From: Terence Bowers, Faculty Secretary
To: Faculty

The Faculty Senate meets Tuesday, 7 October 2008 at 5 pm in room 115 of the Beatty Center (Wachovia Auditorium).

**Agenda**

1. Call to Order

2. Approval of Minutes: Spring 2008 Gen-Ed meetings and 9-9-08 regular meeting (posted on the Faculty Senate Web site: http://www.cofc.edu/~senate)

3. Reports
   - The Provost
   - The Speaker
   - Alex Modly, SGA
   - Mike Haskins, Executive VP of External Relations
   - Deanna Caveny, chair of the Committee on By-Laws and Fac./Admin. Manual

4. Unfinished Business
   - Motion to amend language on the composition of the Gen-Ed Committee

5. New Business
   - Faculty Curriculum Committee
   - Faculty Committee on Graduate Education, Continuing Education, and Special Programs

6. Constituents’ Concerns

7. Adjournment
Proposal for Formation of a Standing Committee on General Education
Amendment to Faculty By-Laws, Art. IV, Sect. 3.
Drafted by Michael Phillips

Insert a new Standing College Committee, the Committee on General Education.

1) Composition: Seven regular faculty shall be elected to serve on the Committee. Each academic school shall be represented on the Committee. The Committee shall have one voting student member selected by the Student Government Association. Committee members shall serve a term of one year and may, if re-elected, serve as many as three consecutive terms. The Associate Vice President for the Academic Experience (or other administrator designated by the Provost) and the Director of Assessment (or other administrator designated by the Provost), and one representative from the library faculty are ex officio, non-voting members.

Rationale: Despite the failure of the Gen-Ed curriculum proposal in spring 2008, the Gen-Ed goals approved by the senate in 2006 remain in effect and are being mapped onto our current Ged-Ed requirements for the purpose of SACS accreditation. (See Senate Highlights, April 1, 2008.) These goals must be reinforced and further supported by our library collections. Building, organizing, and maintaining library collections are core activities of any academic library faculty, and in order to perform these activities in the most responsive manner to support general education and any changes to that curriculum, a librarian should be a member of this committee. Additionally the instructional efforts of our library faculty are closely allied to Gen-Ed goal a.i, "gathering and using information."
Faculty Curriculum Committee
Proposals Approved by the Committee

Computer Science
1. New Course—CSCI 392 Seminar on Computing and Society
   • Change Major; add CSCI 392 as a requirement
2. Change Major Change math requirements
3. Delete course—CSCI 116 Data Organization and Management
4. New Minor—Applied Computing (postponed until November’s meeting)
5. Change Minor Computer Science

Germanic and Slavic Studies
• New Course—RUSS 390 Special Topics

Management & Entrepreneurship
• New Minor Leadership, Change and Social Responsibility (Pending Budget Committee and Academic Planning Committee approval)

Philosophy
• Delete course—PHIL 204 Mind and Machines

Theater
• Change Course—THTR 146 Intermediate Tap
• Change Course—THTR 207 Drafting and Rendering for the Theatre
• Change Course—THTR 332 Dance Choreography
• Change Course—THTR 338 Dance Ensemble
Committee on Graduate Education, Continuing Education
and Special Programs

New Course Proposals and Changes for the Faculty Senate October 7th Meeting

Proposal for a New Graduate Program – M Ed in Teaching, Learning and Advocacy

Proposals for a New Graduate Course – M Ed in Teaching, Learning and Advocacy
  MTLA XXX – Class, Race, and Gender in Education
  MTLA XXX – Critical Issues in Contemporary Education
  MTLA XXX – Family and Community Involvement
  MTLA XXX – Identifying and Sustaining Effective Learning Communities
  MTLA XXX – Literacy Development of Early Learners
  MTLA XXX – Teacher As a Member of the Professional Community
  MTLA XXX – Teachers As Advocates for Children & Youth

