><i>Course Title</i></b>	<b><i>Credits</i></b>	<b><i>Offering</i></b>
ELED 320	Methods of Literacy Instruction for the Emergent Reader	From 2 to 3	FWS
ELED 430	Classroom Management	From 3 to 2	FW

#### **Changes in Expected Teacher Load**

The School of Education faculty has sufficient staffing and funding to cover these course changes and credit changes.

The Mathematics faculty has sufficient staffing and funding to cover the course addition.

## Section 3 - Program Revision Proposal

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new program proposal.

**Effective Date:** Fall Semester 2018

**College:** School of Education

**Abbreviation:** Elementary Education Major

OLD PROGRAM	NEW PROGRAM
<b>Pre-Professional Area (5 Credits)</b> <ul style="list-style-type: none"> <li>EDU 212 Foundations of Education (2)</li> <li>EDU 200 Human Growth in Learning in Schools (3)</li> </ul> <b>Recommended Electives</b> <ul style="list-style-type: none"> <li>MATH 100 or 101 Quantitative Reasoning Preparation OR Intermediate Algebra (3)</li> <li>HWST 101 Introduction to Hawaiian Studies (3)</li> <li>EDU 340 Multiculturalism and Culturally Responsive Teaching Through Sheltered Instruction (2)</li> <li>ELED 369 Writing Methods for Elementary Teachers (3)</li> </ul> <b>Apply to School of Education</b> <ul style="list-style-type: none"> <li>Non License Track</li> <li>U.S. License Track</li> <li>International Track</li> </ul> <b>Academic Support Area (27 Credits)</b> <ul style="list-style-type: none"> <li>SPED 300 Education of Exceptional Students (3)</li> <li>EDU 305 Computer and Technology Assisted Instruction (2)</li> <li>EDU 312 Effective Pedagogy (3)</li> <li>EDU 385 Education Assessment in the Classroom (3)</li> <li>ELED 320 Methods of Literacy Instruction for the Emergent Reader (2)</li> <li>ELED 343 PE and Health Methods for Elementary Teachers (2)</li> <li>ELED 347 Math Methods for Elementary Teachers Part I (2)</li> <li>ELED 360 Science Methods for Elementary Teachers (3)</li> <li>ELED 378 Music Methods for Elementary Teachers (1)</li> <li>ELED 379 Social Studies Content for Elementary Teachers (2)</li> <li>ELED 380 Multicultural Education, the Constitution and Social Studies Methods for Elementary Teachers (3)</li> <li>ART 336 Art Methods for Elementary Teachers (1)</li> </ul> <b>Professional Year (24 Credits)</b> <ul style="list-style-type: none"> <li>ELED 421 Methods of Literacy Instruction for the Fluent Reader (3)</li> <li>ELED 430 Classroom Management (3)</li> <li>ELED 451 Mathematics Methods for Elementary Teachers Part II (3)</li> <li>ELED 491 Observation and Practicum (O&amp;P) (3)</li> <li>ELED 492 Student Teaching (12)</li> </ul>	<b>Pre-Professional Area (8 Credits)</b> <ul style="list-style-type: none"> <li>EDU 212 Foundations of Education (2)</li> <li>EDU 200 Human Growth in Learning in Schools (3)</li> <li><b>MATH 305 Mathematics for Elementary School Teacher (3)</b></li> </ul> <b>Recommended Electives</b> <ul style="list-style-type: none"> <li>MATH 100 or 101 Quantitative Reasoning Preparation OR Intermediate Algebra (3)</li> <li><b>EDU 333 Developing an Effective School Culture (2)</b></li> <li>HWST 101 Introduction to Hawaiian Studies (3)</li> <li>EDU 340 Multiculturalism and Culturally Responsive Teaching Through Sheltered Instruction (2) <b>*Required for International Track</b></li> <li><b>ELED 240 Children's Literature in Elementary Schools (2)</b></li> <li><del>ELED 369 Writing Methods for Elementary Teachers (3)</del></li> </ul> <b>Apply to School of Education</b> <ul style="list-style-type: none"> <li>Non License Track</li> <li>U.S. <b>Hawaii</b> License Track</li> <li>International Track</li> </ul> <b>Academic Support Area (28 Credits)</b> <ul style="list-style-type: none"> <li>SPED 300 Education of Exceptional Students (3)</li> <li>EDU 305 Computer and Technology Assisted Instruction (2)</li> <li>EDU 312 Effective Pedagogy (3)</li> <li>EDU 385 Education Assessment in the Classroom (3)</li> <li>ELED 320 Methods of Literacy Instruction for the Emergent Reader (3)</li> <li>ELED 343 PE and Health Methods for Elementary Teachers (2)</li> <li>ELED 347 Math Methods for Elementary Teachers Part I (2)</li> <li>ELED 360 Science Methods for Elementary Teachers (3)</li> <li><b>ELED 369 Writing Methods for Elementary Teachers (2)</b></li> <li>ELED 378 Music Methods for Elementary Teachers (1)</li> <li><del>ELED 379 Social Studies Content for Elementary Teachers (2)</del></li> <li>ELED 380 <b>Social Studies Methods/Multicultural Education &amp; Constitution for Elementary Teachers (3)</b></li> <li>ART 336 Art Methods for Elementary Teachers (1)</li> </ul> <b>Professional Year (23 Credits)</b> <ul style="list-style-type: none"> <li>ELED 421 Methods of Literacy Instruction for the Fluent Reader (3)</li> <li>ELED 430 Classroom Management (2)</li> <li>ELED 451 Mathematics Methods for Elementary Teachers Part II (3)</li> <li>ELED 491 Observation and Practicum (O&amp;P) (3)</li> <li>ELED 492 Student Teaching (12)</li> </ul>



# B.S. in Elementary Education

ELEDBS.2018 (mrs 1343-1345)

41-59 **44-62** credits

Effective Date: 09/2018

Name of Student:		
Student ID #:		Graduation Date
Home Country:	<input type="checkbox"/> IWORK	
Advisor:	Name	Date

## Pre-Professional Area

**8 -5 Credits**

Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
EDU 212	Foundations of Education	2		F,W,S		
EDU 200	Human Growth and Learning in Schools	3		F,W,S		
<b>MATH 305</b>	<b>Mathematics for Elementary Teachers</b>	<b>3</b>	<b>MATH 101 or higher</b>	<b>F,W</b>		

### Recommended Electives:

<b>MATH 100 or 101</b>	<b>Quantitative Reasoning Preparation <u>OR</u> Intermediate Algebra</b>	<b>3</b>	<i>Recommended for Licensing tracks</i>	F,W,S		
HWST 101	Introduction to Hawaiian Studies	3	<i>Required for U.S. <b>Hawaii</b> Teacher License</i>	F,W,S		
<b>EDU 333</b>	<b>Developing an Effective School Culture</b>	<b>2</b>		<b>S</b>		
EDU 340	Multiculturalism and Culturally Responsive Teaching Through Sheltered Instruction	2	<i>Recommended <b>Required</b> for International Track</i>	F,W		
<del>ELED 369</del>	<del>Writing Methods for Elementary Teachers</del>	<del>3</del>	<del>EDU 212</del>	<del>F,W</del>		

### Apply to School of Education

<b>Non License Track</b> <input type="checkbox"/> All students begin in this track and can choose to stay here or apply by deadline for another track.	<b>U.S. <b>Hawaii</b> License Track</b> <input type="checkbox"/> Priority Deadline: Submit SoEd application and passing Praxis-CORE scores by: Feb 15    May 15    Sept 15	<b>International Track</b> <input type="checkbox"/> Priority Deadline: Submit SoEd application by: Feb 15    May 15    Sept 15
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~~Switch-Track Firm Deadline~~ Feb 15 May 15 Sept 15 ~~No Exceptions~~

## Academic Support Area

**28 27 Credits**

SPED 300	Education of Exceptional Students	3	EDU 200	F,W,S		
EDU 305	Computer and Technology Assisted Instruction	2	EDU 212	F,W,S		
EDU 312	Effective Pedagogy	3	EDU 212	F,W,S		
EDU 385	Education Assessment in the Classroom	3	EDU 312	F,W,S		
ELED 320	Meth. of Literacy Inst. for the Emergent Reader	<del>2</del> <b>3</b>	Coreq or prereq EDU 312	F,W,S		
ELED 343	PE and Health Methods for Elementary Teachers	2	EDU 212	F,W,S		
ELED 347	Math Methods for Elementary Teachers Part I	2	Coreq or prereq EDU 312	F,W,S		
ELED 360	Science Methods for Elementary Teachers	3	Coreq or prereq EDU 312	F,W,S		
<b>ELED 369</b>	<b>Writing Methods for Elementary Teachers</b>	<b>3</b> <b>2</b>	<b>EDU 212</b>	<b>F,W</b>		
ELED 378	Music Methods for Elementary Teachers	1	EDU 212	F,S		
<del>ELED 379</del>	<del>Social Studies Content for Elementary Teachers</del>	<del>2</del>	<del>EDU 212</del>	<del>F,W,S</del>		
ELED 380	<b>Social Studies Methods</b> Multicultural Education & the Constitution and Social Studies Methods for Elementary Teachers	3	Coreq or prereq EDU 312	F,W,S		
ART 336	Art Methods for Elementary Teachers	1	EDU 212	F,W,S		

## Professional Year

**23 24 Credits**

ELED 421	Methods of Literacy Instruction for the Fluent Reader	3	Prereq EDU 312 and ELED 320, coreq of ELED 491 (except non-cert track)	F,W		
ELED 430	Classroom Management	<del>3</del> <b>2</b>	Prereq EDU 312, coreq of ELED 491 (except non-cert track)	F,W		
ELED 451	Mathematics Methods for Elementary Teachers Part II	3	Prereq EDU 312 and ELED 347, coreq of ELED 491 (except non-cert track)	F,W		
ELED 491	Observation and Practicum (O & P)	3	Prereq EDU 312, coreq of ELED 421, 430, 451 and formal admission to SOE	F,W		
ELED 492	Student Teaching	12	ELED 491 and formal admission to SOE	F,W		

## Total Credits Mapped for Graduation:

No grade below "C-" accepted

**All courses in the Education major can be retaken 1 time to improve a grade lower than C-. If the second attempt is lower than a C-, the student will be removed from the major.**

The terms of this MRS will be honored by the Department and University within the next 8 years. If courses cease to be offered, options for substitution will be provided.

Last Revision 4/19/18

## Section 3 - Program Revision Proposal

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new program proposal.

