



**NOTE:** Course and Program changes must be submitted by the dates listed on the published Curriculum Committee Calendar. Exceptions to the published submission deadlines must receive prior approval from the Provost' Office.

<b>Term in which approved action will take place</b>	Fall 2020
<b>Provide an explanation below for the requested exception to the effective date.</b>	
Type in the explanation for exception.	

<b>Any exceptions to the term start date requires the signatures of the Academic Dean and Provost prior to submission to the Dropbox.</b>		
<b>Dean</b>	<b>Signature</b>	<b>Date</b>
<b>Provost</b>	<b>Signature</b>	<b>Date</b>
Dr. Eileen DeLuca		

<b>Required Endorsements</b>	<b>Type in Name</b>	<b>Select Date</b>
<b>Department Chair or Program Coordinator/Director</b>	Dr. Anne Angstrom	11/8/2019
<b>Academic Dean or Provost</b>	Dr. Joyce Rollins	11/12/2019

<b>List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).</b>
Dr. Regina Miller, Dr. Caroline Seefchak, Professor JoAnne Devine

## Section II, Proposed Changes

<b>Change to course prefix and number</b> Lecture/lab course combined must include "C" / lab course must include "L"	List new course prefix and number
<b>Do any of the changes affect the AA focus? (If so, a Change of Program proposal is also needed.)</b>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Provide justification for the proposed prerequisite(s).</b>	
<b>Change to course title</b>	List new course title
<b>Does the Course Title Change affect other courses? (Ex: If Guitar I becomes Intro to Guitar, should Guitar II become Guitar I?)</b>	
<b>Change of School, Division, or Department</b>	List new school, division, or department
<b>Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a "D")</b>	From: To:
<b>Change to course co-requisites</b>	From: To:
<b>Provide justification for the proposed co-requisite(s).</b>	
<b>Is any co-requisite for this course listed as a co-requisite on its paired course?</b> (Ex. CHM 2032 is a co-requisite for CHM 2032L, and CHM 2032L is a co-requisite for CHM 2032)	Choose an item.  List the co-requisite
<b>Change to course credits or clock hours</b>	From: To:
<b>Change to contact hours (faculty load)</b>	From: To:
<b>Are the Contact hours different from the credit/lecture/lab hours?</b>	
<b>Change to grade mode</b>	Choose an item.
<b>Change to credit type</b>	Choose an item.

**Change to course description** (provide below)

This course covers the principles, strategies, and methods associated with effective learning environments that encourage positive social interaction and communication among members of the learning community. The course emphasizes teacher attitudes, language, values, and behaviors that influence student behaviors and learning. Teacher candidates will explore the relationship between and among social, emotional, and academic learning. The course also includes methods and strategies that support school safety, character development, and effective communication with school professionals and parents. Teacher candidates will also study the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida, as well as legislation that informs professional and ethical decision making. Classroom management strategies and interventions appropriate for English Language Learners (ELL) and students with exceptionalities will also be addressed. Teacher candidates will complete 15 hours of foundation-level field experience during this course.

**Change to general topic outline** (type in entire new outline below)

- Theories and strategies of classroom and behavior management, including character-based classroom management
- School safety
- Social, emotional, and academic learning
- Effective communication with students, parents, and colleagues
- Classroom rules, consequences, interventions, and procedures
- Strategies for enhancing student engagement
- Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida
- The Florida Consent Decree
- Differentiation strategies for English Language Learners and students with exceptionalities

**Change to Learning Outcomes:** For information purposes only.

#### **IV. Course Competencies, Learning Outcomes and Objectives**

##### **A. General Education Competencies and Course Outcomes**

1. Integral *General Education Competency or competencies*:

2. Supplemental *General Education Competency or competencies*:

**B. In accordance with Florida Statute 1007.25 concerning the state's general education core course requirements, this course meets the general education competencies for ....**

Part B would only be included in the course outlines of those courses are included in the FSW Catalog as a General Education Core Course. If this is not a core course, then outline letter C would become B.

##### **C. Other Course Objectives/Standards**

**Section III (must complete each item below)**

Should any major restrictions be listed on this course? If so, select "change" and list the appropriate major restriction codes or select no change.	No change ELED
Change course to an "International or Diversity Focus" course?	No, not International or Diversity Focus
Change course to a General Education course?	No
Change course from General Education to non-General Education?	No
Change course to a Writing Intensive course?	No
Change course from Writing Intensive to non-Writing intensive?	No
Change course to repeatable?  (A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). *Not the same as Multiple Attempts or Grade Forgiveness	No  If repeatable, list maximum number of credits

<b>Impact of Change of Course Proposal</b>	
Will this change of course proposal impact other courses, programs, departments, or budgets?	No
If the answer to the question above is "yes", list the impact on other courses, programs, or budgets?	List impacts here
Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.	
Provide detail information here	

<b>Impact of Change of Course Proposal</b>	
Will this change of course proposal impact library services or budgets?	No

<p><b>If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?</b></p>	<p>List impacts here</p>
<p><b>Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.</b></p>	
<p>Provide detail information here</p>	

**Section IV, Justification for proposal**

<p><b>Provide justification (below) for each change on this proposed curriculum action.</b></p>
<p>The School of Education is proposing a revision to the course description and topic outline for EDG 3410, Classroom Management and Communication, based on two circumstances:</p> <ol style="list-style-type: none"> <li>1. A recent update (September 2019) to the Florida Department of Education’s Uniform Core Curriculum Map for teacher preparation requires teacher preparation programs to identify which program-level courses address and assess specific curricula areas. Our B.S., Elementary Education, program must address “character-based classroom management” as part of this recent update, so our course description and topic outline for EDG 3410 have been revised to meet this expectation.</li> <li>2. As presented at the November 2019 Curriculum Committee meeting, the School of Education is eliminating two courses in the B.S., Elementary Education, program: <ul style="list-style-type: none"> <li>EDE 4220 Integrated Health and Recreation (2 credits)</li> <li>EDF 4782 Ethics and Law (2 credits).</li> </ul> </li> </ol> <p>Specific content from these two courses will now be addressed in EDG 3410, Classroom Management and Communication. School safety and social and emotional learning (SEL), previously addressed in EDE 4220, will now be included in EDG 3410. The Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida, as well as the Florida Consent Decree, were both previously addressed in EDF 4782 and in EDG 3410; these documents will now become more prominently featured in EDG 3410.</p>