Proposals to Change a Graduate Course – M Ed in Teaching, Learning and Advocacy
  EDEE 667 – Curriculum Theory and Application (Title and Course Description Change)
  EDEE 678 – Methods and Materials in Reading Instruction (Title and Course Description Change)
  EDFS 672 – Linguistic/Cultural Diversity in Education (Course Description Change)
  EDFS 702 – Research and Development Project (Course Credit Hour Change)
  EDFS 705 – Evaluation of Developmental Field Based Experience (Title and Description Change)
  EDFS 711 – Educational Procedures for Exceptional Children in the Regular Classroom (Title and Description Change)

Proposal for a New Graduate Course – MAT in Performing Arts
  EDFS 794 – Clinical Practice in Music, Theater or Dance Education

Proposal for a New Graduate Course – M Ed in Languages
  LALE 700 – Thesis or Action Research

Proposals for a New Graduate Course – MS in Mathematics
  MATH 550 – Linear Models
  MATH 589 – Special Topics in Probability and Statistics

Proposals to Change a Graduate Program – Certificate in Statistics (Requirements Change)
Senate Highlights Oct. 2, 2008

--The motion to amend language on the composition of the Gen-Ed Committee failed.

--All curriculum proposals, both at the undergraduate and graduate levels, were approved, with the exception of the proposal to create a new minor in applied computing, which was withdrawn from the agenda prior to the meeting.
Proposal for Formation of a Standing Committee on General Education
Amendment to Faculty By-Laws, Art. IV, Sect. 3.
Drafted by Michael Phillips

Insert a new Standing College Committee, the Committee on General Education.

1) Composition: Seven regular faculty shall be elected to serve on the Committee. Each academic school shall be represented on the Committee. The Committee shall have one voting student member selected by the Student Government Association. Committee members shall serve a term of one year and may, if re-elected, serve as many as three consecutive terms. The Associate Vice President for the Academic Experience (or other administrator designated by the Provost) and the Director of Assessment (or other administrator designated by the Provost), and one representative from the library faculty are ex officio, non-voting members.

Rationale: Despite the failure of the Gen-Ed curriculum proposal in spring 2008, the Gen-Ed goals approved by the senate in 2006 remain in effect and are being mapped onto our current Ged-Ed requirements for the purpose of SACS accreditation. (See Senate Highlights, April 1, 2008.) These goals must be reinforced and further supported by our library collections. Building, organizing, and maintaining library collections are core activities of any academic library faculty, and in order to perform these activities in the most responsive manner to support general education and any changes to that curriculum, a librarian should be a member of this committee. Additionally the instructional efforts of our library faculty are closely allied to Gen-Ed goal a.i, "gathering and using information."
Committee on the By-laws and the Faculty-Administration Manual

MEETING HIGHLIGHTS

7 College Way, Room 201
1:30 pm, Wednesday, September 17, 2008

Committee: Terry Bowers (Faculty Secretary, \textit{ex officio}), Deanna Caveny (Chair), Bev Diamond (\textit{ex officio}, Provost’s designee), Joe Kelly (Speaker of the Faculty, \textit{ex officio}), Brian McGee, Tom Trimboli (Senior VP, Legal Affairs, \textit{ex officio}), Trisha Ward

Present: Sherrye Carradine (attending for Tom Trimboli, \textit{ex officio}), Deanna Caveny (Chair), Bev Diamond (\textit{ex officio}, Provost’s designee), Brian McGee, Trisha Ward

Note: By-laws and FAM changes discussed here are denoted in the usual way, by strikethrough and underline to indicate stricken items and additions, respectively.

• These are only highlights! At [www.cofc.edu/~senate/FAMcommittee.html](http://www.cofc.edu/~senate/FAMcommittee.html), you will find meeting agendas, full minutes, and (eventually) a “status sheet” which will list all by-laws and other FAM changes, along with their “status” in the approval/inclusion process.

• 2008-09 FAM to be posted week of Sept 29! Sorry for the delay.

• For inclusion in the FAM, material should be \textit{of enduring significance}. Generally, only purposes and policies will pass this test, although some important procedures will as well. When there are significant procedural guidelines that aren’t included in the manual, they will be posted on the Academic Affairs (AA) website and a reference to AA will be included in the FAM.