**Effective Date:** Fall Semester 2018

**College:** School of Education

**Abbreviation:** Education Minor

OLD PROGRAM	NEW PROGRAM
<b>Required (5 Credits)</b> <ul style="list-style-type: none"> <li>EDU 212 Foundations of Education (2)</li> <li>SPED 300 Education of Exceptional Students (3)</li> </ul> <b>Electives (10 Credits)</b> <ul style="list-style-type: none"> <li>EDU 200 Human Growth and Learning in Schools (3)</li> <li>EDU 305 Computer and Technology Assisted Instruction (2)</li> <li>EDU 312 Effective Pedagogy (3)</li> <li>EDU 340 Multiculturalism and Culturally Responsive Teaching Through Sheltered Instruction (2)</li> <li>EDU 385 Education Assessment (3)</li> <li>SCED 350 General Methods for Secondary Teachers (2)</li> <li>SCED 401 Multicultural Approach to Reading in the Content Area (3)</li> <li>ELED 320 Methods of Literacy Instruction for the Emergent Reader (2)</li> <li>ELED 343 PE and Health Methods for Elementary Teachers (2)</li> <li>ELED 347 Math Methods for Elementary Teachers Part I (2)</li> <li>ELED 360 Science Methods for Elementary Teachers (3)</li> <li>ELED 369 Writing Methods for Elementary Teachers (3)</li> <li>ELED 378 Music Methods for Elementary Teachers (1)</li> <li>ELED 379 Social Studies Content for Elementary Teachers (2)</li> <li>ELED 380 Multicultural Education, the Constitution and Social Studies Methods for Elementary Teachers (3)</li> <li>ELED 421 Methods of Literacy Instruction for the Fluent Reader (3)</li> <li>ELED / SCED 430 Classroom Management (3)</li> <li>ELED 451 Math Methods for Elementary Teachers Part II (3)</li> <li>ART 336 Art Methods for Elementary Teachers (1)</li> </ul>	<b>Required (5 Credits)</b> <ul style="list-style-type: none"> <li>EDU 200 Human Growth and Learning in Schools (3)</li> <li>EDU 212 Foundations of Education (2)</li> <li><del>SPED 300 Education of Exceptional Students (3)</del></li> </ul> <b>Electives (10 Credits)</b> <ul style="list-style-type: none"> <li>SPED 300 Education of Exceptional Students (3)</li> <li><del>EDU 200 Human Growth and Learning in Schools (3)</del></li> <li>EDU 305 Computer and Technology Assisted Instruction (2)</li> <li>EDU 312 Effective Pedagogy (3)</li> <li>EDU 333 Developing an Effective School Culture (2)</li> <li>EDU 340 Multiculturalism and Culturally Responsive Teaching Through Sheltered Instruction (2)</li> <li>EDU 385 Education Assessment (3)</li> <li>SCED 350 General Methods for Secondary Teachers (2)</li> <li>SCED 401 Multicultural Approach to Reading in the Content Area (3)</li> <li>ELED 240 Children's Literature in Elementary Schools (2)</li> <li>ELED 320 Methods of Literacy Instruction for the Emergent Reader (3)</li> <li>ELED 343 PE and Health Methods for Elementary Teachers (2)</li> <li>ELED 347 Math Methods for Elementary Teachers Part I (2)</li> <li>ELED 360 Science Methods for Elementary Teachers (3)</li> <li>ELED 369 Writing Methods for Elementary Teachers (2)</li> <li>ELED 378 Music Methods for Elementary Teachers (1)</li> <li><del>ELED 379 Social Studies Content for Elementary Teachers (2)</del></li> <li>ELED 380 Social Studies Methods/Multicultural Education &amp; Constitution for Elementary Teachers (3)</li> <li>ELED 421 Methods of Literacy Instruction for the Fluent Reader (3)</li> <li>ELED / SCED 430 Classroom Management (2)</li> <li>ELED 451 Math Methods for Elementary Teachers Part II (3)</li> <li>ART 336 Art Methods for Elementary Teachers (1)</li> </ul>





# **Education Minor** **MIEDU.2018 (mrs 1145)** **15 credits**

Effective Date: 09/2018

<b>Name of Student:</b>		
<b>Student ID #:</b>		Graduation Date
<b>Home Country:</b>	<input type="checkbox"/> IWORK	
<b>Advisor:</b>	Name	Date

Required						5 Credits
Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
EDU 200	Human Growth and Learning in Schools	3		F,W,S		
EDU 212	Foundations of Education	2		F,W,S		
SPED 300	Education of Exceptional Students	3	EDU 200	F,W,S		
Electives						10 Credits
EDU 200	Human Growth and Learning in Schools	3		F,W,S		
SPED 300	Education of Exceptional Students	3	EDU 200	F,W,S		
EDU 305	Computer and Technology Assisted Instruction	2	EDU 212	F,W,S		
EDU 312	Effective Pedagogy	3	EDU 212	F,W,S		
EDU 333	Developing an Effective School Culture	2		S		
EDU 340	Multiculturalism and Culturally Responsive Teaching through Sheltered Instruction (SIOP)	2		F,W		
EDU 385	Education Assessment	3	EDU 312	F,W,S		
SCED 350	General Methods for Secondary Teachers	2	EDU 312	F,W		
SCED 401	Multicultural Approach to Reading in the Content Area	3	EDU 312, coreq SCED 491 (except non-certification track)	F,W		
ELED 240	Children's Literature in Elementary Schools	2				
ELED 320	Methods of Literacy Instruction for the Emergent Reader	2 3	EDU 312	F,W,S		
ELED 343	PE and Health Methods for Elementary Teachers	2	EDU 212	F,W,S		
ELED 347	Math Methods for Elementary Teachers Part I	2	EDU 312	F,W,S		
ELED 360	Science Methods for Elementary Teachers	3	EDU 312	F,W,S		
ELED 369	Writing Methods for Elementary Teachers	3 2	EDU 212	F,W		
ELED 378	Music Methods for Elementary Teachers	1	EDU 212	F,S		
ELED 379	Social Studies Content for Elementary Teachers	2	EDU 212	F,W,S		
ELED 380	Social Studies Methods/Multicultural Education & the Constitution and Social Studies Methods for Elementary Teachers	3	EDU 312	F,W,S		
ELED 421	Methods of Literacy Instruction for the Fluent Reader	3	EDU 312, ELED 320, coreq SCED 491 (except for non-certification track)	F,W		
ELED / SCED 430	Classroom Management	3 2	EDU 312, coreq ELED 491 (except for non-certification track)	F,W		
	Classroom Management in Secondary Contexts	2	EDU 312, coreq SCED 491 (except for non-certification track)			
ELED 451	Math Methods for Elementary Teachers Part II	3	EDU 312, ELED 347, coreq ELED 491 (except for non-certification track)	F,W		
ART 336	Art Methods for Elementary Teachers	1	EDU 212	F,W,S		
Transfer Electives:						
Total Credits Mapped for Graduation:						

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

The terms of this mRS will be honored by the Department and University within the next 8 years. If courses cease to be offered, options for substitution will be provided.

Last Revision 4/19/18

## Section 3 - Program Revision Proposal

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new program proposal.

**Effective Date:** Fall Semester 2018

**College:** School of Education

**Abbreviation:** Special Education Certificate

OLD PROGRAM	NEW PROGRAM
<b>Required (19 Credits)</b> <ul style="list-style-type: none"> <li>• EDU 212 Foundations of Education (2)</li> <li>• EDU 200 Human Growth and Learning in Schools (3)</li> <li>• EDU 312 Effective Pedagogy (3)</li> <li>• SPED 300 Education of Exceptional Students (3)</li> <li>• SPED 309 Theory and Practice with Students with Disabilities (3)</li> <li>• SPED 387 IEP Development: Assessment to Implementation (2)</li> <li>• ELED 430* Classroom Management (3)</li> </ul> <p>*For students only taking this certificate, please see an Academic Advisor to register for this course.</p>	<b>Required (18 Credits)</b> <ul style="list-style-type: none"> <li>• EDU 212 Foundations of Education (2)</li> <li>• EDU 200 Human Growth and Learning in Schools (3)</li> <li>• EDU 312 Effective Pedagogy (3)</li> <li>• SPED 300 Education of Exceptional Students (3)</li> <li>• SPED 309 Theory and Practice with Students with Disabilities (3)</li> <li>• SPED 387 IEP Development: Assessment to Implementation (2)</li> <li>• ELED/SCED 430* Classroom Management (2) / Classroom Management in Secondary Contexts (2)</li> </ul> <p>*For students only taking this certificate, please see an Academic Advisor to register for this course.</p>



# Special Education Certificate

CTSPED.2018 (mrs 1346)

19 18 credits

Effective Date: 09/2018

Name of Student:	
Student ID #:	
Home Country:	<input type="checkbox"/> IWork
Grad. Date:	
Advisor:	
Date Started:	

## Core Requirements

18 19 Credits

Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
EDU 212	Foundations of Education	2		F,W,S		
EDU 200	Human Growth and Learning in Schools	3		F,W,S		
EDU 312	Effective Pedagogy	3	EDU 212	F,W,S		
SPED 300	Education of Exceptional Students	3	EDU 200	F,W,S		
SPED 309	Theory and Practice with Students with Disabilities	3	SPED 300, Pre- coreq EDU 312	F,W,S		
SPED 387	IEP Development: Assessment to Implementation	2	Pre- coreq SPED 309	F,W,S		
ELED /	Classroom Management	3 2	EDU 312 and co-req ELED 491 (except non-certification track)	F,W		
SCED 430*	Classroom Management in Secondary Contexts	2	EDU 312 and co-req SCED 491 (except non-certification track)	F,W		

\*For students only taking this certificate, please see an Academic Advisor to register for this course.

**All passing grades will be accepted in fulfilling minor or certificate requirements.**

Students interested in licensing as a public school teacher in Special Education will complete the Elementary or Secondary Education major, the SPED courses not included in that major\*, and will have a conjoined ELED/SPED (50/50) Student Teaching (492) experience.  
No grade below "C-" accepted for the licensing option.

## **Section 5 - Course Proposal (core)**

**Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.**

**Effective Date:** Fall 2018

**College:** Human Development

**Course Prefix:** ELED

**Course Number:** 240

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**[X] Make inactive course active.**

**Full Title:** Children's Literature in Elementary Schools

**Short Title (for Transcript, 30-char max):** Children Lit Elem Schools

**Catalog Entry (50-word recommended maximum):** This course is a survey course of children's literature exploring various genre of children's literature, examining trends in children's literature, and practicing methods of integrating literature into the elementary school curriculum.

**Prerequisites:** ENGL 101

**Equivalency:** N/A

**Credit Hours:** 2

**Frequency:** S

**Grading Method:** A-B-C

**Course Fees:** N/A

**Learning Objectives:**

1. Foundational Knowledge: Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.
2. Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.
3. Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.
4. Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
5. Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.
6. Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility

**Assessment Methods:** Assignments, Quizzes, Exams

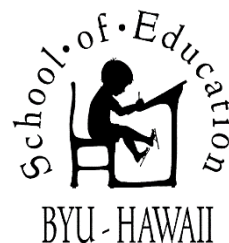
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# Elementary Education 240

## Children's Literature in Elementary Schools

2 credits



Spring Semester: 2019

**Instructor: Dr.** \_\_\_\_\_

**Office Hours** make an appointment

675-\_\_\_\_\_ or

email \_\_\_\_\_byuh.edu or

leave note at my door SEB #\_\_\_\_, or

contact our secretary 675-3886

**Meeting Room:** SEB \_\_\_\_\_

**Class Days:** \_\_\_\_\_

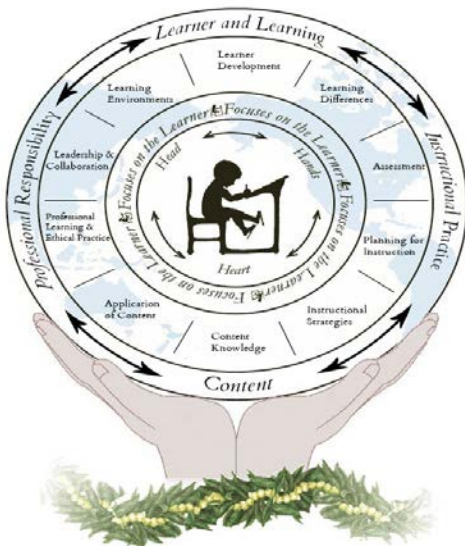
**Class Hours:** \_\_:00-\_\_:50 p.m.

**Prerequisite:** ENG 101

**Mission Statement:** Recognizing the unique religious base of the Brigham Young University Hawaii Campus, the mission of the School of Education is to prepare quality teachers to meet the needs of all students in today's diverse and changing society by (1) instilling a love of life-long learning and developing problem-solving abilities; (2) teaching and modeling the best current educational practices, balanced with gospel principles; and (3) developing caring, compassionate, and collaborative individuals who can actively serve others in the home, school, church and community, both locally and internationally.

\* \*

While every effort has been made to make this syllabus complete, the Instructor reserves the right to make changes should they be necessary as the course progresses.



**Conceptual Framework:** To assist the School of Education in meeting its Mission Statement, the Conceptual Framework provides a more defined, focused target around which the teacher education programs are designed. The visual shown to the left is a representation of this conceptual framework, which is also referred to as "The Learner is at the Center of Our Stewardship."

With the child, or learner, at the center of our stewardship, the three areas of stewardship are head, hands, and heart, also referred to as knowledge, pedagogical skills, and professional dispositions, respectively.

## **I. Course Description**

This course is a survey course of children's literature exploring various genre of children's literature, examining trends in children's literature, and practicing methods of integrating literature into the elementary school curriculum.

## **II. Textbook & Technology:**

**Required:** (1) Short, K. G., Lynch-Brown, C., Tomlinson, C. M. (2018). Essentials of Children's Literature, 9<sup>th</sup> ed, New York: Pearson. ISBN 9780134532592 or 0134532597

(2) Children's books: many books can be access from the library, others will be purchased.

(3) Internet access: tablet, laptop, smartphone to have in class as needed

**Required Supply List:** 1 ½ - 2 inch 3 ring binde; index cards; at least 10 tab dividers; small post-it notes; markers, crayons or colored pencils.

