

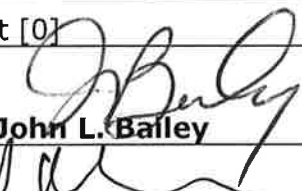

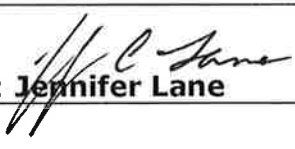
Section 1 - Approvals

Approvals

Name of Proposal: **EDU 305 Change of Credits**

Submitted by: **John L. Bailey** Signature: _____

Date: March 3, 2015

Procedure	Recommendation/Signature	Date
Faculty Vote: For [7], Against [0], Abstain [0], Absent [0]		
1. Approved by Department	Signature:  Chair: John L. Bailey	3/11/15
2. Approved by College	Signature:  Dean: Mark Wolfersberger	3/16/15
3. Approved by General Education (if any GE course is affected)	Signature: NA GE: David Beus	
4. Approved by University Curriculum Committee	Signature:  UCC: Jennifer Lane	3/11/15
5. Approved by Deans' Council	Signature: _____ AVP: Max Checketts	
6. Approved by the President's Council (for new programs)	Signature: _____ Pres: Steven Wheelwright	

Section 2 – Overview (Support)

Summary:

Education 305 is the basic technology course for Education major pre-service teachers. When the 120 credit hour limitation was reviewed in 2002 this course was reduced from two credits to one credit where it has remained until now. With the recent curriculum proposal 14-19 adjusting credits in the education programs, the one available credit that remained we would now like to return to this technology course. Of course technology use in K-12 education is only increasing and this additional credit will be well used to expand and add new topics to the existing course.

This course is taught by Kurt Johnson and his load has sufficient flexibility to accommodate this change.

Section 3 - Program 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 2015

College: Human Growth and Development

Abbreviation: EDU305

Whoever has the file, Please change the course credits on the current MRS to reflect 2 credits for EDU305

Immediately following this page, attach the revised Major Requirements Sheet and sample Major Academic Plan.

Following the MRS and MAP, attach PDF copies of the online catalog web pages that should change as a result of this proposal. Indicate the location of changes that should be made.



B.A. in Art Education **ARTEDBA.2015 (mrs 1073-1075)** **74-75 credits, incl. 6 GE credits**

Effective Date: 08/2015

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

Art Content

38-39 Credits

Course #	Title	Hr	Prerequisites	Offered	Sem.	Grade
ART 112	Drawing Concepts	3		F,W,S		
ART 196	Art History I (GenEd)	3		F,W		
ART 210	Digital Tools	3		F,W,S		
ART 212	Digital Photography	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,W		
ART 265	Beginning Sculpture	3		F,W,S		
ART 296	Art History II	3	ART 196	W,S		
ART 306	Contemporary Art History	3	ART 296	W,S		
ART 308	Basic Video Production	3		F,W,S		
ART 337 OR SCED 350	Art Methods for Secondary Teachers General Secondary Methods	2	Permission of Instructor	W		
		3	EDU 312	F,W,S		
ART 442	Readings in Aesthetics	3	ART 296	F,S		

Education

36 Credits

EDU 212	Foundations of Education	2		F,W,S		
EDU 200	Human Growth and Learning (GenEd)	3		F,W,S		

Recommended Elective:

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

Apply to School of Education

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

SPED 300	Education of Exceptional Students	3		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	Reading in the Content Area	3	EDU 312, Co-req with SCED 491	F,W,S		
SCED 430	Classroom Management	2	EDU 312, Co-req with SCED 491	F,W,S		
SCED 491	Observation and Practicum	3	EDU 312, co-req with SCED 401, SCED 430, and formal admission to SOE	F,W,S		
SCED 492	Student Teaching	12	SCED 491	F,W		

Total Credits Mapped for Graduation:

No grade below "C-" accepted



B.S. in Biology Education
BIOLEDBS.2015 (mrs 1078-1080)
81 credits, incl. 6 GE credits

Effective Date: 08/2015

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

Biology Content

43 Credits

Science Core

Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
BIOL 112	Biology for Majors (GenEd)	3		F,W,S		
CHEM 105/L	General Chemistry I & Lab	4	MATH 110	W,S		/
CHEM 106/L	General Chemistry II & Lab	4	CHEM 105/L	F,S		/
BIOL 265/L	Molecular & Cell Biology & Lab	4	BIOL 112, CHEM 105/L	F,W,S		/

Biology Core

BIOL 201/L	General Botany & Lab	4	BIOL 112	W		/
BIOL 206/L	General Zoology & Lab	4	BIOL 112	S		/
BIOL 220/L	Microbiology & Lab	4	¾ Science Core	F,W		/
BIOL 261/L	Elem Human Physiology & Lab	4	¾ Science Core	F		/
BIOL 350/L	General Ecology & Lab	4	¾ Science Core and BIOL 201/L or 206/L	F		/
BIOL 376/L	Genetics & Lab	4	¾ Science Core	F,S		/

Chemistry (Required)

CHEM 251/L	Organic Chemistry I & Lab	4	CHEM 106/L	W		/
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Education

38 Credits

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

Recommended Elective:

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

Apply to School of Education

Non License Track <input type="checkbox"/> All students begin in this track and can choose to stay here or apply by deadline for another track.		U.S. License Track <input type="checkbox"/> Priority Deadline: Submit SoEd application and passing PRAXIS I scores by: Feb 15 May 15 Sept 15		International Track <input type="checkbox"/> Priority Deadline: Submit SoEd application by: Feb 15 May 15 Sept 15	
Switch-Track Firm Deadline Feb 15 May 15 Sept 15 <i>No Exceptions</i>					
SPED 300	Education of Exceptional Students	3		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 Secondary Methods	2	EDU 312	F,W,S	
SCED 401	Reading in the Content Area	3	EDU 312, co-req with SCED 491	F,W,S	
SCED 430	Classroom Management	2	EDU 312, co-req with SCED 491	F,W,S	
SCED 491	Observation and Practicum	3	EDU 312, co-req with SCED 401, SCED 430, and formal admission to SOE	F,W,S	
SCED 492	Student Teaching	12	SCED 491	F,W	

Total Credits Mapped for Graduation:

No grade below "C-" accepted



B.S. in Business Education **BUSEDDBS.2015 (mrs 1081-1083)** **80 credits, incl. 6 GE credits**

Effective Date: 08/2015

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

Business Content **39 Credits**

<i>Business Core</i>						
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 106/110 or higher (not MATH 221) or pass BMQT** or ACT math 22+ or SAT math 500+ AND ACCT 201 w/C- or better AND ACCT 231.	F,W,S		
BUSM 232	Mathematics of Finance	1.5	MATH 110 or Pass BMQT**	F,W,S		
ACCT 231	Finance/ Accounting Software Application	1.5	ACCT 201 Pre/Co-requisite	F,W,S		
BUSM 180	Introduction to Commerce & Business	3		F,W,S		
ECON 200	Microeconomics	3	MATH 110 or Pass BMQT**	F,W,S		
ECON 201	Macroeconomics	3	ECON 200	F,W,S		
MATH 110	College Algebra	3	MATH 97 or equivalent	F,W,S		
MATH 221	Principles of Statistics I (GenEd)	3		F,W,S		

<i>Advanced Content</i>						
BUSM 242	Ethics & the Legal Environment of Business	3	BUSM 180, ENGL 201	F,W,S		
BUSM 320	Business Communication	3	BUSM 180 & ENGL 201	F,W,S		
BUSM 310	Leadership & Management	3	BUSM 320	F,W,S		
BUSM 301	Business Finance	3	ACCT 201, 203, 231, BUSM 180, 232, ECON 200, 201, MATH 221	F,W,S		
BUSM 304	Principles of Marketing Management	3	BUSM 180, ECON 200	F,W,S		

Education **38 Credits**

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

<i>Recommended Elective:</i>						
HWST 101	Intro. to Hawaiian Studies (GenEd)	3	Required for U.S. Teacher License	F,W,S		
EDU 340	Multiculturalism & Cul. Resp. Tch (SIOP)	2	Recommended for International Teacher License	F,S		

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Switch-Track Firm Deadline Feb 15 May 15 Sept 15 <i>No Exceptions</i>		

SPED 300	Educational of Exceptional Students	3		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 Secondary Methods	2	EDU 312	F,W,S		
SCED 401	Reading in the Content Area	3	EDU 312, co-req with SCED 491	F,W,S		
SCED 430	Classroom Management	2	EDU 312, co-req with SCED 491	F,W,S		
SCED 491	Observation and Practicum	3	EDU 312, co-req with SCED 401, SCED 430, and formal admission to SOE	F,W,S		
SCED 492	Student Teaching	12	SCED 491	F,W		

Total Credits Mapped for Graduation:

No grade below "C-" accepted



B.S. in Chemistry Education

CHEMEDBS.2015 (mrs 1084-1086)
79 credits, incl. 8 GE credits

Effective Date: 08/2015

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

Chemistry Content

41 Credits

Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
CHEM 105/L	General Chemistry I & Lab (GenEd-3)	4	MATH 110 or equivalent	W,S		/
CHEM 106/L	General Chemistry II & Lab	4	CHEM 105 & L	F,S		/
CHEM 251/L	Organic Chemistry I & Lab	4	CHEM 106 & L	W		/
CHEM 252/L	Organic Chemistry II & Lab	4	CHEM 251 & L	S		/
CHEM 381/L	Biochemistry I & Lab	4	CHEM 252 & L, BIOL 265 & L	F,W		/
MATH 111	Trig & Analytic Geometry	3	MATH 110	F,W,S		
PHYS 121/L	General Physics I	4	MATH 112	F,S		/
PHYS 122/L	General Physics II	4	PHYS 121 & L	F,S		/
CHEM 496R	Student Research	1	Permission	F,W,S		

Content Electives: 9 Credit Hours

(9)

Faculty Approved

MATH 112	Calculus I (GenEd - 3)	5	needed for PHYS 121 Track	S		
BIOL 265/L	Molecular & Cellular Biology/Lab	4	BIOL 112, CHEM 105/L	F,W		

Education

38 Credits

EDU 212	Foundations of Education	2		F,W,S		
EDU 200	Human Growth and Learning (GenEd)	3		F,W,S		

Recommended Elective:

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

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

SPED 300	Education of Exceptional Studies	3		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 Secondary Methods	2	EDU 312	F,W,S		
SCED 401	Reading in the Content Area	3	EDU 312, co-req with SCED 491	F,W,S		
SCED 430	Classroom Management	2	EDU 312, co-req with SCED 491	F,W,S		
SCED 491	Observation and Practicum	3	EDU 312, co-req SCED 401, SCED 430, and formal admission to SOE	F,W,S		
SCED 492	Student Teaching	12	SCED 491	F,W		

Total Credits Mapped for Graduation:

No grade below "C-" accepted



B.S. in Elementary Education

ELEDBS.2015 (mrs 1087-1089)

52 credits, incl. 3 GE credits

Effective Date: 08/2015

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

Pre-Professional Area

5 Credits

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

Recommended Elective:

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

Apply to School of Education

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

Academic Support Area

24 Credits

SPED 300	Education of Exceptional Students	3	EDU 212	W,S		
EDU 305	Comp./Tech. Assisted Instruction	2	EDU 212	F,W,S		
EDU 312	Effective Pedagogy	3	EDU 212	F,W,S		
ELED 320	Meth. of Literacy Instr. for Emergent. Rdr.	2	Coreq or prereq EDU 312	F,W,S		
ELED 343	Health & PE for Elementary Teachers	2	EDU 212	F,W,S		
ELED 347	Math Methods I	2	Coreq or prereq EDU 312	F,W,S		
ELED 360	Science Methods for Elem. Teachers	3	Coreq or prereq EDU 312	F,W,S		
ELED 378	Music for Elementary Teachers	1	EDU 212	F,W,S		
ELED 379	Social Studies Content for Elem. Teachers	2	EDU 212	F,W,S		
ELED 380	Social Studies Methods	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 Credits

Two tracks- Fall, Winter-Summer 1 or Winter, Summer 2-Fall

ELED 421	Meth. of Literacy Instr. for Fluent Rdr.	3	Prereq EDU 312 and ELED 320, co req of ELED 491 (except non-cert track)	F,W,S		
ELED 430	Classroom Management	2	Prereq EDU 312, co req of ELED 491 (except non-cert track)	F,W,S		
ELED 451	Mathematics Methods II	3	Prereq EDU 312 and ELED 320, co req of ELED 347 (except non-cert track)	F,W,S		
ELED 491	Observation and Practicum (O & P)	3	Prereq EDU 312, co-req of ELED 421, 430, 451 and formal admission to SOE	F,W,S		
ELED 492	Student Teaching	12	ELED 491 and formal admission to SOE	F,W		

Total Credits Mapped for Graduation:

No grade below "C-" accepted



B.A. in English Education

ENGLEDBA.2015 (mrs1090-1092)
76 credits, incl. 9 GE credits

Effective Date: 08/2015

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

English Content 38 Credits

Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
ENGL 251	Fundamentals of Literature (GenEd)	3	ENGL 201	F,W, S		
ENGL 321 OR 421	English Grammars or History of English Language	3	ENGL 201	F,W		
ENGL 382	Shakespeare	3	ENGL 201	F,W		
ENGL 420	Literature for Young Adults	3	ENGL 201	W		
ENGL 490	Senior Seminar	2	Final semester prior to student teaching	F,W		
ENGL 218R OR 318R	Creative Writing or Advanced Creative Writing	3	ENGL 101 (for ENGL 218R only)	F,W		
ENGL 361-364	American Literature (choose two)	6	ENGL 251	F,W		
	American Literature #2					

Choose One:

ENGL 341	World Literatures in English	3	ENGL 251 or ICS 251	F		
ENGL 342	Pacific Literature		ENGL 251 or ICS 251	S		
ENGL 343	Asian Literature		ENGL 201	W		

Choose Three:

ENGL 371	English Lit to 1500: The Medieval Period	9	ENGL 251	S		
ENGL 372	English Lit from 1500-1660: Renaissance		ENGL 251	F		
ENGL 373	English Lit from 1660-1780: Restoration		ENGL 251	W		
ENGL 374	English Lit from 1780-1832: Romantic		ENGL 251	S		
ENGL 375	English Lit from 1832-1890: Victorian		ENGL 251	F		
ENGL 376	English Lit from 1890- Present: Modern		ENGL 251	W		
LANG 201	Foreign Language req: _____ (GenEd)	3				

Education 38 Credits

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

Recommended Elective:

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

Apply to School of Education

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

SPED 300	Education of Exceptional Students	3		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 Secondary Methods	2	EDU 312	F,W,S		
SCED 401	Reading in the Content Area	3	EDU 312, co-req with SCED 491	F,W,S		
SCED 430	Classroom Management	2	EDU 312, co-req with SCED 491	F,W,S		
SCED 491	Observation and Practicum	3	EDU 312, co-req with SCED 401, SCED 430, and formal admission to SOE	F,W,S		
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.