• FAM changes
  
  o Insertion: FAM III.E, Courtesy Appointments
  
  o Insertion: FAM V.J, Modified Duties. Stub language only, referring readers to Academic Affairs (AA) web site.
  
  o FAM VI.D.12 on Tenure, Promotion, and Third-year Review. Clean-up regarding deadline for President’s recommendation.
  
  o FAM VI.E, Procedures for the Annual Evaluation of Instructional and Library Faculty, and VI.F, Merit Evaluation
    
    ▪ Statements on annual evaluation and merit evaluation have been added to the FAM.

  Procedures for annual evaluation of instructional and library faculty are determined by the Provost, in consultation with the
relevant Deans, Department Chairs, and Program Directors. As approved by the Provost, procedures may vary in accordance with the needs of the individual schools, departments, and/or programs of the faculty members undergoing evaluation.

The Provost may direct that merit evaluations be conducted for members of the instructional and library faculty. Such merit evaluations are separate and independent from the annual evaluation process but will rely in part on the evidence supplied by the annual evaluations for those faculty colleagues undergoing merit evaluation. As approved by the Provost, procedures may vary in accordance with the needs of the individual schools, departments, and/or programs of the faculty members undergoing evaluation.

- More detailed procedures on both are being developed by Academic Affairs, in consultation with the Academic Council, department chairs, and the chairs of key faculty and senate committee, for inclusion (in whole or part) in the 2009-10 FAM.

  - FAM VI.H, Post-tenure Review: The complete post-tenure memo was inserted in the FAM.

  - FAM X.A.6, Sabbaticals

    - Two additions have been made to the sabbatical policy with concurrence of Faculty Welfare and the Academic Council.

      - Normally, a faculty member on sabbatical leave will relinquish all administrative duties (and associate stipends) in which he or she might otherwise be engaged.

      - Each faculty member accepting a leave must sign a written statement obligating him or her to continue to serve for at least one (1) year after expiration of the term of the leave, unless this requirement is waived by the Provost.

    - The following changes were made to clear up an ambiguity and an inconsistency between the FAM and the AA website document. They were deemed by us to be “barely non-substantive”.

      - All regular faculty may apply in the fall of their sixth year of successive full-time service at the College of Charleston for a sabbatical leave to commence during the following year.
- A non-substantive change was made.

- By-laws changes
  
  - 3 passed by Senate awaiting ratification
  
  - The Senate was presented an amendment to include one representative from the library faculty as an *ex officio* member of the new Committee on General Education. The Committee on the By-laws and the Faculty/Administration Manual will report back at the next Senate meeting, recommending that the Faculty Senate hear the amendment.
Curriculum Committee
Proposal to Change Degree Requirements
For the Major

1. Department: CSCI

2. Degree: BS in Computer Science

3. Semester and year in which degree change(s) will go into effect: Spring 2009

4. Change(s) Desired:

   Make CSCI 392, "Seminar", a required course

5. Justification for Change(s):

   A Goal of the department and College is to maintain the ABET-accredited BS program in Computer Science. The 2008-2010 list of program outcomes within the "Criteria for Accrediting Computing Programs" states that the following outcomes should be addressed:

   I. An understanding of professional, ethical, legal, security, and social issues and responsibilities

   II. An ability to communicate effectively with a range of audiences

   III. An ability to analyze the local and global impact of computing on individuals, organizations, and society

   IV. Recognition of the need for and an ability to engage in continuing professional development

   Our current curriculum addresses some of these outcomes, but the department feels that a comprehensive coverage of these topics is best satisfied with a Junior Seminar that develops these topics further.

   Therefore addition of the three-credit-hour seminar course will increase the number of required credit hours in the BS CSCI major from 40 hours to 43 hours.