**III.** Student learning outcomes, the program learning outcomes, the institutional learning outcomes, and International Literacy Association standards for this course:

### **Program Learning Outcomes (PLO)**

1. Teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation (InTASC Standard 3).
2. Teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content (InTASC Standard 4).
3. Teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborate problem solving related to authentic local and global issues (InTASC Standard 5).
4. Teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context (InTASC Standard 7).
5. Teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways (InTASC Standard 8).

### **Institutional Learning Outcomes (ILOs)**

1. Knowledge
2. Inquiry
3. Analysis
4. Communication
5. Integrity
6. Stewardship
7. Service

<b>IV. Student Learning Outcomes:</b> based on International Literacy Association Standards for Reading Professions (2010)	<b>PLO's</b>	<b>ILO's</b>
1. Foundational Knowledge: Candidates understand the theoretical and evidence-based foundations of reading and writing processes and instruction.	2,3,4	1
2. Curriculum and Instruction: Candidates use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.	2,3,4,5	1,3,4
3. Assessment and Evaluation: Candidates use a variety of assessment tools and practices to plan and evaluate effective reading and writing instruction.	2,4,5	1,3,4,5
4. Diversity: Candidates create and engage their students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.	2,3,4,5	1,2,3,4
5. Literate Environment: Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.	2,3,4,5	1,3,4
6. Professional Learning and Leadership: Candidates recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility	1,3	1,4,5,6,7

#### **V. Course Requirements:**

##### **1. Professional Dispositions, Attendance, Participation**

A prospective teacher attends class and is on time each day. S/He should also be prepared and willing to participate in class and group discussions. Work submitted should be completed at a professional level. A professional is expected to dress appropriately--think Honor Code!

Attendance: Read carefully the School of Education Policy on "Tardies, Absences and Late Assignments" found in the syllabus. I understand there may be times you really need to miss a class. I allow one absence without penalty. Any additional class absence will result in the lowering of the final grade by 1/3 for each absence.

Participation: Be prepared to participate, be willing to comment in class discussions and in small groups. Be alert during class time.

Other Professional Dispositions: (A) Take responsibility for your learning. If you miss a class, don't come to me asking if you missed anything important. Of course you did. Know that if you miss class, you are responsible for the content discussed that day. However, don't expect a private class session. Be proactive: ask your classmates for information and help. Come to me for clarifications after you have made an effort to get as much information as you can.

(B) Unless needed for a class activity, ALL electronic devices (phones, tablets, computers, etc.) should be put away.

(C) An additional aspect of professional dispositions is the completion of quality work. Turn in work that you have carefully proofread for spelling, grammar, punctuation, etc.. Separate your ideas into meaningful paragraphs.

If an assignment is submitted with several errors (grammar, spelling, paragraphing), it will be scored as a zero and returned to you for correction. You can redo an assignment for partial credit.

Late work will be graded according to SOE policy. There is no opportunity to re-do work submitted late. However, if you turned your work in on time but didn't earn the grade you would like, you may re-do and resubmit the assignment to earn up to half the missing points. Work that has been re-done must be turned in as a hard copy with the original and the new work or submitted via Canvas with both submissions included.

### **Important Note:**

**The grades indicated on Canvas are for assignment information purposes. The final grade will be calculated at the end of the semester taking into account your attendance, participation, and professional dispositions. Unprofessional behavior (sleeping/nodding off in class, phone use, not being prepared, tardiness, dress code violations, etc.) will lower the grade between 1/3-1 grade.**

- 2. Update your email address on Canvas and in university records so that you and I get each other's emails. Ensure that notifications are activated on your Canvas account so you receive notices regarding assignments.**

Ensure that you are active on Canvas and your BYUH email as you will be held responsible for any information communicated through these two formats.

### **3. Assignments**

#### **A. Children's Literature Notebook**

This notebook will be kept throughout the semester to organize your learning materials.

- a. Label the outside Children's Literature
- b. Prepare the following sections:
  1. Syllabus and Schedule
  2. Hawaii Common Core Curriculum Standards: Include a copy of the Hawaii Common Core Standards for Grades K-3 as found on the website: <http://standardstoolkit.k12.hi.us/common-core/language-arts/>
  - Open each grade level as a PDF for the best formatting,
  3. Textbook Reading Notes and Assignments
  4. Personal Reflections & Reading Log
  5. Genre Studies
  6. Poetry
  7. Author Studies
  8. Misc. Course Artifacts

And other sections as you want/need.

#### **B. Textbook Reading**

You should read the assigned reading BEFORE coming to class. It is expected that you will be prepared to contribute to the discussion with meaningful and text related comments.



### C. Genre Study

As we study the various genre, students will read several books within that genre and bring one to class to share.

### D. Children's Literature Reading Log and Reflection

You will complete a reading log of children's literature you read for class. Also, you will write a 500-600 word reaction to the story. You can use the books that are shared in class, books in the university or SOE library, or books you own.

### E. Read Aloud

Reading aloud is an important skill that teachers must develop. To read aloud well, you need to practice! You will practice reading aloud for a total of two and a half (2 ½) hours. This will be done in 15 minute segments, reading aloud to anyone who will listen: your dog, your child, your roommates, your spouse.

### G. Class Activities

We will engage in various class activities such as book making, poetry writing, reader's theater, and choral reading. It is expected that you will actively participate and create. Your participation and products will be assessed during class.

## 4. Quizzes and Exams

- a. Pop Quizzes may be given during the semester. These will be completed in class and cannot be made up.
- b. The final exam will be scheduled for the time assigned by the university. Changes will not be made to accommodate your schedules, please prepare now to attend.

## VII. Class/School of Education/University Policy Statement(s) and Disclosure(s)

### BYU- Hawaii School of Education

#### Policy on Tardies, Absences and Late Assignments

##### *General Rationale*

The School of Education advocates the development of the character traits and work ethic that will enable the pre-service teacher to perform successfully in the professional work force. The internalization of these attributes, in addition to academic course work, into the pre-service teacher's repertoire of "applied knowledge" is critical to their future success and a significant part of what is broadly referred to as being a "true professional."

Generally speaking, classes in the School of Education are constructivist, participatory, hands-on and interactive in nature and so attendance at all classes is critical. A student cannot satisfactorily makeup missed class experiences by reading the text and talking with fellow students. For these reasons the faculty of the School of Education has agreed upon the following standards for each course taught in the School of Education.

We trust that all students will understand the cooperative spirit with which this policy has been designed.

#### **Tardies**

Tardy to class is defined as arriving any time after the scheduled start of class, but not more than fifteen minutes after the start of the class. A student tardy more than **twice** will have their final course grade reduced a one-time 1/3 grade reduction of (A to A-, A- to B+, B+ to B, etc.).

Note that leaving classes earlier than officially dismissed by the faculty member will be treated as a tardy for purposes of attendance. The same principle will apply if a student leaves during the class and then returns within the fifteen (15) minutes designated.

### *Absences*

Unexcused absence from class is defined as failing to arrive within the initial fifteen (15) minutes of the class hour. A student who is absent without excusal from the professor will have their final course grade reduced by **1/3** of a letter grade for each class hour they are absent.

Given the nature of individual classes, the decision to excuse an absence lies with the professor of the course.

**Note** the critical nature of this policy as it applies to blocked classes. For example, if a student is absent on one day of a three-hour blocked class, (s)he has been absent the equivalent of one week of regular class time and will have their grade reduced by 1 full letter grade.

### *Late Assignments*

Because all assignments in the School of Education courses are important, each must be completed in order to receive credit for the course. Late assignments received by the faculty within twenty-four (24) hours of the end of the class in which they were due will be accepted and graded; however, the maximum earned mark for a late assignment will be a C (75 percent).

### *Exceptions*

University approved activities that prevent a student from attending class are exceptions to this policy, provided the student has obtained the appropriate approvals as outlined in university policy and notified the School of Education faculty member **in advance of the absence**.

Other exceptions to this policy include situations beyond the control of the student. This would include, but not be necessarily limited to hospitalization, doctor ordered confinement, maternity, accidents, etc.

**In every case, the acceptable procedure to follow includes notifying the instructor as soon as possible, preferably in advance.** Please note that all faculty members have multiple ways to be notified: telephone voice mail, computer email, message boards by office doors, secretarial contact etc.

Students with serious attendance issues, habitual patterns of late assignments, communication challenges, or other disposition issues will meet with the instructor of the course. In this meeting, the faculty member and student will discuss a disposition intervention plan for eliminating the dispositional issue. Further violations after this meeting, or additional interventions in multiple classes, will be referred to the chair of the SOE and may be cause for denied entry into or dismissal from the program.

**Children in Class** While we appreciate the challenges faced in babysitting when both parents are students, this situation has posed challenges for instructors and other students in classes. In the case of emergencies, please consult your instructor if there is a need to make an exception to this policy on basically a one-time only basis. This one-time exception should not be cause for any disruption to the regular conduct/teaching of the class

**Dress Code** As you are in a professional program, faculty and staff in the School of Education expect that you will not embarrass them by being out of the clearly stated BYUH dress standards. Dealing with these issues is uncomfortable, at best, for all parties involved. Clothing should be loose fitting as opposed to form fitting; not display inappropriate parts of the body when attending classes or conducting activities in class or in the public school classrooms, including bending over to help students, reaching upwards to write on a board, etc. Honoring the dress code also includes raising the quality of the clothing worn to a standard that is reflective of a professional, e.g., no cut-offs, **PE clothing**, faded/tattered look. Men are expected to follow the published standards for grooming, e.g., hair style/length, facial hair, general grooming appearance.

**Cell Phones** Simply stated, cell phones are not to be used in the classroom (this includes taking incoming calls, placing calls, sending text messages, and checking messages etc.) Set your cell phone to vibrate as opposed to ring.

If there is an emergency requires you to use your cell phone during class time, please notify your instructor. Otherwise, if class is interrupted with a cell phone, **the owner of that device will provide the class with cookies at the next class meeting.**

**Technology in Class** We will be using TECHNOLOGY in the classroom; it is intended to complement, not detract from class content. It should go without saying that any use of computers during class time that is not related to the class is not appropriate. This would include, but is not limited to, checking email, sending email, doing homework for another class, etc.

**Final Examination Policy** Brigham Young University-Hawaii policy is that final exams are offered on the specific day and time as determined by the official university final exam schedule. Students must plan travel, family visits, etc., in a way that will not interfere with their final exams. Less expensive air fares, more convenient travel arrangements, family events or activities, and any other non-emergency reasons are not considered justification for early or late final exams. Exceptions to this policy would include (a) university-sponsored activities which take the student away from the campus at the time of the final exam, (b) emergency situations which are clearly beyond the control of the student, or (c) some other extenuating circumstance clearly beyond the scope of the student's control that would merit a deviation from the spirit and letter of the policy statement. In such cases, the student must submit a written letter outlining the reason(s) for an exception to the university policy to the Dean of the School of Education as soon as the situation arises.

**Grades and Grading** The School of Education operates on a standards-based paradigm (rubrics). It is imperative students understand that a standards-based program means that all graded assignments in a course must be completed at or above the competency level. You, therefore, need to demonstrate at least minimum competency in every graded assignment. If you do not demonstrate competency on all graded assignments, including examinations, within the semester/term, you will be need to either repeat the whole course or components of the course.

In addition, out of fairness to students who complete assignments well on the first attempt, any assignment that must be re-submitted to meet the standard will not receive a grade higher than a competency level rating. In a standards-based program, the final grade is not determined by merely averaging assignment grades.

The following interpretation of grades applies in our standards-based program:

**A** represents achievement well above the standard; marked by superior performance, distinction, and excellence in originality, creativity, depth of analysis, seeing beyond the obvious, and/or making connections and relationships. While this level of achievement is not impossible, instances are rare and difficult to come by.

**B** represents achievement above the standard marked by solid accomplishment and quality, with room for improvement to reach the highest level of competency.

**C** represents achievement at an acceptable level of the standard, marked by an acceptable level of knowledge and skills relevant to the desired course outcomes. This represents the most common level of achievement attained by the bulk of students.

**D** represents some achievement at a level of performance below the acceptable competency.

**E** represents a level of competency that is clearly failing, marked by lack of understanding and/or poor work habits and/or failure to submit anything for the assignment.