B.A. in History Education

HISTEDBA.2015 (mrs 1093-1095)
73 credits, incl. 3 GE credits

Effective Date: 08/2015

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

History Content 35 Credits

Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
HIST 120	U.S. History to 1865 (GenEd)	3		F,W,S		
HIST 121	U.S. History since 1865	3		F,W,S		
HIST 200	The Historian's Craft	3		W		
ANTH 105	Introduction to Cultural Anthropology	3		F,W,S		
ECON 200	Principles of Micro Economics	3	MATH 97 or equivalent	F,W,S		
ECON 201	Principles of Macro Economics	3	ECON 200	F,W,S		
GEOG 101	Introduction to Geography	3		W		
POSC 110	U.S. Political System	3		F,S		
SOC 111	Introduction to Sociology	3		F,W		

Content Area Electives		8	HIST 250-400 level classes			

Education 38 Credits

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

Recommended Elective:						
HWST 101	Intro. to Hawaiian Studies (GenEd)	3	Required for U.S. Teacher License	F,W,S		
EDU 340	Multiculturalism & Cul. Resp. Tch (SIOP)	2	Recommended for International Teacher License	F,S		
ELED 379	Social Studies Content for Elem. Teachers	2	EDU 212	F,W,S		
ELED 380	Social Studies Methods	3	Coreq or prereq EDU 312	F,W,S		

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Switch-Track Firm Deadline Feb 15 May 15 Sept 15 <i>No Exceptions</i>						
SPED 300	Education of Exceptional Students	3		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 Secondary Methods	2	EDU 312	F,W,S		
SCED 401	Reading in the Content Area	3	EDU 312, co-req with SCED 491	F,W,S		
SCED 430	Classroom Management	2	EDU 312, co-req with SCED 491	F,W,S		
SCED 491	Observation and Practicum	3	EDU 312, co-req with SCED 401, SCED 430, and formal admission to SOE	F,W,S		
SCED 492	Student Teaching	12	SCED 491	F,W		

Total Credits Mapped for Graduation:

No grade below "C-" accepted



B.S. in Math Education
MATHEDBS.2015 (mrs 1096-1098)
79-80 credits, incl. 9 GE credits

Effective Date: 08/2015

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

Math Content

43-44 Credits

Course #	Title	Hr.	Prerequisites	Offered	Sem.	Grade
CIS 101	Computer Programming I	3		F,W,S		
MATH 112	Calculus I (GenEd - 3)	5	MATH 111 or equivalent background	F,W,S		
MATH 113	Calculus II	5	MATH 112	F,W		
MATH 214	Multivariable Calculus	5	MATH 113 or equivalent background	W,S		
MATH 221 OR MATH 321	Principles of Statistics I Mathematical Statistics	3	MATH 106 or 110 or equivalent background MATH 214	F,W,S F		
MATH 301	Foundations of Mathematics	3	MATH 112	F-odd, W-even*, S-even		
MATH 302	Foundations of Geometry	3	MATH 112 (co-requisite with consent of instructor)	F-odd		
MATH 308	Mathematics Using Technologies	3		S-even		
MATH 343	Elementary Linear Algebra	3	MATH 112	F-even, W-odd*, S-odd		
MATH 371 OR MATH 370	Abstract Algebra Foundations of Algebraic Systems	3	MATH 301	F variable		
MATH 377 OR SCED 350	Secondary Mathematic Teaching Methods General Secondary Methods	2 3	MATH 112 (or co-requisite) EDU 312	F-even F,W,S		
PHYS 121	General Physics I (GenEd)	3	MATH 112	F,S		
MATH 490	Mathematics Seminar	2	Senior Standing	S		

Education

36 Credits

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

Recommended Elective:

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

Apply to School of Education

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

SPED 300	Education of Exceptional Students	3		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	Reading in Content Area	3	EDU 312, co-req with SCED 491	F,W,S		
SCED 430	Classroom Management	2	EDU 312, co-req with SCED 491	F,W,S		
SCED 491	Observation and Practicum	3	EDU 312, co-req with SCED 401, SCED 430 and formal admission to SOE	F,W,S		
SCED 492	Student Teaching	12	SCED 491	F,W		

Total Credits Mapped for Graduation:

**Even-year or Odd-year listing of Winter courses determined by course start-date.*

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.



Exercise Science Education
EXSEDBS.2015 (mrs 1099-1101)
72 credits, incl. 7 GE 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 & Sports Science	3		F,S		
MATH 221	Statistics (can substitute EXS 339) (GenEd)	3	MATH 106 or MATH 110 or MATH 107	F,W,S		
EXS 260/L	Elementary Human Anatomy	3		F ^B ,W		/
EXS 265	Water Safety Instruction	2	EXS 161 or EXS 242	W		
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 ^B ,W		
EXS 344	Physiology of Exercise	3	EXS 260/L or BIOL 260/L, EXS 261/L or BIOL 261/L	W,S		
EXS 414	International Sports Management	3		F		
Choice of 2 EXS 100-level Beginning Sport Content classes — 2 Credit Hours						
EXS 1	(GenEd)	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	Coaching Fundamental:	2				
OR						
EXS 2	Sports Fundamental:	1				
EXS 2	Sports Fundamental:	1				
Physical Education Emphasis 9 Credits						
EXS 369R	Coaching Fundamentals (Basic Principles)	2		F,W		
EXS 377 OR	Teaching Methods of Physical Education	3		W-odd		
SCED 350	General Secondary Methods		EDU 312	F,W,S		
HLTH 441	Health in Secondary School	2		W		
EXS 441	Adapted Physical Education	2	EXS 344, EXS 341	S		
Physical Education Certification 32 Credits						
EDU 212	Foundations of Education	2		F,W,S		
EDU 200	Human Growth and Learning (GenEd)	3		F,W,S		
Recommended Elective:						
HWST 101	Intro. to Hawaiian Studies (GenEd)	3	Required for US Teacher License	F,W,S		
EDU 340	Multiculturalism & Cul. Resp. Tch (SIOP)	2	Recommended for International Teacher License	F,S		
APPLY TO SCHOOL OF EDUCATION						
EDU 305	Com./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	Reading in Content Area	2	EDU 312, co-req SCED 491 (except non-cert track)	F,W,S		
SCED 430	Classroom Management	2	EDU 312, co-req SCED 491 (except non-cert track)	F,W,S		
SCED 491	Observation and Practicum	3	EDU 312, co-req SCED 401, SCED 430, and formal admission to SOE	F,W,S		
SCED 492	Student Teaching	12	SCED 491 and formal admission to SOE	F,W		
Total Credits Mapped for Graduation:						