   (Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair
   or Program Director: ____________________________
   Date: __________

7. Signature of Dean of School: ____________________________
   Date: __________

8. Signature of Provost: ____________________________
   Date: __________

9. Signature of Curriculum Committee Chair: ____________________________
   Date: __________

10. Signature of Budget Committee Chair: ____________________________
    Date: __________

11. Signature of Planning Committee Chair: ____________________________
    Date: __________

12. Signature of Faculty Senate Secretary: ____________________________
    Date Approved by Senate: __________

13. Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the change will be sent by the Registrar to:
   1. Department Chair or Program Director
   2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
   3. College Relations (addition to Undergraduate Catalog)
   4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
   5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change Degree Requirements
For the Major

1. Department: CSCI

2. Degree: BS in Computer Science

3. Semester and year in which degree change(s) will go into effect: Spring 2009

4. Change(s) Desired:

   Change the current list of required MATH courses
   FROM:
     MATH 120, 220, 207, 250, and 307
   TO:
     MATH 120, 207, 250, 307 AND one other MATH course from the following list:
     MATH 220, 203, 245, 260, 355, and 440

5. Justification for Change(s):

   Concerning requisite MATHEMATICAL course work, the ABET 2008-2010 “Criteria for Accrediting Computing Programs” states:

   "At least one half year that must include discrete mathematics. The additional mathematics might consist of courses in areas such as calculus, linear algebra, numerical methods, probability, statistics, number theory, geometry, or symbolic logic."

   The proposed change would satisfy the ABET requirements (thus providing an adequate foundation in mathematics) while allowing students some choice of an (additional) mathematics course that best compliments their interests.

   Enrollments in MATH 220 will likely decrease, but the total enrollments by BS CSCI majors in math will remain the same, just spread out over a set of courses.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair

or Program Director:  

Date: 3/3/08

7. Signature of Dean of School

Date: 3/6/08

8. Signature of Provost:

Date: 3/5/2008

9. Signature of Curriculum Committee Chair:

Date: 3/5/08

10. Signature of Budget Committee Chair:

Date: 

11. Signature of Planning Committee Chair: 

Date: 

12. Signature of Faculty Senate Secretary:

Date Approved by Senate: 

13. Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the change will be sent by the Registrar to:

1. Department Chair or Program Director

2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)

3. College Relations (addition to Undergraduate Catalog)

4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)

5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
To Whom It May Concern:

The Department of Mathematics supports the Department of Computer Science’s proposal to change the requirement for the BS in Computer Science concerning the mathematical course work. I’ve looked over the proposal and shared it with the faculty in my department.

Please feel free to contact me if you have questions.

Sincerely yours,

Robert Mignone, Chair
Department of Mathematics
Curriculum Committee
Proposal to Change Degree Requirements for a Minor/Concentration

Department(s) or School(s): Department of Computer Science

1. Name of the Minor/Concentration: Computer Science

2. Semester and year in which degree change(s) will go into effect: Spring 2009

3. Change(s) Desired:
   Proposed minor: 19 hours
   One course from these three: CSCI 120, CSCI 180, CSCI 210;
   CSCI 220,
   CSCI 222,
   CSCI 221,
   CSCI 230,
   and 6 additional hours picked from CSCI 250 or CSCI courses numbered 300 or higher.

   Changes from current minor:
   Add introductory CSCI course and options for greater adaptation to students' major.
   Drop MATH 120 requirement. Drop CSCI 250, CSCI 320, and CSCI 340 requirements.

4. Justification for Change(s):
   These recommended changes make the minor more accessible to a larger number of students allowing them opportunities to select courses of their interest while no longer requiring courses that are unnecessary for a general background in computer science.

   The calculus requirement, as it is not needed to establish a proficiency for this minor in computer science, has been removed. The MATH 207 requirement is still present as this course is a pre-/co-requisite for CSCI 221. In following the precedence set by other science disciplines, this hidden mathematics requirement will no longer be listed in the minor for computer science.

   By adding an introductory computer science class to the list of required courses and dropping CSCI 250, CSCI 320 and CSCI 340 from the list of required classes, we open the door for more students who discover an interest for the discipline late in their college career to be able to obtain a degree. Ultimately this change means that students receiving a minor will be permitted to take one less upper-level computer science course than current minors in computer science. Future CS minors, will be able to select the upper-level courses that appeal most to them and can best complement their chosen major.

