Term Information

Effective Term

Summer 2012

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Number change to 5000 level.

What is the rationale for the proposed change(s)?

This course is an endorsement course for soon-to-be licensed and currently licensed teachers. The 6000 level does not allow many of our teachers who enroll through the Office of Continuing Education to enroll.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

We will see a major drop in enrollments if the target population has to apply for graduate non-degree status instead of keeping their Continuing Ed status. We will also have to petition every senior level student who is eligible to take the course.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area

Education: Teaching & Learning

Fiscal Unit/Academic Org

School of Teaching & Learning - D1275

College/Academic Group

Education & Human Ecology

Level/Career

Graduate, Undergraduate

Previous Value

Graduate

Course Number/Catalog

5282

Previous Value

6281

Course Title

The Social Transitions of 4th and 5th Grade Learners

Transcript Abbreviation

4/5th Soc Trans

Course Description

Focuses on the social and emotional development of the early adolescent in society, home and in the classroom setting.

Semester Credit Hours/Units

Fixed: 3

Offering Information

Length Of Course

14 Week, 7 Week, 12 Week (May + Summer)

Flexibly Scheduled Course

Never

Does any section of this course have a distance education component?

Yes

Is any section of the course offered

100% at a distance

Grading Basis

Letter Grade

Repeatable

No

Course Components

Lecture

Grade Roster Component

Lecture

Credit Available by Exam

No

Admission Condition Course

No

Off Campus

Never
Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions
Not open to students with credit for 681.

Cross-Listings

Cross-Listings

Subject/CIP Code

Subsidy Level
Professional Course
Intended Rank
Professional

Quarters to Semesters

Quarters to Semesters
Modified or re-envisioned course that includes substantial parts of the content and learning goals of one or more quarter courses
List the current courses by number and title that are to be subsumed into proposed course
EduTL 681: The Social Transitions of 4th and 5th Grade Learners.

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

* Explain and be able to apply theoretical frameworks on the social and emotional development of early adolescents
* Include social and emotional learning elements of 4th and 5th graders in building a classroom environment, that will meet diverse needs
* Apply research-supported instructional and transitional strategies in working with early adolescents and their families during this distinctive time of their development
* Identify instructional strategies to facilitate optimal social learning environments for 4th/5th grade students
* Assess the curricular, social-emotional/behavioral needs of early adolescents with diverse learning and curriculum needs and develop pedagogical skills to address those differences
* Discuss how social trends, issues and/or problems impact socialization of 4th/5th graders and what pedagogical strategies can be employed to counter these
* Identify how classrooms that support social and emotional learning are related to academic achievement of 4th/5th graders.
Content Topic List

• Write a description of the classroom where you learned the most as an adolescent/student. Consider how students treated each other, how the teacher treated the students, and what a typical day was like in that classroom.

• Write a description of the classroom where you learned the most as an adolescent/student. Consider how students treated each other, how the teacher treated the students, and what a typical day was like in that classroom.

• What are your views on the importance of using class time to develop a learning community? Why is this important to 4/5th graders in terms of their social development and their transition into adolescence?

• How does gender identity impact 4th and 5th graders socialization and its impact on classroom learning?

What strategies were employed that enhanced learning through a social context?

Attachments

Comments

• Approved by GSC May 16, 2012. (by Mercerhill,Jessica Leigh on 05/16/2012 11:52 AM)

Workflow Information

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