If assignments were marked out of 10 and if scores of 9&10 are indications of A grade superior achievement or performance, then 8 is an indication of above average or very good

performance with room for improvement, 7 is an indication of acceptable achievement or adequate performance, while 6 and lower are indications of unacceptable, poor or failing performance with a need for a re-do of the assignment (tests might not have a re-do option depending upon the nature of the test).

The following traditional table would then have this relevance:

A = Exceptional Achievement	> 94%	4.0	SUPERIOR PERFORMANCE
A-	90-93%	3.7	
B+	87-89%	3.3	
B = Above Average Achievement	83-86%	3.0	VERY GOOD PERFORMANCE
B-	80-82%	2.7	
C+	77-79%	2.3	
C = Acceptable Achievement	73-76%	2.0	ADEQUATE PERFORMANCE
C-	70-72%	1.7	
D+	67-69%	1.3	
D = Unacceptable Achievement	63-66%	1.0	POOR PERFORMANCE
D-	60-62%	0.7	
F	< 59%	0.0	FAILING

**Syllabus/Course Outline** This syllabus/course outline represents the professor's best efforts to provide a map for the course. It, however, is not to be construed as an iron-clad contract between professor and students. The professor retains the right to adjust the course syllabus based on reasonable professional concerns. Any adjustments by the professor will be fully disclosed and discussed with the class.

## BYU-Hawaii Policies

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**Honor Code:** The Honor Code exists to provide an education in an atmosphere consistent with the ideals and principles of the Church of Jesus Christ of Latter-day Saints. Students, faculty and staff are expected to maintain the highest standards of honor, integrity, morality, and consideration of others in personal behavior. Academic honesty and dress and grooming standards are to be maintained at all times on and off campus. For specific information see <http://honorcode.byuh.edu/>

**Discrimination:** The University is committed to a policy of nondiscrimination on the basis of race, color, sex, pregnancy, religion, national origin, age, disability, genetic information or veteran status in admissions, employment or in any of its educational programs or activities. For specific information see the non-discrimination policy at <https://policies.byuh.edu/>

**Title IX and Sexual Misconduct:** The University will not tolerate any actions proscribed under Title IX legislation, specifically sexual harassment, sexual violence, domestic or dating violence or stalking perpetrated by or against any university students, university employees or participants in university programs. For specific information see <https://titleix.byuh.edu/>

All faculty and staff are deemed responsible reporting parties and as such mandated to report incidents of sexual misconduct including sexual assault to the Title IX Coordinator:

Debbie Hippolite-Wright, PhD  
Title IX Coordinator  
Vice President of Student Development & Services  
Lorenzo Snow Administrative Building  
55-220 Kulanui Street  
Laie, HI 96762  
Office Phone: (808) 675-4819  
E-Mail: [titleix@byuh.edu](mailto:titleix@byuh.edu)

**Student Academic Grievance policy:** Students who feel that their work has been unfairly or inadequately evaluated by an instructor are encouraged to pursue the matter as an Academic Grievance by following the steps found in the Academic Grievance policy at <http://catalog.byuh.edu/node/300>

**Disability Services:** Students with disabilities or those who are pregnant are encouraged to contact the instructor for a confidential discussion of their individual needs for academic accommodation. It is the policy of Brigham Young University Hawaii to provide flexible and individualized reasonable accommodation to students with documented disabilities or those who are pregnant. To receive accommodation services for a disability, students must be registered with the Office of Disabilities Services.

If you have a disability and need accommodations, you need to contact the Disability Officer/Coordinator at:

Disability Services  
McKay 181  
Phone: (808) 675-3518 or (808) 675-3999  
Email address: [leilani.auna@byuh.edu](mailto:leilani.auna@byuh.edu)

**Report a Concern:** If you have a concern to report go to <http://about.byuh.edu/reportaconcern>

Tentative Schedule

Week One	Children & Literature Part One of Textbook (chapters 1-4) And Literature for a Diverse Society Chapter 12
Week Two	Picturebooks and Graphic Novels Chapter 5
Week Three	Poetry Chapter 6
Week Four	Traditional Literature

	Chapter 7
Week Five	Fantasy and Science Fiction Chapter 8
Week Six	Realistic Fiction Chapter 9
Week Seven	Historical Fiction Nonfiction: Biography and Informational Text Chapters 10 and 11
Week Eight	Literature in the Curriculum Engaging Children with Literature Chapters 13 and 14

## Section 5 - Course Proposal (core)

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

**Effective Date:** Fall 2018

**College:** Human Development

**Course Prefix:** MATH

**Course Number:** 305

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**[X] Make inactive course active.**

**Full Title:** Mathematics for Elementary Teachers

**Short Title (for Transcript, 30-char max):** Math for Elem Teachers

**Catalog Entry (50-word recommended maximum):** The course is designed to teach a perspective elementary teacher the understanding of mathematics needed to teach in grades K-6. The focus will be on the mathematics not on methods since all pre-service elementary teachers will take a separate methods course as part of their program. Although learning the appropriate mathematics is the primary objective, it is hoped that some of the instructional techniques used in the class will model the desired methods for teaching elementary mathematics.

**Prerequisites:** MATH 101 or higher

**Equivalency:** N/A

**Credit Hours:** 3

**Frequency:** F, W

**Grading Method:** A-B-C

**Course Fees:** N/A

**Learning Objectives:** Learning Objectives:

**Students will:**

- \*demonstrate a mastery of mathematical concepts taught in K-6 curriculum,**
- \*use manipulatives and models to demonstrate and explain mathematical processes used in problem solving,**
- \*utilize multiple problem solving techniques,**
- demonstrate reasoning skills: deductive and inductive,**
- \*articulate mathematical ideas verbally and in writing,**
- \*demonstrate understanding in the developmental process of learning for students K-6.**

**Assessment Methods:** Assignments, Quizzes, Exams

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# Math 305

## Mathematics for Elementary Teachers Fall Semester

**Professor:** **Class Time:** MWF.  
**Office:** TMCB 265 **Office Hours:** MWF 10:00 - 11:00 a.m.  
**Office Phone:** \* Other times by appointment

**Text:** *Mathematics for Elementary School Teachers: A Contemporary Approach*  
Tenth Edition by Gary Musser, Blake E. Peterson and William Burger

**Description & Objectives:** The course is designed to teach a perspective elementary teacher the understanding of mathematics needed to teach in grades K-6. The focus will be on the mathematics not on methods since all pre-service elementary teachers will take a separate methods course as part of their program. Although learning the appropriate mathematics is the primary objective, it is hoped that some of the instructional techniques used in the class will model the desired methods for teaching elementary mathematics.

Just as it would be inappropriate for a teacher of third grade reading to be reading only at a third grade level, it is also inappropriate for an elementary teacher to have only a procedural understanding of the mathematics they are teaching. Therefore, the goal of this course is for the student to understand the underlying mathematical concepts. Part of this understanding comes from studying how children learn mathematics.

<b>Grading:</b>	Homework %	100 points
	Projects	25 points
	3 Exams (100 pts. each)	300 points
	Final Exam (comprehensive)	175 points
	TOTAL	600 points
<b>Grading Scale:</b>	92.5 - 100 % = A	72.5 - 76.4 % = C
	89.5 - 92.4 % = A-	69.5 - 72.4 % = C-
	86.5 - 89.4 % = B+	64.5 - 69.4 % = D+
	82.5 - 86.4 % = B	59.5 - 64.4 % = D
	79.5 - 82.4 % = B-	54.5 - 59.4 % = D-
	76.5 - 79.4 % = C+	Below 54.5 % = F

**Homework:** Homework will be collected and corrected daily. Part of learning mathematics well enough to teach it is to learn how to communicate mathematically. Therefore it is strongly encouraged that homework be done in groups. Homework will be collected at the beginning of each class session. In case of extenuating circumstances (which you must make clear to me at class time) homework will be accepted as late as 2:00 p.m. in my office on the day that it is due, otherwise it is considered late and will not be accepted. The three lowest homework scores will be dropped, so no late homework



will be accepted. Working on the homework assignment during class is not appropriate unless directed to do so by the teacher. Each assignment will be worth 10 points, 60% of your score will come from quality (graded questions) and 40% will come from quantity (completeness). Be sure to show your work in order to receive full credit. Part of the homework assignment is to read the section to be discussed during the next class before coming to that class session.

After the three lowest homework scores have been dropped, your percent on the homework will be determined and then converted to points (100% = 100 points). Short pop quizzes may be given during class and will be counted with the homework scores. Makeup quizzes will **not** be given.

**Exams:** Exams will be given as shown on the schedule. A missed exam will result in a score of "0" unless prior consent is given by me for a make-up exam. (A word to the wise, make-up exams are rarely given.) Tell all your family and friends who are likely to purchase a plane ticket for you for Christmas vacation or who may be planning weddings, that you will be busy at school on **Wednesday, December 15 from 11:00 a.m. to 2:00 p.m.** having a cumulative learning experience in Math 305 (ie. the final exam).

**Description & Objectives:** The course is designed to teach a perspective elementary teacher the understanding of mathematics needed to teach in grades K-6. The focus will be on the mathematics not on methods since all pre-service elementary teachers will take a separate methods course as part of their program. Although learning the appropriate mathematics is the primary objective, it is hoped that some of the instructional techniques used in the class will model the desired methods for teaching elementary mathematics.

Just as it would be inappropriate for a teacher of third grade reading to be reading only at a third grade level, it is also inappropriate for an elementary teacher to have only a procedural understanding of the mathematics they are teaching. Therefore, the goal of this course is for the student to understand the underlying mathematical concepts. Part of this understanding comes from studying how children learn mathematics.

#### Daily Schedule

Date	Sections Covered	Date	Sections Covered
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## **Section 5 - Course Proposal (core)**

**Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.**

**Effective Date:** Fall 2018

**College:** Human Development

**Course Prefix:** EDU

**Course Number:**

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### **[X] Requirement Sheet Revisions**

1. Change the wording "US License Track" to Hawaii License Track.

This change is important as there is no such thing as a US Teaching license. We recommend students for a Hawaii teaching license at the successful completion of their program.

2. Add: All courses in the Education major can be retaken 1 time to improve a grade lower than C-. If the second attempt is lower than C-, the student will be removed from the major.

3. Students seeking a Hawaii teaching license must pass the PRAXIS II exams during the Observation & Practicum semester prior to Student Teaching.

4. GPA for admission to the Hawaii teaching licensure track is 2.5; continuing on that track requires a 2.75 GPA.

### **\*Changes to be made to the following requirement sheets:**

- **Elementary Education Major**
  - **All Secondary Education Majors**
-



# B.A. in Art Education

ARTEDBA.2015 (mrs 1073-1075)  
59-77 credits

Effective Date: 08/2015

<b>Name of Student:</b>		
<b>Student ID #:</b>		Graduation Date
<b>Home Country:</b>	<input type="checkbox"/> IWORK	
<b>Advisor:</b>	Name	Date