No grade below "C-" accepted



B.S. in Physical Science Education

PHSCEDBS.2015 (mrs 1102-1104)
79 credits, incl. 9 GE 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	MATH 97	F		
MATH 112	Calculus I (GenEd-3)	5	MATH 111 or equivalent	F,W,S		
CHEM 105/L	General Chemistry I & Lab (GenEd-3)	4	MATH 110	W,S		/
CHEM 106/L	General Chemistry II & Lab	4	CHEM 105 & L	F,S		/
CHEM 251/L	Organic Chemistry I & Lab	4	CHEM 106 & L	W		
CHEM 252/L	Organic Chemistry II & Lab	4	CHEM 251 & L	S		
GEOL 105	Geology of the Pacific Basin	3		F,W		
PHYS 121/L	General Physics I & Lab	4	MATH 112	F,S		/
PHYS 122/L	General Physics II & Lab	4	PHYS 121 & L	F,S		/
PHYS 221/L	General Physics III & Lab	4	PHYS 121	W		

Content Electives (2) CHEM, PHYS, BIOCHEM, MATH Faculty Approved

Education

38 Credits

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

Recommended Elective:

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

Apply to School of Education

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

SPED 300	Education of Exceptional Learners	3		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 Secondary Methods	2	EDU 312	F,W,S		
SCED 401	Reading in the Content Area	3	EDU 312, co-req with SCED 491	F,W,S		
SCED 430	Classroom Management	2	EDU 312, co-req with SCED 491	F,W,S		
SCED 491	Observation and Practicum	3	EDU 312, co-req with SCED 401, SCED 430, and formal admission to SOE	F,W,S		
SCED 492	Student Teaching	12	SCED 491	F,W		

Total Credits Mapped for Graduation:

No grade below "C-" accepted



B.S. in Physics Education
PHYSEDBS.2015 (mrs 1105-1107)
79 credits, incl. 9 GE 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
MATH 111	Trigonometry & Analytical Geometry	3	MATH 110	F,W,S		
CHEM 105/L	General Chemistry I & Lab (GenEd-3)	4	MATH 110	W,S		/
CHEM 106/L	General Chemistry II & Lab	4	CHEM 105 & L	F,S		/
CIS 101	Beginning Programming	3		F,W,S		
MATH 112	Calculus I (GenEd-3)	5	MATH 111 or equivalent	F,W,S		
MATH 113	Calculus II	5	MATH 112 or equivalent	F,W		
PHYS 121/L	General Physics I	4	MATH 112	F,S		/
PHYS 122/L	General Physics II	4	PHYS 121	F,S		/
PHYS 221/L	General Physics III	3	PHYS 121	W		

Content Electives

(6)

CHEM, PHYS, BIOCHEM, MATH

Faculty

Approved

Education

38 Credits

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

Recommended Elective:

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

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. License Track ☐

Priority Deadline: Submit SoEd application and passing PRAXIS I 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		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 Secondary Methods	2	EDU 312	F,W,S		
SCED 401	Reading in the Content Area	3	EDU 312, co-req with SCED 491	F,W,S		
SCED 430	Classroom Management	2	EDU 312, co-req with SCED 491	F,W,S		
SCED 491	Observation and Practicum	3	EDU 312, co-req with SCED 401, SCED 430, and formal admission to SOE	F,W,S		
SCED 492	Student Teaching	12	SCED 491	F,W		

Total Credits Mapped for Graduation:

No grade below "C-" accepted



B.S. in Social Science Education

SOSCEDBS.2015 (mrs 1108-1110)

73 credits, incl. 3 GE credits

Effective Date: 08/2015

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

Social Science Content

35 Credits

Course #	Title	Hr	Prerequisites	Offered	Sem.	Grade
HIST 120	U.S. History to 1865 (GenEd)	3		F,W,S		
HIST 121	U.S. History since 1865	3		F,W,S		
HIST 200	The Historian's Craft	3	Completion of HIST 120/121 preferred	W		
ANTH 105	Introduction to Cultural Anthropology	3		F,W,S		
ECON 200	Principles of Micro Economics	3	MATH 97 or equivalent	F,W,S		
ECON 201	Principles of Macro Economics	3	ECON 200	F,W,S		
GEOG 101	Introduction to Geography	3		W		
POSC 110	U.S. Political System	3		F,S		
SOC 111	Introduction to Sociology	3		F,W		

Content Electives

(8) HIST 250-400 Level Classes
POSC, ECON, GEOG, HAWS 300-400 Level Classes

PSYC/ANTH

Faculty Approved

Education

38 Credits

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

Recommended Elective:

HWST 101	Intro. to Hawaiian Studies (GenEd)	3	Required for U.S. Teacher License	F,W,S		
EDU 340	Multiculturalism & Cul. Resp. Tch (SIOP)	2	Recommended for International Teacher License	F,S		
ELED 379	Social Studies Content for Elem. Teachers	2	EDU 212	F,W,S		
ELED 380	Social Studies Methods	3	Coreq or prereq EDU 312	F,W,S		

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. License Track ☐

Priority Deadline: Submit SoEd application and passing PRAXIS I 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		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 Secondary Methods	2	EDU 312	F,W,S		
SCED 401	Reading in Content Area	3	EDU 312, co-req with SCED 491	F,W,S		
SCED 430	Classroom Management	2	EDU 312, co-req with SCED 491	F,W,S		
SCED 491	Observation and Practicum	3	EDU 312, co-req with SCED 401, SCED 430, and formal admission to SOE	F,W,S		
SCED 492	Student Teaching	12	SCED 491	F,W		

Total Credits Mapped for Graduation:

No grade below "C-" accepted

Section 4 - 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 2015

College: Human Growth and Development

Course Prefix: EDU

Course Number: 305

Credit Hours: Increase from 1 credit hour to 2 credit hours

Learning Outcomes:

Each student who passes this course can do the following:

1. Describe appropriate uses for a variety of technology tools in K-12 environments.
2. Explain concerns regarding use of technology within the K-12 educational environment.
3. Explain current trends regarding use of technology within the K-12 environment.
4. Explain and apply appropriate decision making criteria for use of new technology tools in the K-12 educational environment.
5. Describe appropriate principles of digital citizenship and ethics for K-12 teachers.
6. Describe and be able to teach appropriate principles of digital citizenship and ethics for K-12 students.
7. Use electronic media (blogs, email, word processors, and various forms of social media) for professional communication.
8. Use spreadsheets, gradebook and other appropriate tools to calculate grades.
9. Use available online tools (Google, websites, online repositories) to find available resources for use in the K-12 environment.
10. Develop online web resources (blogs, websites, etc.) for use in specific K-12 environments.
11. Implement appropriate design criteria for effective media use (presentations, videos, etc.) in specific K-12 educational environments.
12. Develop a personalized network for professional learning.

Assessment Methods:

General Assignments (70% of final grade)

Weekly Topics

- Each topic covered in class will have an associated assignment, quiz, or project to help you (and me) determine your competency. Please see Canvas for details and due dates.

Statement on Technology Interaction & Education

- Based on our class discussion, prepare a statement reflecting on...
 - Your personal feeling, uses, and interactions with technology in your everyday life.
 - Your personal feelings on the role of technology in education, specifically classroom instruction.

Learning Reflection

- Towards the end of the semester you will submit a reflection on your learning for this course. You will evaluate and describe how your completed assignments provide evidence that you achieved the learning outcomes for this course.
- Additionally, your reflection will describe your personal philosophy on the role of technology in a 21st century education.

Independent Learning Projects (30% of final grade)

- Each student will be required to complete at two (2) independent learning projects. Since each student in class has different backgrounds, skills, goals, and experiences with technology, this project is a chance for you to learn about a technology/education topic of your choice... something that will be interesting and useful for you and your development as an educator. Since each project will be unique in terms of topic and depth, each independent learning project will include three components:
 - a. A personal plan describing what topic/tool/project you propose to explore independently. The plan should describe why it was chosen, how it might apply to the classroom/education, and a description of how your success will be measured.
 - b. Evidence showing completion of the project. This may be in the form of a digital file, online URL, printed materials, or descriptive paper.
 - c. A personal reflection describing what you learned. This should include what you learned, how much time you spent, and how your learning would be used in the classroom. Additionally, you should also describe your personal experiences while completing the project, both good and bad.

EDUC 305: Computer and Technology Assisted Instruction (2cr)

<semester>

<day/time>

<room>

Prerequisite: EDU 212

Instructor: <name>

Office: <info>

Office Hours: <info>

Contact Information: <info>

- **Course Description**

A study of how computers and related technologies are currently being used to enhance instruction in education and training.

Emphasis is given to understanding principles of effective technology use in the K-12 educational environment. (Prerequisite: Formal admission into School of Education.)

- **School of Education Mission Statement**

Recognizing the unique religious base of 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 are actively serving others at home, school, church and community, both locally and internationally.

- **Syllabus**

This syllabus should 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.

- **Course Learning Outcomes**

Upon successful completion of this course the student will be able to:

1. Describe appropriate uses for a variety of technology tools in K-12 environments.
2. Explain concerns regarding use of technology within the K-12 educational environment.
3. Explain current trends regarding use of technology within the K-12 environment.
4. Explain and apply appropriate decision making criteria for use of new technology tools in the K-12 educational environment.
5. Describe appropriate principles of digital citizenship and ethics for K-12 teachers.
6. Describe and be able to teach appropriate principles of digital citizenship and ethics for K-12 students.
7. Use electronic media (blogs, email, word processors, and various forms of social media) for professional communication.
8. Use spreadsheets, gradebook and other appropriate tools to calculate grades.
9. Use available online tools (Google, websites, online repositories) to find available resources for use in the K-12 environment.
10. Develop online web resources (blogs, websites, etc.) for use in specific K-12 environments.
11. Implement appropriate design criteria for effective media use (presentations, videos, etc.) in specific K-12 educational environments.