   (Form was approved by FCC on 4/18/06 and replaces all others.)
5. Signature of Department Chair

or Program Director:

Date: 3/3/08

6. Signature of Dean of School:

Date: 3/4/08

7. Signature of Provost:

Date: 3-10-2008

8. Signature of Business Affairs Official:

Date: 3-11-08

9. Signature of Curriculum Committee Chair:

Date: 9/25/08

10. Signature of Faculty Senate Secretary:

Date Approved by Senate:

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information will be sent by the Registrar to:

1. Department Chair

2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)

3. College Relations (addition to Undergraduate Catalog)

4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)

5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change Degree Requirements
For the Major

1. Department: CSCI

2. Degree: BS in Computer Science

3. Semester and year in which degree change(s) will go into effect: Spring 2009

4. Change(s) Desired:

Make CSCI 392, "Seminar", a required course

5. Justification for Change(s):

A Goal of the department and College is to maintain the ABET-accredited BS program in Computer Science. The 2008-2010 list of program outcomes within the "Criteria for Accrediting Computing Programs" states that the following outcomes should be addressed:

I. An understanding of professional, ethical, legal, security, and social issues and responsibilities

II. An ability to communicate effectively with a range of audiences

III. An ability to analyze the local and global impact of computing on individuals, organizations, and society

IV. Recognition of the need for and an ability to engage in continuing professional development

Our current curriculum addresses some of these outcomes, but the department feels that a comprehensive coverage of these topics is best satisfied with a Junior Seminar that develops these topics further.

Therefore addition of the three-credit-hour seminar course will increase the number of required credit hours in the BS CSCI major from 40 hours to 43 hours.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair

Christy L. Stear

or Program Director: ____________

Date: 3/3/08

7. Signature of Dean of School: ____________

Date: 3/15/08

8. Signature of Provost: ____________

Date: 3/15/2008

9. Signature of Curriculum Committee Chair: ____________

Date: 3/15/08

10. Signature of Budget Committee Chair: ____________

Date: ____________

11. Signature of Planning Committee Chair: ____________

Date: ____________

12. Signature of Faculty Senate Secretary: ____________

Date Approved by Senate: ____________

13. Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the change will be sent by the Registrar to:

1. Department Chair or Program Director
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change a Course

1. Department: Theatre

2. Course Number and Title: THTR 146 Intermediate Tap

3. Semester and year when the course change(s) will go into effect: Spring 2009

4. Change(s) Desired: Delete prerequisite requirement of THTR 185; THTR 145 should remain a prerequisite for this course.

5. Justification for Change(s): Knowledge and skills acquired in beginning ballet are not necessary for successful performance in an intermediate tap course. In addition, having two prerequisites for this course prohibits many students from being able to take this class.

(From was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: [Signature]
   Date: [Mar. 31, 2008]

7. Signature of Dean of School: [Signature]
   Date: [2/10/08]

8. Signature of Business Affairs Official: [Signature]
   Date: [3/25/08]

9. Signature of Curriculum Committee Chair: [Signature]
   Date: [9/25/08]

10. Signature of Faculty Senate Secretary: [Signature]
    Date Approved by Senate: [No date]

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change a Course

1. Department: Theatre

2. Course Number and Title: THTR 207 - Drafting and Rendering for the Theatre

3. Semester and year when the course change(s) will go into effect: Spring 2009

4. Change(s) Desired: Change the pre-requisite for the class from THTR 209-Stagecraft I, to THTR 209-Stagecraft I or THTR 240-Costume I.

5. Justification for Change(s): This change is an attempt to rectify an oversight made two years ago when the pre-requisite was added to the class. With this change a student concentrating in either the Scenography I or the Scenography II Theatre track would be able to take the required THTR 207 class without having pre-requisites outside of the track they are concentrating in.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director:  
   Date: [Signature]  

7. Signature of Dean of School:  
   Date: [Signature]  

8. Signature of Business Affairs Official:  
   Date: [Signature]  

9. Signature of Curriculum Committee Chair:  
   Date: [Signature]  

10. Signature of Faculty Senate Secretary:  
    Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair  
2. Business Affairs Office (estimates course fee structure in SIS, referral to Board for necessary approval)  
3. College Relations (addition to Undergraduate Catalog)  
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)  
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change a Course