Art Content						38 Credits						
Course #	Title	Hr	Prerequisites	Offered	Sem.	Grade						
ART 112	Drawing Concepts	3		F,W,S								
ART 196	Art History I	3		F,W								
ART 210	Digital Tools	3	Graphic Design Majors: ART 112, 122, 156 Painting Majors: ART 112, 122, 265	F,W,S								
ART 212	Digital Photography	3	Graphic Design Majors: ART 112, 122, 156 Painting Majors: ART 112, 122, 265	F,W,S								
ART 218/ FILM 218	Basic Video Production	3		F,W,S								
ART 220	Experience in Visual Arts	3		F,W,S								
ART 221R	Figure Drawing	3	ART 112	F,W								
ART 225	Painting Concepts	3	ART 112	F,S								
ART 265	Beginning Sculpture	3		F,W,S								
ART 296	Art History II	3	ART 196 and ENGL 101	F,W								
ART 306	Contemporary Art History	3	ART 196 and ENGL 101	F,W								
ART 337 <b>OR</b> SCED 350	Art Methods for Secondary Teachers	2		W								
	General Methods for Secondary Teachers	2	EDU 312	F,W								
ART 442/ HUM 442	Readings in Aesthetics	3	ART 296 for Painting Majors or ART 316 for Graphic Design Majors	F,W								
	Philosophy of Art		HUM 151 and 251; or FILM 102 and 300									
Education						21-39 Credits						
EDU 212	Foundations of Education	2		F,W,S								
EDU 200	Human Growth and Learning in Schools	3		F,W,S								
<b>Recommended Elective:</b>												
HWST 101	Introduction to Hawaiian Studies	3	Required for U.S. <b>Hawaii</b> Teacher License Track	F,W,S								
EDU 340	Multiculturalism & Culturally Responsive Teaching through Sheltered Instruction	2	<b>Recommended-Required</b> for International Teacher Track	F,W								
<b>Apply to School of Education</b>												
<table border="1"> <tr> <td> <b>Non License Track</b> <input type="checkbox"/>  All students begin in this track and can choose to stay here or apply by deadline for another track. </td> <td> <b>U.S. <b>Hawaii</b> License Track</b> <input type="checkbox"/>  Priority Deadline: Submit SoEd application and passing Praxis CORE scores by:  Feb 15    May 15    Sept 15 </td> <td> <b>International Track</b> <input type="checkbox"/>  Priority Deadline: Submit SoEd application by:  Feb 15    May 15    Sept 15 </td> </tr> <tr> <td colspan="3" style="text-align: center;"> <b>Switch Track Firm Deadline</b> — Feb 15 — May 15 — Sept 15 — <b>No Exceptions</b> </td> </tr> </table>							<b>Non License Track</b> <input type="checkbox"/> All students begin in this track and can choose to stay here or apply by deadline for another track.	<b>U.S. <b>Hawaii</b> License Track</b> <input type="checkbox"/> Priority Deadline: Submit SoEd application and passing Praxis CORE scores by: Feb 15    May 15    Sept 15	<b>International Track</b> <input type="checkbox"/> Priority Deadline: Submit SoEd application by: Feb 15    May 15    Sept 15	<b>Switch Track Firm Deadline</b> — Feb 15 — May 15 — Sept 15 — <b>No Exceptions</b>		
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<b>Switch Track Firm Deadline</b> — Feb 15 — May 15 — Sept 15 — <b>No Exceptions</b>												
SPED 300	Education of Exceptional Students	3	EDU 200	F,W,S								
EDU 305	Comp./Tech. Assisted Instruction	2	EDU 212	F,W,S								
EDU 312	Effective Pedagogy	3	EDU 212	F,W,S								
EDU 385	Education Assessment in the Classroom	3	EDU 312	F,W,S								
SCED 401	A Multicultural Approach to Reading in the Content Area	3	EDU 312, Corequisite with SCED 491	F,W								
SCED 430	Classroom Management in Secondary Contexts	2	EDU 312, Corequisite with SCED 491	F,W								
SCED 491	Observation and Practicum	3	EDU 312, corequisite with SCED 401, SCED 430, and formal admission to SOE	F,W								
SCED 492	Student Teaching	12	SCED 491	F,W								
<b>Total Credits Mapped for Graduation:</b>												

No grade below "C-" accepted

All courses in the Education major can be retaken 1 time to improve a grade lower than C-. If the second attempt is lower than a C-, the student will be removed from the major.

The terms of this MRS will be honored by the Department and University within the next 8 years. If courses cease to be offered, options for substitution will be provided.

Last revision 4/19/18



**B.S. in Biology Education**  
**BIOLEDBS.2017** (mrs 1241-1243)  
**53-75 credits**

Effective Date: 09/2017

<b>Name of Student:</b>		
<b>Student ID #:</b>		Graduation Date
<b>Home Country:</b>	<input type="checkbox"/> IWORK	
<b>Advisor:</b>	Name	Date

Biology Content				35-39 Credits		
Biology Core				19 Credits		
Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
BIOL 112/L	Biology I – Cell and Molecular Biology/Lab	4		F,W,S		
BIOL 113	Biology II – Evolution, Ecology, and Organismal Biology	3	BIOL 112/L	F,W,S		
CHEM 105/L	General Chemistry I/Lab	4	MATH 101 (or equivalent) w/C- or better and concurrent enrollment in MATH 110, or MATH 110 w/C- or better, or ACT Math score higher than 22 or SAT Math score higher than 520. ( <i>High School Chemistry or CHEM 101 highly recommended</i> )	F,W		
CHEM 106/L	General Chemistry II/Lab	4	CHEM 105/L w/C- or better	W,S		
BIOL 491	Introduction to Scientific Research	1	BIOL 113, 50% of Biology Core	F,W,S		
BIOL 492 or	Scientific Writing	3	BIOL 491	F,W,S		
ENGL 315 or	Topics for Advanced Writing and Analysis		ENGL 101 and Jr. Status of 60+ credits			
ENGL 316	Technical Writing		ENGL 101 and Jr. Status of 60+ credits			
Biology Electives				16-20 Credits		
Select 5 courses with at least one course from each of the following three divisions						
Cell and Molecular Biology						
BIOL 220/L or	Microbiology/Lab	4	BIOL 112/L, CHEM 105/L	S		
BIOL 222/L	Marine Microbiology/Lab			W		
BIOL 376/L	Genetics/Lab	4	BIOL 113, CHEM 105/L	F,W		
BIOL 441/L	Molecular Biology/Lab	4	BIOL 112/L, CHEM 106/L, ( <i>completion of BIOL 220 or 376 is strongly recommended</i> )	F		
BIOL 442/L	Cellular Biology/Lab	4	BIOL 112/L, CHEM 106/L, ( <i>completion of BIOL 376 is strongly recommended</i> )	W		
Organismal Biology						
BIOL 201	General Botany	3	BIOL 113	S		
BIOL 206/L	General Zoology/Lab	4	BIOL 113	F		
BIOL 212/L	Marine Biology/Lab	4	BIOL 113	S		
BIOL 260/L	Elementary Human Anatomy/Lab	3	BIOL 113, CHEM 105/L	W		
BIOL 261/L	Elementary Human Physiology/Lab	4	BIOL 113, CHEM 105/L	F		
BIOL 460	Advanced Human Anatomy	3	BIOL 260/L and Permission of Instructor	F		
BIOL 465/L	Principles of Physiology	4	BIOL 113, CHEM 106/L	F		
BIOL 475	Pathophysiology	3	Either BIOL 261/L or BIOL 465/L	W		
Ecology, Evolution, and Population Biology						
BIOL 204/L	Pacific Natural History/Lab	4	BIOL 113	S		
BIOL 248	Conservation Biology	3	BIOL 113	W		
BIOL 300/L	Animal Behavior/Lab	4	BIOL 113, CHEM 105/L	W		
BIOL 340 or	Biostatistics	3	BIOL 113, CHEM 105/L	W		
MATH 221	Principles of Statistics		MATH 107 or 110	F,W,S		
BIOL 350/L	Ecology/Lab	4	BIOL 113, CHEM 105/L	F		
BIOL 374	Evolution and Human Prehistory	3	BIOL 113	S		
BIOL 376/L	Genetics/Lab	4	BIOL 113, CHEM 105/L	F,W		
BIOL 412/L	Marine Ecology/Lab	4	BIOL 212/L, CHEM 105/L	S		
Education				23-41 Credits		
Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
EDU 212	Foundations of Education	2		F,W,S		
EDU 200	Human Growth and Learning in Schools	3		F,W,S		
Recommended Elective:						
HWST 101	Intro. to Hawaiian Studies	3	Required for U.S. <b>Hawaii</b> Teacher-License <b>Track</b>	F,W,S		
EDU 340	Multiculturalism & Cul. Resp. Tch (SIOP)	2	<b>Recommended</b> <b>Required</b> for International Teacher-Track	F,W		

The terms of this MRS will be honored by the Department and University within the next 8 years. If courses cease to be offered, options for substitution will be provided.

Last Revision 4/19/18



# **B.S. in Biology Education** **BIOLEDBS.2017** (mrs 1241-1243) **53-75 credits**

Effective Date: 09/2017

<b>Name of Student:</b>		
<b>Student ID #:</b>		Graduation Date
<b>Home Country:</b>	<input type="checkbox"/> IWORK	
<b>Advisor:</b>	Name	Date

## **Apply to School of Education**

<b>Non License Track</b> <input type="checkbox"/> All students begin in this track and can choose to stay here or apply by deadline for another track.		<b>U.S. <del>Hawaii</del> License Track</b> <input type="checkbox"/> Priority Deadline: Submit SoEd application and passing Praxis CORE scores by: Feb 15    May 15    Sept 15		<b>International Track</b> <input type="checkbox"/> Priority Deadline: Submit SoEd application by: Feb 15    May 15    Sept 15	
<del>Switch Track Firm Deadline</del> — Feb 15 — May 15 — Sept 15 — <del>No Exceptions</del>					
SPED 300	Education of Exceptional Students	3	EDU 200	F,W,S	
EDU 305	Comp./Tech. Assisted Instruction	2	EDU 212	F,W,S	
EDU 312	Effective Pedagogy	3	EDU 212	F,W,S	
EDU 385	Education Assessment in the Classroom	3	EDU 312	F,W,S	
SCED 350	General Methods for Secondary Teachers	2	EDU 312	F,W	
SCED 401	A Multicultural Approach to Reading in the Content Area	3	EDU 312, Corequisite with SCED 491	F,W	
SCED 430	Classroom Management in Secondary Contexts	2	EDU 312, Corequisite with SCED 491	F,W	
SCED 491	Observation and Practicum	3	EDU 312, corequisite with SCED 401, SCED 430, and formal admission to SOE	F,W	
SCED 492	Student Teaching	12	SCED 491	F,W	

**Total Credits Mapped for Graduation:**

No grade below "C-" accepted

**All courses in the Education major can be retaken 1 time to improve a grade lower than C-. If the second attempt is lower than a C-, the student will be removed from the major.**



# B.S. in Business Education

BUSEDBS.2017 (mrs 1236-1238)  
60-78 credits

Effective Date: 09/2017

<b>Name of Student:</b>		
<b>Student ID #:</b>		Graduation Date
<b>Home Country:</b>	<input type="checkbox"/> IWORK	
<b>Advisor:</b>	Name	Date

## Business Content

37 Credits

### Business Core

Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
ACCT 201	Introduction to Financial Accounting	3		F,W,S		
ACCT 203	Introduction to Managerial Accounting	3	MATH 107, BUSM 230 and ACCT 201 w/C- or better for BUSM majors and B- or better for ACCT majors	F,W,S		
BUSM 180	Introduction to Commerce and Enterprise	3		F,W,S		
BUSM 230	Business Spreadsheets and Modeling	1		F,W,S		
ECON 200	Principles of Microeconomics	3	MATH 107	F,W,S		
ECON 201	Principles of Macroeconomics	3	ECON 200	F,W,S		
MATH 107	Quantitative Reasoning	3		F,W,S		
MATH 221	Principles of Statistics	3	MATH 107 or 110	F,W,S		

### Advanced Content

BUSM 301	Business Finance	3	ACCT 201, 203, BUSM 180, 230, ECON 200, 201, MATH 107, 221 all w/C- or better	F,W,S		
BUSM 304	Principles of Marketing Management	3	Either BUSM 180 or ECON 200 w/C- or better	F,W,S		
BUSM 310	Leadership and Management	3	BUSM 180 w/C- or better; BUSM 320	F,W,S		
BUSM 320	Business Communication	3	BUSM 180 w/C- or better; ENGL 101	F,W,S		
BUSM 342	Business Law and Ethics	3	BUSM 180 w/C- or better; ENGL 101	F,W,S		

## Education

23-41 Credits

Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
EDU 212	Foundations of Education	2		F,W,S		
EDU 200	Human Growth and Learning in Schools	3		F,W,S		

### Recommended Elective:

HWST 101	Introduction to Hawaiian Studies	3	Required for U.S.-Hawaii Teacher-License Track	F,W,S		
EDU 340	Multiculturalism & Culturally Responsive Teaching through Sheltered Instruction	2	Recommended-Required for International Teacher Track	F,W		

### Apply to School of Education

<b>Non License Track</b> <input type="checkbox"/> All students begin in this track and can choose to stay here or apply by deadline for another track.	<b>U.S. Hawaii License Track</b> <input type="checkbox"/> Priority Deadline: Submit SoEd application and passing Praxis CORE scores by: Feb 15      May 15      Sept 15	<b>International Track</b> <input type="checkbox"/> Priority Deadline: Submit SoEd application by: Feb 15      May 15      Sept 15
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**Switch-Track Firm Deadline** — Feb 15 — May 15 — Sept 15 — **No Exceptions**

SPED 300	Education of Exceptional Students	3	EDU 200	F,W,S		
EDU 305	Comp./Tech. Assisted Instruction	2	EDU 212	F,W,S		
EDU 312	Effective Pedagogy	3	EDU 212	F,W,S		
EDU 385	Education Assessment in the Classroom	3	EDU 312	F,W,S		
SCED 350	General Methods for Secondary Teachers	2	EDU 312	F,W		
SCED 401	A Multicultural Approach to Reading in the Content Area	3	EDU 312, Corequisite with SCED 491	F,W		
SCED 430	Classroom Management in Secondary Contexts	2	EDU 312, Corequisite with SCED 491	F,W		
SCED 491	Observation and Practicum	3	EDU 312, corequisite with SCED 401, SCED 430, and formal admission to SOE	F,W		
SCED 492	Student Teaching	12	SCED 491	F,W		

## Total Credits Mapped for Graduation:

No grade below "C-" accepted

All courses in the Education major can be retaken 1 time to improve a grade lower than C-. If the second attempt is lower than a C-, the student will be removed from the major.