12. Develop a personalized network for professional learning.

- **INTASC Standards**

This course utilizes the following

- **Standard 1 (Learner Development):** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- **Standard 5 (Application of Content):** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Standard 6 (Assessment):** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor the learner's progress, and to guide the teacher's and learner's decision making.
- **Standard 7 (Planning for Instruction):** The teacher 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.
- **Standard 8 (Instructional Strategies):** The teacher 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.
- **Standard 9 (Professional Learning and Ethical Practice):** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
- **Standard 10 (Leadership and Collaboration):** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

- **Calendar (subject to change)**

Date	Topic(s)
Week 1	Technology in Today's World & Education
	21st Century Skills: What they are & why they matter
Week 2	Deeper Learning & Independent Learning Projects
	Finding Educational Resources Online
Week 3	Personal Learning Networks
	Google Search
Week 4	Copyright
	Open Educational Resources (OER) & Creative Commons
Week 5	SAMR Model for Technology Integration
	Technology poor: innovative ways to work with little to no technology
Week 6	Presentation Skills
	Presentation Skills
Week 7	Digital Citizenship & Online Ethics: Student
	Digital Citizenship & Online Ethics: Teacher

Week 8	Student Presentations: in-class
	Student Presentations: in-class
Week 9	Google Apps Tools
	Google Apps Tools
Week 10	Classroom Web-presence Tools
	Communication Tools
Week 11	Gradebook Tools
	Assessment Tools
Week 12	Video Tools
	Student Management Tools
Week 13	Cutting Edge Tools
	Instructional Tools
	Final

Course readings/materials

Optional (available online: free)

- Johnson, L., Adams Becker, S., Estrada, V., and Freeman, A. (2014). NMC Horizon Report: 2014 K-12 Edition. Austin, Texas: The New Media Consortium.
<http://www.nmc.org/publications/2014-horizon-report-k12>
- Williamson, B. (2013). The future of the curriculum : school knowledge in the digital age. Cambridge, Massachusetts: MIT Press. <https://mitpress.mit.edu/books/future-curriculum>

• Assignments

The descriptions below are intended for general purposes only. Additional details will be provided on Canvas.

• General Assignments (70% of final grade)

Weekly Topics

- Each topic covered in class will have an associated assignment, quiz, or project to help you (and me) determine your competency. Please see Canvas for details and due dates.
- **Statement on Technology Interaction & Education**
 - Based on our class discussion, prepare a statement reflecting on...
 - o Your personal feeling, uses, and interactions with technology in your everyday life.
 - o Your personal feelings on the role of technology in education, specifically classroom instruction.
- **Learning Reflection**
 - Towards the end of the semester you will submit a reflection on your learning for this course. You will evaluate and describe how your completed assignments provide evidence that you achieved the learning outcomes for this course.
 - Additionally, your reflection will describe your personal philosophy on the role of technology in a 21st century education.
- **Independent Learning Projects (30% of final grade)**

- Each student will be required to complete at two (2) independent learning projects. Since each student in class has different backgrounds, skills, goals, and experiences with technology, this project is a chance for you to learn about a technology/education topic of your choice... something that will be interesting and useful for you and your development as an educator. Since each project will be unique in terms of topic and depth, each independent learning project will include three components:
 - a. A personal plan describing what topic/tool/project you propose to explore independently. The plan should describe why it was chosen, how it might apply to the classroom/education, and a description of how your success will be measured.
 - b. Evidence showing completion of the project. This may be in the form of a digital file, online URL, printed materials, or descriptive paper.
 - c. A personal reflection describing what you learned. This should include what you learned, how much time you spent, and how your learning would be used in the classroom. Additionally, you should also describe your personal experiences while completing the project, both good and bad.

Professional Dispositions

You are preparing to become a teacher... a professional. Professional dispositions related to assignments and attendance will be required in this course. Details for both are included later in this syllabus under the section: BYU-Hawaii School of Education "Policy on Tardies, Absences and Late Assignments."

Assignments: Assignments should be submitted in the most appropriate format, electronically, paper-based, or otherwise. Each student is responsible for submitting his or her assignments on time. Due dates/times are listed for each assignment within Canvas. Late or missing assignments will be handled under the BYU-Hawaii School of Education "Policy on Tardies, Absences and Late Assignments." (included later in this syllabus)

Attendance Being dependable and on time is an important trait for an elementary school teacher. Attendance will be recorded each class period. Any tardies, absences, and requests will be handled under the BYU-Hawaii School of Education "Policy on Tardies, Absences and Late Assignments." (included later in this syllabus)

School of Education Professional Dispositions Sheet Evidence of the development of students' professional dispositions is a required accreditation assessment for the School of Education. We gather this evidence through the use of the School of Education Professional Dispositions sheet (blue), and this becomes a set of conduct standards for every student and member of the School of Education. Students will complete a self-assessment at the beginning and the end of each course throughout the teacher education program. The professor will countersign each self-assessment at the end of each course. This countersignature will constitute agreement with the student's self-assessment and indicate having met the requirement for these standards. Any concern regarding disposition standards will be addressed on an individual basis with the professor, program chair and dean. No student can complete the teacher education program who does not meet each and every professional disposition consistently.