1. Department: Theatre

2. Course Number and Title: THTR 332 Dance Choreography

3. Semester and year when the course change(s) will go into effect: Spring 2009

4. Change(s) Desired: Change prerequisites from “THTR/PEHD 186 or 138” to “THTR/PEHD 185 & 137”.

5. Justification for Change(s): Since dance choreography is taught utilizing the genres of both ballet and modern dance, it is necessary for students in this class to have had prior training in both content areas. Changing the prerequisites to include a basic understanding of ballet and modern is more reflective of course content than achieving an intermediate level in only ballet OR modern.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: [Signature]  
   Date: Mar 3, 2008

7. Signature of Dean of School: [Signature]  
   Date: 3/10/08

8. Signature of Business Affairs Official: [Signature]  
   Date: 3/10/08

9. Signature of Curriculum Committee Chair: [Signature]  
   Date: 9/25/08

10. Signature of Faculty Senate Secretary: 
     Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change a Course

1. Department: Theatre

2. Course Number and Title: THTR 338 Dance Ensemble

3. Semester and year when the course change(s) will go into effect: Spring 2009

4. Change(s) Desired: Change prerequisites from "THTR/PEHD 137-138 or THTR/PEHD 185-186" to "THTR 332".

5. Justification for Change(s): Dance ensemble provides students the opportunity to choreograph for a performance venue. It is therefore necessary that students enrolled in the course have prior training and knowledge of the creative dance-making process. This course will still demand technical proficiency since the prerequisites for THTR 332 include ballet and modern dance technique. Changing the prerequisites for THTR 338 will help to ensure that students who may otherwise be unprepared for the rigors of the class have a greater understanding of the creative and physical requirements in this course.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: 
   Date: 

7. Signature of Dean of School: 
   Date: 

8. Signature of Business Affairs Official: 
   Date: 

9. Signature of Curriculum Committee Chair: 
   Date: 

10. Signature of Faculty Senate Secretary: 
    Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Delete a Course

1. Department: Computer Science

2. Course Number and Title: CSCI 116 Data Organization and Management

3. Course will be deleted effective: Fall 2008

4. Justification for Deleting the Course: Course was last offered in fall of 2007. No program depends on this course.

6. Signature of Department Chair

[Signature]

or Program Director:
Date: 2/21/08

7. Signature of Dean of School: [Signature]
Date: 2/21/08

8. Signature of Provost: [Signature]
Date: 3/12/2008

9. Signature of Curriculum Committee Chair:
Date: 3/15/08

10. Signature of Faculty Senate Secretary: ________________________
Date Approved by Senate: ________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the deletion will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Curriculum Committee
Proposal to Delete a Course

1. Department: Computer Science

2. Course Number and Title: CSCI 130 Visual Basic for Applications

3. Course will be deleted effective: Fall 2008

4. Justification for Deleting the Course: Course was last offered in Fall 2006. The DISC minor has dropped this course as a requirement.

6. Signature of Department Chair

   or Program Director: [Signature]
   Date: 2/21/08

7. Signature of Dean of School: [Signature]
   Date: 2/29/08

8. Signature of Provost: [Signature]
   Date: 3/12/2008

9. Signature of Curriculum Committee Chair:
   Date: ______________

10. Signature of Faculty Senate Secretary:
    Date Approved by Senate: ______________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the deletion will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Curriculum Committee
Proposal to Delete a Course

1. Department: **Computer Science**

2. Course Number and Title: **DISC 201 Introduction to Databases and Data Mining**

3. Course will be deleted effective: **Fall 2008**

4. Justification for Deleting the Course: Course has never been offered due to low demand. The DI minor has been changed to remove this course as a requirement.