# B.S. in Chemistry Education

CHEMEDBS.2017 (mrs 1244, 1246, 1423)  
62-80 credits

Effective Date: 09/2017

Name of Student:		
Student ID #:		Graduation Date
Home Country:	<input type="checkbox"/> IWORK	
Advisor:	Name	Date

Chemistry Core				17 Credits		
Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
CHEM 105/L	General Chemistry I/Lab	4	MATH 101 (or equivalent) w/C- or better and concurrent enrollment in MATH 110, or MATH 110 w/C- or better, or ACT Math score higher than 22 or SAT Math score higher than 520. (High School Chemistry or CHEM 101 highly recommended)	F,W		
CHEM 106/L	General Chemistry II/Lab	4	CHEM 105/L w/C- or better	W,S		
CHEM 201	Chemical and Laboratory Safety	1	CHEM 105/L	F,W,S		
CHEM 351/L or CHEM 326/L	Organic Chemistry I/Lab Analytical Biochemistry/Lab	4	CHEM 106/L, CHEM 201 (co- or prerequisite) CHEM 106/L, CHEM 201 (co- or prerequisite)	F		
CHEM 491	Undergraduate Research	1	CHEM 351/L (completion of CHEM 326/L or 381/L is recommended)	S		
CHEM 492-4	Undergraduate Research	3	CHEM 491	F-F-W		
Science Electives Choose at least 7 courses				22 Credits		
SCI 99	Successful Practices in Learning Science	1		F,W,S		
SCI 201	Scientific Reasoning	3		F,W,S		
BIOL 112/L	Biology I – Cell and Molecular Biology/Lab	4		F,W,S		
BIOL 113	Biology II – Evolution, Ecology, and Organismal Biology	3	BIOL 112/L	F,W,S		
GEOL 105	Geology of the Pacific Basin	3		F,W,S		
MATH 112	Calculus I	5	College Algebra and Trigonometry experience	F,W,S		
PHYS 121/L	General Physics I/Lab	4	MATH 112 and either High School Trigonometry or MATH 111	F,W		
PHYS 220/L	General Physics II/Lab	4	PHYS 121/L, (Completion of MATH 113 is recommended)	F,W		
PHYS 221/L	General Physics III/Lab	4	PHYS 121/L, (Completion of MATH 113 is recommended)	S		
CHEM 326/L	Analytical Biochemistry/Lab	4	CHEM 106/L, CHEM 201 (co- or prerequisite)	F		
CHEM 351/L	Organic Chemistry I/Lab	4	CHEM 106/L, CHEM 201 (co- or prerequisite)	F		
CHEM 352/L	Organic Chemistry II/Lab	4	CHEM 351/L	W		
CHEM 395	Organic Spectroscopy	3	CHEM 352/L	S-odd		
CHEM 381/L	Biochemistry I/Lab	4	BIOL 112/L, CHEM 351/L, (completion of BIOL 376 or 441 is strongly recommended)	F, S		
CHEM 450	Advanced Organic Synthesis	3	CHEM 352/L	S-even		
Education				23-41 Credits		
EDU 212	Foundations of Education	2		F,W,S		
EDU 200	Human Growth and Learning in Schools	3		F,W,S		
Recommended Elective:						
HWST 101	Introduction to Hawaiian Studies	3	Required for U.S. <b>Hawaii</b> Teacher-License Track	F,W,S		
EDU 340	Multiculturalism & Cul. Resp. Tch (SIOP)	2	Recommended <b>Required</b> for International Teacher-Track	F,W		
Apply to School of Education						
<div> <div> <b>Non License Track</b> <input type="checkbox"/>  All students begin in this track and can choose to stay here or apply by deadline for another track. </div> <div> <b>U.S. <b>Hawaii</b> License Track</b> <input type="checkbox"/>  Priority Deadline: Submit SoEd application and passing Praxis CORE scores by:  Feb 15    May 15    Sept 15 </div> <div> <b>International Track</b> <input type="checkbox"/>  Priority Deadline: Submit SoEd application by:  Feb 15    May 15    Sept 15 </div> </div>						
<del>Switch-Track Firm Deadline</del> Feb 15    May 15    Sept 15 <del>No Exceptions</del>						
SPED 300	Education of Exceptional Students	3	EDU 200	F,W,S		
EDU 305	Comp./Tech. Assisted Instruction	2	EDU 212	F,W,S		
EDU 312	Effective Pedagogy	3	EDU 212	F,W,S		
EDU 385	Education Assessment in the Classroom	3	EDU 312	F,W,S		
SCED 350	General Methods for Secondary Teachers	2	EDU 312	F,W		
SCED 401	A Multicultural Approach to Reading in the Content Area	3	EDU 312, Corequisite with SCED 491	F,W		
SCED 430	Classroom Management in Secondary Contexts	2	EDU 312, Corequisite with SCED 491	F,W		
SCED 491	Observation and Practicum	3	EDU 312, corequisite with SCED 401, SCED 430, and formal admission to SOE	F,W		
SCED 492	Student Teaching	12	SCED 491	F,W		
<b>Total Credits Mapped for Graduation:</b>						

No grade below "C-" accepted



**B.S. in Chemistry Education**  
**CHEMEDBS.2017** (mrs 1244, 1246, 1423)  
**62-80 credits**

Effective Date: 09/2017

Name of Student:		
Student ID #:		Graduation Date
Home Country:	<input type="checkbox"/> IWORK	
Advisor:	Name	Date

**All courses in the Education major can be retaken 1 time to improve a grade lower than C-. If the second attempt is lower than a C-, the student will be removed from the major.**





# B.A. in English Education

ENGLEDBA.2015 (mrs1090-1092)  
62-79 credits

Effective Date: 08/2015

<b>Name of Student:</b>		
<b>Student ID #:</b>		Graduation Date
<b>Home Country:</b>	<input type="checkbox"/> IWORK	
<b>Advisor:</b>	Name	Date

## English Content

39 Credits

Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
ENGL 251	Fundamentals of Literature	3	ENGL 101	F,W,S		
ENGL 321 / ENGL 421	English Grammars / History of the English Language	3	ENGL 101 ENGL 251	F,W S		
ENGL 382	Shakespeare	3	ENGL 101	F,W		
ENGL 420	Literature for Young Adults	3	ENGL 101	W		
ENGL 490	Senior Seminar	2	Senior status, Final Semester	F,W,S		
ENGL 218R / ENGL 318R	Creative Writing / Advanced Creative Writing	3	ENGL 101	F,W,S W,S		
LANG 201	Foreign Language	4	LANG 102	Varies		

Choose Two:

ENGL 361-364	American Literature	6	ENGL 251	Varies		
	American Literature		ENGL 251	Varies		

Choose One:

ENGL 341	World Literatures in English	3	ENGL 251 or HUM 251	F		
ENGL 342	Pacific Literatures		ENGL 251 or ENGL 315 or HUM 251	W		
ENGL 343	Asian Literature		ENGL 251 or ENGL 315	S		

Choose Three:

ENGL 371	English Literature to 1500: Medieval Period	9	ENGL 251	S		
ENGL 372	English Literature from 1500 to 1660: Renaissance Period		ENGL 251	F		
ENGL 373	English Literature from 1660 to 1780: The Restoration and Eighteenth Century		ENGL 251	W		
ENGL 374	English Literature from 1780 to 1832: The Romantic Period		ENGL 251	S		
ENGL 375	English Literature from 1832 to 1890: The Victorian Period		ENGL 251	F		
ENGL 376	English Literature from 1890 to the Present		ENGL 251	W		

## Education

23-41 Credits

Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
EDU 212	Foundations of Education	2		F,W,S		
EDU 200	Human Growth and Learning in Schools	3		F,W,S		

Recommended Elective:

HWST 101	Introduction to Hawaiian Studies	3	Required for U.S.-Hawaii Teacher-License Track	F,W,S		
EDU 340	Multiculturalism & Cul. Resp. Tch (SIOP)	2	Recommended-Required for International Teacher-Track	F,W,S		

Apply to School of Education

<b>Non License Track</b> <input type="checkbox"/> All students begin in this track and can choose to stay here or apply by deadline for another track.	<b>U.S. Hawaii License Track</b> <input type="checkbox"/> Priority Deadline: Submit SoEd application and passing Praxis CORE scores by: Feb 15      May 15      Sept 15	<b>International Track</b> <input type="checkbox"/> Priority Deadline: Submit SoEd application by: Feb 15      May 15      Sept 15
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~~Switch-Track Firm Deadline~~ Feb 15 — May 15 — Sept 15 — ~~No Exceptions~~

SPED 300	Education of Exceptional Students	3	EDU 200	F,W,S		
EDU 305	Comp./Tech. Assisted Instruction	2	EDU 212	F,W,S		
EDU 312	Effective Pedagogy	3	EDU 212	F,W,S		
EDU 385	Education Assessment in the Classroom	3	EDU 312	F,W,S		
SCED 350	General Methods for Secondary Teachers	2	EDU 312	F,W		
SCED 401	A Multicultural Approach to Reading in the Content Area	3	EDU 312, Corequisite with SCED 491	F,W		
SCED 430	Classroom Management in Secondary Contexts	2	EDU 312, Corequisite with SCED 491	F,W		
SCED 491	Observation and Practicum	3	EDU 312, corequisite with SCED 401, SCED 430, and formal admission to SOE	F,W		
SCED 492	Student Teaching	12	SCED 491	F,W		

Total Credits Mapped for Graduation:

No grade below "C-" accepted

The terms of this MRS will be honored by the Department and University within the next 8 years. If courses cease to be offered, options for substitution will be provided.

Last Revision 4/19/18



## B.A. in English Education

ENGLEDBA.2015 (mrs1090-1092)

62-79 credits

Effective Date: 08/2015

Name of Student:		
Student ID #:		Graduation Date
Home Country:	<input type="checkbox"/> IWORK	
Advisor:	Name	Date

All courses in the Education major can be retaken 1 time to improve a grade lower than C-. If the second attempt is lower than a C-, the student will be removed from the major.