- **Course Requirements and Grades**

This is a standards based class. You will need to complete all assignments. You will also need to receive a passing grade on all assignments and tests in order to gain a passing grade in the class. You, therefore, need to demonstrate competency in everything that you are asked to do. Assignments that do not meet basic competency will need to be resubmitted at competency level. If you do not demonstrate competency on all the assignments and exams you will be asked to repeat the course. I will not average your passes and not passes so that you receive a passing grade. I will however, add competencies from one semester to your next effort.

EDUC 305: Computer and Technology Assisted Instruction

- **Department Policy Statement(s) and Disclosure(s)**

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**

You are in a professional program. It is expected you will abide by stated BYUH dress standards. Honoring the dress code as a pre-service educator should be reflective of your professionalism, e.g., no jeans, cut-offs, PE clothing, faded/tattered look. 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. Men are expected to follow the published standards for grooming, e.g., hair style/length, facial hair, general grooming appearance.

- **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 airfares, 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. It is imperative students understand that a standards-based program means that all 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 exams, within the semester/term, you will be need to either repeat the entire 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, grading is not determined by merely averaging grades. In other words, you cannot take an “F” on one assignment and an “A” on another and conclude that you have “met” the course requirements because your “average” is a “C.” Again, in a true standards-based program, averaging does not exist.

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, making connections and relationships. While this level of achievement is not impossible to achieve, instances are rare and difficult to come by.
- **B** represents achievement above the standard, marked by solid accomplishment and goodness, 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 achievement at a level of performance below the acceptable competency.
- **F** 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%	3.7	
B+	87%	3.3	
B = Above Average Achievement	84%	3.0	VERY GOOD PERFORMANCE
B-	80%	2.7	
C+	77%	2.3	
C = Acceptable Achievement	74%	2.0	ADEQUATE PERFORMANCE
C-	70%	1.7	
D+	68%	1.3	
D = Unacceptable Achievement	65%	1.0	POOR PERFORMANCE
D-	60%	0.7	
F	55%	0.0	FAILING

EDUC 305: Computer and Technology Assisted Instruction

• **BYU-Hawaii School of Education, Fall 2015**
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 workforce. 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 anytime 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 professor or without prior notification 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).

Assignments turned in later than twenty-four (24) hours must still be turned in but will not receive any credit.

- **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.

- **University Policy Statements and Disclosures**

Academic Honesty

The first injunction of the BYU–Hawaii Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU–Hawaii Education, p. 6). It is the purpose of the BYU–Hawaii Academic Honesty Policy to assist in fulfilling that aim.

BYU–Hawaii students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic misconduct.

Details of the academic honor code, including expectations, definitions, and actions may be found online at <http://honorcode.byuh.edu/content/academic-honesty>.

- **Sexual Harassment and Misconduct**

Sexual Harassment is unwelcome speech or conduct of a sexual nature and includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct.

Conduct is unwelcome if the individual toward whom it is directed did not request or invite it and regarded the conduct as undesirable or offensive.

- **Preventing Sexual Harassment**

Brigham Young University – Hawaii is committed to a policy of nondiscrimination on the basis of race, color, sex (including pregnancy), religion, national origin, ancestry, age, disability, genetic information, or veteran status in admissions, employment, or in any of its educational programs or activities. University policy and Title IX of the Education Amendments of 1972 prohibits sexual harassment and other forms of sex discrimination against any participant in an educational program or activity at BYU-Hawaii, including student-to-student sexual harassment. The following individual has been designated to handle reports of sexual harassment and other inquiries regarding BYU-Hawaii compliance with Title IX:

Debbie Hippolite-Wright, Title IX Coordinator Vice
President of Student Development & Life Lorenzo Snow
Administrative Building
55-220 Kulanui St.
Laie, HI 96762
Office Phone: [808] 675-4819
E-Mail: Debbie.hippolite.wright@byuh.edu Sexual
Harassment Hotline: (808) 780-8875

EDUC 305: Computer and Technology Assisted Instruction

BYU-Hawaii's Office of Honor upholds a standard which states that parties can only engage in sexual activity freely within the legal bonds of marriage between a man and a woman. Consensual sexual activity outside the bonds of marriage is against the Honor Code and may result in probation, suspension, or dismissal from the University.

- **Services for Students with Special Needs**

If you have a disability and need accommodations, you may wish to self-identify by contacting:
Services for Students with Special Needs McKay 181
Phone: [808]675-3518 or [808]-675-3999
Email address: aunal@byuh.edu

*The Coordinator for Students with Special Needs is Leilani Auna.

Students with disabilities who are registered with the Special Needs Services should schedule an appointment with the instructor to discuss accommodations. If the student does not initiate this meeting, it is assumed no accommodations or modifications will be necessary to meet the requirements of this course. After registering with Services for Students with Special Needs, Letters of accommodation will be sent to instructors with the permission of the student.

CATALOG

OLD

305. Computer and Technology Assisted Instruction (1) (F, W, S) A study of how computers and related technologies are currently being used to enhance instruction in education and training. Emphasis is given to instructional and production software, teleconferencing techniques and instructional delivery systems for use in distance education. (Prerequisite: EDU 212.)

NEW

305. Computer and Technology Assisted Instruction (2) (F, W, S) A study of how computers and related technologies are currently being used to enhance instruction in education and training. Emphasis is given to understanding principles of effective technology use in the K-12 educational environment. (Prerequisite: EDU 212.)