6. Signature of Department Chair

   [Signature]

   or Program Director:

   Date: _2/21/08_

7. Signature of Dean of School: [Signature]

   Date: _2/29/08_

8. Signature of Provost: [Signature]

   Date: _3/10/2008_

9. Signature of Curriculum Committee Chair: __________________________

   Date: __________________________

10. Signature of Faculty Senate Secretary: __________________________

    Date Approved by Senate: __________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the deletion will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Curriculum Committee
Proposal to Delete a Course

1. Department: Philosophy

2. Course Number and Title: Philosophy 204, Mind and Machines

3. Course will be deleted effective: Fall 2008

4. Justification for Deleting the Course: It is increasingly less common for intermediate and lower-level courses in the philosophy of mind to focus on the highly technical, relatively narrow issues that PHIL 204 emphasizes. Many students would prefer a broader introduction to issues in the philosophy of mind than PHIL 204. As we explain in a separate proposal (approved by the Curriculum Committee and Senate, April 2008), we are creating a new course in philosophy and the cognitive sciences. A few of the topics of PHIL 204 will be folded into the new course. We believe that the student audience interested in philosophy of mind would be better served by a different intermediate course. Furthermore, these students will be probably be more prepared for advanced study of issues in philosophy of mind. (Note: this proposal to delete PHIL 204 was originally submitted with a package of other curricular changes in Spring 2008, but the signed version was misplaced.)

6. Signature of Department Chair or Program Director: [Signature]
   Date: 9/1/08

7. Signature of Dean of School: [Signature]
   Date: 9/18/08

8. Signature of Provost: [Signature]
   Date: 9/18/2008

9. Signature of Curriculum Committee Chair: [Signature]
   Date: 9/27/08

10. Signature of Faculty Senate Secretary: ________________
    Date Approved by Senate: _______

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the deletion will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)

(Form was approved by FCC on 04/18/06 and replaces all others.)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ON COURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Curriculum Committee
Proposal for a New Course

1. Department: CSCI

2. Course Number and Title: CSCI 392 Seminar on Computing and Society
   Number of Credits: 3  Total hrs/week: 3
   Lecture: 2  Lab: _______  Recitation: _______
   Seminar: 1
   For Independent study courses: N/A
   Research: _______  Field experience: _______
   Clinical Practice: _______  Internship: _______
   Practicum: _______  Independent Course Work: _______

3. Semester and year when course will first be offered:
   Spring 2009

4. Catalog Description (please limit to 50 words):

   A seminar course to prepare majors for careers in CS by discussing and studying professional, ethical, legal, and social issues and responsibilities in computing. Local and global impact of computing on individuals, organizations, and society will also be addressed. Oral presentations and written work will be required.

   Check if appropriate: Humanities: _____  Social Science: _____
   (meets minimum degree requirements)

   Check if appropriate:
   This course will be cross listed with: ________________

   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions): CSCI 221

6. Rationale/justification for course
   (consider the following issues):

   (a) What are the goals and objectives of the course?

   1. An understanding of professional, ethical, legal, security, and social issues and responsibilities
   2. An ability to communicate effectively with a range of audiences

   (Form was approved by FCC on 04/18/06 and replaces all others.)
3. An ability to analyze the local and global impact of computing on individuals, organizations, and society
4. A Recognition of the need for and an ability to engage in continuing professional development

(b) How does the course support the mission statement of the department and the organizing principles of the major?

A goal of the department and College is to maintain a current and ABET-accredited BS CSCI program. The 2008-2010 list of program outcomes within the "Criteria for Accrediting Computing Programs" states that the outcomes listed above (in goals and objectives) be addressed. Our current curriculum addresses some of these outcomes, but the department feels that a comprehensive coverage of these topics is best satisfied with a Junior Seminar.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

This course enhances the middle of the major by teaching our students that "with great power there must also come great responsibility". Our graduates will potentially work with critical data (financial, personal, military, etc.) that must be handled professionally, ethically and securely. It is important to instill a sense of professional responsibility and accountability as well as an awareness of the impact their "wielding" of technology can have on individuals, organizations, and society in general.

Students in all majors requiring CSCI 221 Computer Programming II are eligible and encouraged to take this seminar course.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines: N/A

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it. NO

(b) Please explain overlap with any existing courses. Written and oral communication development will continue in this course after being developed in earlier coursework.