# Exercise & Sports Science Education

EXSEDBS.2015 (mrs 1099-1101)  
60-79 credits

Effective Date: 08/2015

Name of Student:		
Student ID #:		Graduation Date
Home Country:	<input type="checkbox"/> IWORK	
Advisor:	Name	Date

Core Requirements					31 Credits	
Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
EXS 330	Principles of Exercise and Sports Science	3		F,S		
MATH 221	Principles of Statistics	3	MATH 107 or 110	F,W,S		
EXS 260/L	Elementary Human Anatomy/Lab	3		F,W		
EXS 261	Elementary Human Physiology	3		F		
EXS 265	Water Safety Instruction	2	EXS 161 or 242 or Permission of Instructor	S		
EXS 340	Motor Learning	3	EXS 260/L or BIOL 260/L, EXS 341	F,W		
EXS 341	Biomechanics	3	EXS 260/L or BIOL 260/L	F,W		
EXS 344	Physiology of Exercise	3	EXS 260/L or BIOL 260/L, EXS 261 or BIOL 261/L	W,S		
Choice of 2 EXS 100-level Beginning Sport Content classes — 2 Credit Hours						
EXS 1_____		1				
EXS 1_____		1				
Choice of 4 EXS 200-level Sports Fundamentals — 4 Credit Hours						
EXS 2_____	Sports Fundamental: _____	1				
EXS 2_____	Sports Fundamental: _____	1				
EXS 2_____	Sports Fundamental: _____	1				
EXS 2_____	Sports Fundamental: _____	1				
Choice of 1 Additional EXS 369R Coaching Fundamental Individual Sport OR 2 more EXS 200-level Sports Fundamentals — 2 Credit Hours						
EXS 369R or	Coaching Fundamental: _____	2		F,W,S		
EXS 2_____	Sports Fundamental: _____	1				
EXS 2_____	Sports Fundamental: _____	1				
Physical Education Emphasis 8-9 Credits						
EXS 369R	Coaching Fundamentals in Selected Sports	2		F,W,S		
EXS 377 or	Teaching Methods of Physical Education	3		W-odd		
SCED 350	General Methods for Secondary Teachers	2	EDU 312	F,W		
HLTH 441	Health in Secondary School	2		W		
EXS 441	Adapted Physical Education	2	EXS 341, EXS 344	S		
Physical Education Certification 21-39 Credits						
EDU 212	Foundations of Education	2		F,W,S		
EDU 200	Human Growth and Learning in Schools	3		F,W,S		
Recommended Elective:						
HWST 101	Intro. to Hawaiian Studies	3	Required for U.S.-Hawaii Teacher-License Track	F,W,S		
EDU 340	Multiculturalism & Cul. Resp. Tch (SIOP)	2	Recommended-Required for International Teacher Track	F,W		
APPLY TO SCHOOL OF EDUCATION						
<b>Non License Track</b> <input type="checkbox"/> All students begin in this track and can choose to stay here or apply by deadline for another track.			<b>U.S. Hawaii License Track</b> Priority Deadline: Submit SoEd application and passing Praxis CORE scores by: Feb 15    May 15    Sept 15		<b>International Track</b> <input type="checkbox"/> Priority Deadline: Submit SoEd application by: Feb 15    May 15    Sept 15	
SPED 300	Education of Exceptional Students	3	EDU 200	F,W,S		
EDU 305	Comp./Tech. Assisted Instruction	2	EDU 212 for Education majors/minors or TESOL 240 for TESOL major/certs only	F,W,S		
EDU 312	Effective Pedagogy	3	EDU 212	F,W,S		
EDU 385	Education Assessment in the Classroom	3	EDU 312	F,W,S		
SCED 401	A Multicultural Approach to Reading in the Content Area	3	EDU 312, Corequisite with SCED 491	F,W		
SCED 430	Classroom Management in Secondary Contexts	2	EDU 312, Corequisite with SCED 491	F,W		
SCED 491	Observation and Practicum	3	EDU 312, corequisite with SCED 401, SCED 430, and formal admission to SOE	F,W		
SCED 492	Student Teaching	12	SCED 491	F,W		



**Exercise & Sports Science  
Education**  
**EXSEDBS.2015 (mrs 1099-1101)**  
**60-79 credits**

Effective Date: 08/2015

Name of Student:		
Student ID #:		Graduation Date
Home Country:	<input type="checkbox"/> IWORK	
Advisor:	Name	Date

**Total Credits Mapped for Graduation:**

No grade below "C-" accepted

All courses in the Education major can be retaken 1 time to improve a grade lower than C-. If the second attempt is lower than a C-, the student will be removed from the major.



# B.A. in History Education

HISTEDBA.2015 (mrs 1093-1095)  
58-76 credits

Effective Date: 08/2015

<b>Name of Student:</b>		
<b>Student ID #:</b>		Graduation Date
<b>Home Country:</b>	<input type="checkbox"/> IWORK	
<b>Advisor:</b>	Name	Date

## History Content

35 Credits

Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
HIST 120	American History to 1865	3		F		
HIST 121	American History since 1865	3		W		
HIST 200	The Historian's Craft	3		F		
HIST 201	History of Civilization to 1500	3		F,W,S		
HIST 202	History of Civilization since 1500	3		F,W,S		
ANTH 105 or SOC 111	Introduction to Cultural Anthropology	3		F,W,S		
	Introduction to Sociology (Not offered at BYUH - only for students transferring this class in)			F,W,S		
ECON 200 or ECON 201	Principles of Microeconomics	3	MATH 107	F,W,S		
	Principles of Macroeconomics		ECON 200			
GEOG 101	Introductory Geography	3		W		
POSC 110	The U.S. Political System	3		F,W,S		

Content Area Electives

8 credits

HIST 250-400 level classes

## Education

23-41 Credits

Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
EDU 212	Foundations of Education	2		F,W,S		
EDU 200	Human Growth and Learning in Schools	3		F,W,S		
<b>Recommended Elective:</b>						
HWST 101	Introduction to Hawaiian Studies	3	Required for U.S. <b>Hawaii</b> Teacher-License Track	F,W,S		
EDU 340	Multiculturalism & Cul. Resp. Tch (SIOP)	2	Recommended <b>Required</b> for International Teacher Track	F,W		
ELED 379	Social Studies Content for Elem. Teachers	2	EDU 212	F,W,S		
ELED 380	Multicultural Education, the Constitution and Social Studies Methods for Elementary Teachers	3	Pre or corequisite EDU 312	F,W,S		

## Apply to School of Education

<b>Non License Track</b> <input type="checkbox"/> All students begin in this track and can choose to stay here or apply by deadline for another track.	<b>U.S. <b>Hawaii</b> License Track</b> <input type="checkbox"/> Priority Deadline: Submit SoEd application and passing Praxis-CORE scores by: Feb 15    May 15    Sept 15	<b>International Track</b> <input type="checkbox"/> Priority Deadline: Submit SoEd application by: Feb 15    May 15    Sept 15
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~~Switch Track Firm Deadline~~ Feb 15    May 15    Sept 15 ~~No Exceptions~~

SPED 300	Education of Exceptional Students	3	EDU 200	F,W,S		
EDU 305	Comp./Tech. Assisted Instruction	2	EDU 212	F,W,S		
EDU 312	Effective Pedagogy	3	EDU 212	F,W,S		
EDU 385	Education Assessment in the Classroom	3	EDU 312	F,W,S		
SCED 350	General Methods for Secondary Teachers	2	EDU 312	F,W		
SCED 401	A Multicultural Approach to Reading in the Content Area	3	EDU 312, Corequisite with SCED 491	F,W		
SCED 430	Classroom Management in Secondary Contexts	2	EDU 312, Corequisite with SCED 491	F,W		
SCED 491	Observation and Practicum	3	EDU 312, corequisite with SCED 401, SCED 430, and formal admission to SOE	F,W		
SCED 492	Student Teaching	12	SCED 491	F,W		

## Total Credits Mapped for Graduation:

No grade below "C-" accepted

All courses in the Education major can be retaken 1 time to improve a grade lower than C-. If the second attempt is lower than a C-, the student will be removed from the major.

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Last Revision 4/19/18



# B.S. in Math Education

MATHEDBS.2017 (mrs 1404-1406)  
64-82 credits

Effective Date: 09/2017

Name of Student:		
Student ID #:		Graduation Date
Home Country:	<input type="checkbox"/> IWORK	
Advisor:	Name	Date

## Math Content

43 Credits

Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
CIS 101	Beginning Programming	3		F,W,S		
MATH 112	Calculus I	5		F,W,S		
MATH 113	Calculus II	5	MATH 112	F,W		
MATH 214	Multivariable Calculus	5	MATH 113	W,S		
MATH 221 OR MATH 321	Principles of Statistics Mathematical Statistics	3	MATH 107 or 110 MATH 214	F,W,S F		
MATH 301	Foundations of Mathematics	3	MATH 112	F-even, W-even, S-odd		
MATH 302	Foundations of Geometry	3	MATH 112 or Permission of Instructor	F-odd		
MATH 308	Mathematics Using Technologies	3	MATH 112, 221	S-even		
MATH 343	Elementary Linear Algebra	3	MATH 112	F-odd, W-odd, S-even		
MATH 371	Abstract Algebra I	3	MATH 301	F		
MATH 377 OR SCED 350	Secondary Mathematics Teaching Methods General Methods for Secondary Teachers	2	MATH 112 EDU 312	F-even F,W		
PHYS 121	General Physics I	3	MATH 112 and either High School Trigonometry or MATH 111	F,W		
MATH 490R	Mathematics Seminar	2		S		

## Education

21-39 Credits

Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
EDU 212	Foundations of Education	2		F,W,S		
EDU 200	Human Growth and Learning in Schools	3		F,W,S		

### Recommended Elective:

HWST 101	Introduction to Hawaiian Studies	3	Required for U.S. <del>Hawaii</del> Teacher-License Track	F,W,S		
EDU 340	Multiculturalism & Cul. Resp. Tch (SIOP)	2	Recommended <del>Required</del> for International Teacher-Track	F,W		

### Apply to School of Education

<b>Non License Track</b> <input type="checkbox"/> All students begin in this track and can choose to stay here or apply by deadline for another track.	<b>U.S. <del>Hawaii</del> License Track</b> <input type="checkbox"/> Priority Deadline: Submit SoEd application and passing Praxis CORE scores by: Feb 15    May 15    Sept 15	<b>International Track</b> <input type="checkbox"/> Priority Deadline: Submit SoEd application by: Feb 15    May 15    Sept 15
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~~Switch Track Firm Deadline~~ Feb 15    May 15    Sept 15    ~~No Exceptions~~

SPED 300	Education of Exceptional Students	3	EDU 200	F,W,S		
EDU 305	Comp./Tech. Assisted Instruction	2	EDU 212	F,W,S		
EDU 312	Effective Pedagogy	3	EDU 212	F,W,S		
EDU 385	Education Assessment in the Classroom	3	EDU 312	F,W,S		
SCED 401	A Multicultural Approach to Reading in the Content Area	3	EDU 312, Corequisite with SCED 491	F,W		
SCED 430	Classroom Management in Secondary Contexts	2	EDU 312, Corequisite with SCED 491	F,W		
SCED 491	Observation and Practicum	3	EDU 312, corequisite with SCED 401, SCED 430, and formal admission to SOE	F,W		
SCED 492	Student Teaching	12	SCED 491	F,W		

## Total Credits Mapped for Graduation:

No grade below "C-" accepted

All courses in the Education major can be retaken 1 time to improve a grade lower than C-. If the second attempt is lower than a C-, the student will be removed from the major.

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Last Revision 4/19/18



# B.S. in Physical Science Education

PHSCEDBS.2015 (mrs 1102-1104)  
64-82 credits

Effective Date: 08/2015

Name of Student:		
Student ID #:		Graduation Date
Home Country:	<input type="checkbox"/> IWORK	
Advisor:	Name	Date

## Science Content

41 Credits

Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
ASTR 104	Principles of Astronomy	3		S-even		
MATH 112	Calculus I	5	College Algebra and Trigonometry experience	F,W,S		
CHEM 105/L	General Chemistry I/Lab	4	MATH 110 w/C- or better, or ACT Math score higher than 22 or SAT Math score higher than 520. (High School Chemistry or CHEM 101 highly recommended)	F,W		/
CHEM 106/L	General Chemistry II/Lab	4	CHEM 105/L w/C- or better	W,S		/
CHEM 351/L	Organic Chemistry I/Lab	4	CHEM 106/L, CHEM 201 (co- or prerequisite)	F		
CHEM 352/L	Organic Chemistry II/Lab	4	CHEM 351/L	W		
GEOL 105	Geology of the Pacific Basin	3		F,W,S		
PHYS 121/L	General Physics I/Lab	4	MATH 112 and either High School Trigonometry or MATH 111	F,W		/
PHYS 220/L	General Physics II/Lab	4	PHYS 121/L, (Completion of MATH 113 is recommended)	F,W		/
PHYS 221/L	General Physics III/Lab	4	PHYS 121/L, (Completion of MATH 113 is recommended)	S		

### Content Electives

(2)

CHEM, PHYS, BIOCHEM, MATH

Faculty

Approved

## Education

23-41 Credits

Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
EDU 212	Foundations of Education	2		F,W,S		
EDU 200	Human Growth and Learning in Schools	3		F,W,S		

### Recommended Elective:

HWST 101	Introduction to Hawaiian Studies	3	Required for U.S. <b>Hawaii</b> Teacher-License Track	F,W,S		
EDU 340	Multiculturalism & Cul. Resp. Tch (SIOP)	2	Recommended-Required for International Teacher Track	F,W		

### Apply to School of Education

#### Non License Track ☐

All students begin in this track and can choose to stay here or apply by deadline for another track.

#### U.S. **Hawaii** License Track ☐

Priority Deadline: Submit SoEd application and passing Praxis **CORE** scores by:  
Feb 15 May 15 Sept 15

#### International Track ☐

Priority Deadline: Submit SoEd application by:  
Feb 15 May 15 Sept 15

**Switch-Track Firm Deadline** Feb 15 May 15 Sept 15 **No Exceptions**

SPED 300	Education of Exceptional Students	3	EDU 200	F,W,S		
EDU 305	Comp./Tech. Assisted Instruction	2	EDU 212	F,W,S		
EDU 312	Effective Pedagogy	3	EDU 212	F,W,S		
EDU 385	Education Assessment in the Classroom	3	EDU 312	F,W,S		
SCED 350	General Methods for Secondary Teachers	2	EDU 312	F,W		
SCED 401	A Multicultural Approach to Reading in the Content Area	3	EDU 312, Corequisite with SCED 491	F,W		
SCED 430	Classroom Management in Secondary Contexts	2	EDU 312, Corequisite with SCED 491	F,W		
SCED 491	Observation and Practicum	3	EDU 312, corequisite with SCED 401, SCED 430, and formal admission to SOE	F,W		
SCED 492	Student Teaching	12	SCED 491	F,W		

### Total Credits Mapped for Graduation:

No grade below "C-" accepted

All courses in the Education major can be retaken 1 time to improve a grade lower than C-. If the second attempt is lower than a C-, the student will be removed from the major.

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Last Revision 4/19/18





**B.S. in Physics Education**  
**PHYSEDBS.2015 (mrs 1105-1107)**  
**65-83 credits**

Effective Date: 08/2015

<b>Name of Student:</b>		
<b>Student ID #:</b>		Graduation Date
<b>Home Country:</b>	<input type="checkbox"/> IWORK	
<b>Advisor:</b>	Name	Date

**Science Content**

**42 Credits**

Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
CHEM 105/L	General Chemistry I/Lab	4	MATH 101 (or equivalent) w/C- or better and concurrent enrollment in MATH 110, or MATH 110 w/C- or better, or ACT Math score higher than 22 or SAT Math score higher than 520. (High School Chemistry or CHEM 101 highly recommended)	F,W		/
CHEM 106/L	General Chemistry II/Lab	4	CHEM 105/L w/C- or better	W,S		/
CIS 101	Beginning Programming	3		F,W,S		
MATH 111	Trigonometry and Analytic Geometry	3	Recommended MATH 110 or proficiency	F,W,S		
MATH 112	Calculus I	5	College Algebra and Trigonometry experience	F,W,S		
MATH 113	Calculus II	5	MATH 112	F,W		
PHYS 121/L	General Physics I/Lab	4	MATH 112 and either High School Trigonometry or MATH 111	F,W		/
PHYS 220/L	General Physics II/Lab	4	PHYS 121/L, (Completion of MATH 113 is recommended)	F,W		/
PHYS 221/L	General Physics III/Lab	4	PHYS 121/L, (Completion of MATH 113 is recommended)	S		

*Content Electives*

(6)

CHEM, PHYS, BIOCHEM, MATH

Faculty

Approved

**Education**

**23-41 Credits**

Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
EDU 212	Foundations of Education	2		F,W,S		
EDU 200	Human Growth and Learning in Schools	3		F,W,S		

*Recommended Elective:*

HWST 101	Intro. to Hawaiian Studies	3	Required for U.S.-Hawaii Teacher-License Track	F,W,S		
EDU 340	Multiculturalism & Cul. Resp. Tch (SIOP)	2	Recommended-Required for International Teacher-Track	F,W		

*Apply to School of Education*

**Non License Track** ☐

All students begin in this track and can choose to stay here or apply by deadline for another track.

**U.S. Hawaii License Track** ☐

Priority Deadline: Submit SoEd application and passing Praxis CORE scores by:  
 Feb 15 May 15 Sept 15

**International Track** ☐

Priority Deadline: Submit SoEd application by:  
 Feb 15 May 15 Sept 15

**Switch-Track Firm Deadline** Feb 15 May 15 Sept 15 **No Exceptions**

SPED 300	Education of Exceptional Students	3	EDU 200	F,W,S		
EDU 305	Comp./Tech. Assisted Instruction	2	EDU 212	F,W,S		
EDU 312	Effective Pedagogy	3	EDU 212	F,W,S		
EDU 385	Education Assessment in the Classroom	3	EDU 312	F,W,S		
SCED 350	General Methods for Secondary Teachers	2	EDU 312	F,W		
SCED 401	A Multicultural Approach to Reading in the Content Area	3	EDU 312, Corequisite with SCED 491	F,W		
SCED 430	Classroom Management in Secondary Contexts	2	EDU 312, Corequisite with SCED 491	F,W		
SCED 491	Observation and Practicum	3	EDU 312, corequisite with SCED 401, SCED 430, and formal admission to SOE	F,W		
SCED 492	Student Teaching	12	SCED 491	F,W		

**Total Credits Mapped for Graduation:**

No grade below "C-" accepted

**All courses in the Education major can be retaken 1 time to improve a grade lower than C-. If the second attempt is lower than a C-, the student will be removed from the major.**

The terms of this MRS will be honored by the Department and University within the next 8 years. If courses cease to be offered, options for substitution will be provided.

Last Revision 4/19/18





**B.A. in TESOL Education**  
**TESOLEDBA.2018 (mrs 1400-1402)**  
**52-70 53-72 credits**

Effective Date: 09/2018

<b>Name of Student:</b>		
<b>Student ID #:</b>		Graduation Date
<b>Home Country:</b>	<input type="checkbox"/> IWORK	
<b>Advisor:</b>	Name	Date

**TESOL Content Classes**

**32-33 Credits**

Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
TESOL 240	Introduction to TESOL	3	ENGL 101	F,W,S		
LING 210	Introduction to Linguistics	3	ENGL 101	F,W,S		
TESOL 240 & LING 210 must be C+ or higher.						
ADMISSION TO MAJOR- See TESOL Department						
TESOL 302	Technical Assisted Language Learning	2	TESOL 240	F,W,S		
TESOL 310 OR SCED 350	TESOL Principles and Methods General Methods for Secondary Teachers	3	TESOL 240, LING 210	F,W,S		
		2	EDU 312	F,W		
LING 260	Phonology	3	LING 210	F,W		
LING 331	Sociolinguistics	3	LING 210	W,S		
LING 321	English Grammars	3	TESOL 310	W		
LING 423	Language Acquisition	3	TESOL 310	F		
LANG 201	Foreign Language: _____	4				

Choose Four from the following Seven:

TESOL 324	Teaching Listening	2	TESOL 310	F		
TESOL 327	Teaching Speaking	2	TESOL 310	W		
TESOL 328	Teaching Reading	2	TESOL 310	W		
TESOL 329	Teaching Writing	2	TESOL 310	F		
TESOL 330	Teaching English to Young Learners	2	TESOL 310	S		
TESOL 405	Technology Assisted Language Instruction	2	EDU 305, TESOL 310	F,S		
TESOL 425	Teaching Vocabulary	2	TESOL 310	F		
TESOL 426	Teaching Grammar	2	TESOL 310	S		

**Education**

**21-39 Credits**

Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
EDU 212	Foundations of Education	2		F,W,S		
EDU 200	Human Growth and Learning in Schools	3		F,W,S		

Recommended Elective:

HWST 101	Intro. to Hawaiian Studies	3	Required for Hawaii License Track	F,W,S		
EDU 340	Multiculturalism & Cul. Resp. Tch (SIOP)	2	Required for International Track	F,W		

Apply to School of Education

<p><b>Non License Track</b> <input type="checkbox"/></p> <p>All students begin in this track and can choose to stay here or apply by deadline for another track.</p>	<p><b>Hawaii License Track</b> <input type="checkbox"/></p> <p>Priority Deadline: Submit SoEd application by:</p> <p>Feb 15    May 15    Sept 15</p>	<p><b>International Track</b> <input type="checkbox"/></p> <p>Priority Deadline: Submit SoEd application by:</p> <p>Feb 15    May 15    Sept 15</p>
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SPED 300	Education of Exceptional Students	3	EDU 200	F,W,S		
EDU 305	Computer and Technology Assisted Instruction	2	EDU 212 for Education majors/minors or TESOL 240 for TESOL major/certs only	F,W,S		
EDU 312	Effective Pedagogy	3	EDU 212	F,W,S		
EDU 385	Education Assessment in the Classroom	3	EDU 312	F,W,S		
SCED 401	A Multicultural Approach to Reading in the Content Area	3	EDU 312, Corequisite with SCED 491	F,W		
SCED 430	Classroom Management in Secondary Contexts	2	EDU 312, Corequisite with SCED 491	F,W		
SCED 491	Observation and Practicum	3	EDU 312, corequisite with SCED 401, SCED 430, and formal admission to SOE	F,W		
SCED 492	Student Teaching	12	SCED 491	F,W		

**Total Credits Mapped for Graduation:**

No grade below "C-" accepted

All courses in the Education major can be retaken 1 time to improve a grade lower than C-. If the second attempt is lower than a C-, the student will be removed from the major.

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Last Revision 5/9/18

## **Section 5 - Course Proposal (core)**

Upon approval, the information presented on this course proposal sheet will become binding on the department and the university. Any material changes require a new course proposal.

**Effective Date:** Fall 2018

**College:** Human Development

**Course Prefix:** ELED

**Course Number:** 320, 360, 369, 379, 380, 430

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### **ELED 320**

**[X] Change Credit hours:**                      **Current: 2**                      **Revised: 3**

### **ELED 360**

**[X] Change is offerings:**                      **Current: FWS**                      **Revised: FW**

### **ELED 369**

**[X] Change Credit hours:**                      **Current: 3**                      **Revised: 2**

### **ELED 379**

**[X] Make active course inactive**

### **ELED 380**

**[X] Change Title:**

**Current:** Multicultural Education, the Constitution and Social Studies Methods for Elementary Teachers

**Revised:** Social Studies Methods/Multicultural Education & Constitution for Elementary Teachers

### **ELED 430**

**[X] Change Credit hours:**                      **Current: 3**                      **Revised: 2**

## ***Elementary Education (ELED)***

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**240. Children's Literature in Elementary Schools** (2) (S) This course is a survey course of children's literature exploring various genre of children's literature, examining trends in children's literature, and practicing methods of integrating literature into the elementary school curriculum.

**320. Methods of Literacy Instruction for the Emergent Reader** (2) **3** (F, W, S) Theory and methods of teaching handwriting, spelling, listening, oral and written communication, and grammar are emphasized in this course. (Pre or corequisite: EDU 312)

**360. Science Methods for Elementary Teachers** (3) (F, W, **S**) Students examine the teaching of elementary science from a theoretical and practical background including the use of state guidelines. Emphasis is placed on the discovery approach using hands-on experiences. (Pre or corequisite: EDU 312)

**369. Writing Methods for Elementary Teachers** (3) **2** (F, W) Writing Methods for Elementary Teachers addressing the theory and practice of teaching writing to elementary students. (Prerequisite: EDU 212)

~~**379. Social Studies Content for Elementary Teachers** (2) (F, W, S) An introduction to Social Studies topics associated with a K-6 curriculum. The course covers basic overviews of US History, key World History time periods, economic terms, government themes, particularly the US Constitution, geography and behavioral sciences. (Prerequisite: EDU 212)~~

~~**380. Multicultural Education, the Constitution and Social Studies Methods for Elementary Teachers**~~ **Social Studies Methods/Multicultural Education & Constitution for Elementary Teachers** (3) (F, W, S) Theoretical and practical background for teaching social studies in the elementary school. Emphasis is placed on the multicultural component in the public schools. Basic principles of democracy embedded in the United States Constitution are studied with application for the elementary school population. (Pre or corequisite: EDU 312)

**430. Classroom Management** (3) **2** (F, W) An in-depth study of effective classroom management practices in the public school classroom. Emphasis will be placed on specific applications in the classroom for the master teacher. (Prerequisite: EDU 312, and corequisite ELED 491 (except non-certification track))

## ***Mathematics (MATH)***

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**305. Mathematics for Elementary Teachers** (3) (F, W) The course is designed to teach a perspective elementary teacher the understanding of mathematics needed to teach in grades K-6. The focus will be on the mathematics not on methods since all pre-service elementary teachers will take a separate methods course as part of their program. Although learning the appropriate mathematics is the primary objective, it is hoped that some of the instructional techniques used in the class will model the desired methods for teaching elementary mathematics.