9. Method of teaching:
Lectures, readings and seminar discussions.

(Form was approved by FCC on 04/18/06 and replaces all others.)
10. (a) Address potential enrollment pattern shifts in the
department or college-wide related to the offering of this
course: None

(b) Address potential shifts in staffing of the department as
it relates to the offering of this course: None

(c) Frequency of offering:
   each fall: X each spring: ____
   every two years: ____ every three years: ____
   other (Explain): ____

11. Requirements for additional resources made necessary by this
course:

   (a) Staff: NONE

   (b) Budget: NONE

   (c) Library: NONE

12. Attach course syllabus, reading lists, or any additional
documentation that can help the committee evaluate this
proposal (a syllabus is mandatory).

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair

or Program Director: 

Date: 3/3/08

14. Signature of Dean of School: 

Date: 3/05/08

15. Signature of Provost: 

Date: 3/5/08

16. Signature of Business Affairs Official: 

Date: 3/11/08

17. Signature of Curriculum Committee Chair: 

Date: 3/05/08

18. Signature of Faculty Senate Secretary: 

Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
CSCI 392, Seminar
Fall 2008

Description
A seminar course to prepare majors for careers in CS by discussing and studying professional, ethical, legal, and social issues and responsibilities. Local and global impact of computing on individuals, organizations, and society will be addressed. Oral presentations and written work will be required.

Prerequisites
Completion of CSCI 221

Grading Procedure and Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>87-89</td>
<td>B+</td>
</tr>
<tr>
<td>80-86</td>
<td>B</td>
</tr>
<tr>
<td>77-79</td>
<td>C+</td>
</tr>
<tr>
<td>70-76</td>
<td>C</td>
</tr>
<tr>
<td>65-69</td>
<td>D</td>
</tr>
<tr>
<td>0-64</td>
<td>F</td>
</tr>
</tbody>
</table>

Resources
Readings in CyberEthics, Richard A. Spinello and Herman T. Tavani, Jones and Bartlett, 2001.

Ethics for the Information Age, Michael J. Quinn, Addison-Wesley, 2004.

Cyberethics: Morality and Law in Cyberspace, Richard Spinello, Jones and Bartlett, 2000.

Course Policies

- **Noisy portable electronic device policy:** Before entering class, turn off all cellphones, pagers, and other electronic devices that may interrupt the class with noise.

- **Attendance policy:** You are expected to attend every class. Attendance is critical to your success in this course. While most information will be available either on-line or in the textbook, some information may only be presented during class discussion. You are responsible for all information and announcements (including test times, assignment due dates, etc.) given in class.

- **Submission policy:** A lab assignment must be submitted electronically using the submit executable program available on stono and its clients.

- **Lateness policy:** A lab assignment must be submitted at or prior to the beginning of class on the due date scheduled by the instructor. The submit executable will automatically reject any submissions made after the due date and time.

- **Makeup policy:** No makeup tests or quizzes will be given. If a student presents a written excuse from the Undergraduate Dean’s Office for a missed test (or quiz), then the following test (possibly the final exam) score will count additionally for this missed exam (or quiz, respectively). A score of zero will be recorded for any other missed test or quiz.

- **Plagiarism policy:** On all assignments, you are expected to do your own work!
• **E-mail policy**: The best way to contact me “off hours” is via e-mail. Please expect a reasonable 1-day turnaround time for any e-mail inquiries (2-days if sent just prior to or on the weekend).

Also, often times students e-mail me questions concerning “bugs” in their program. It is important to note that it can be very difficult for me to help you debug a lab using e-mail: turnaround times are too slow and interaction possibilities are limited. For this reason I will make an attempt to help debug your lab via e-mail, but don’t be disappointed or surprised if we eventually need to meet face-to-face to figure things out.

• **Special Needs** Any student who, because of a disability, may require special arrangements in order to meet course requirements should contact me as soon as possible to make necessary arrangements. The instructor will require a Professor Notification Letter (PNL).

**Topics**

1. History of computing
2. Social context of computing
3. Methods and tools of analysis
4. Professional and ethical responsibilities
5. Risks and liabilities of computer-based systems
6. Intellectual property
7. Privacy and civil liberties
8. Computer crime
9. Economic issues in computing
10. Philosophical frameworks
Curriculum Committee
Proposal for a New Course

1. Department: German and Slavic Studies

2. Course Number and Title: RUSS 390 Special Topics
   Number of Credits: 3 Total hrs/week: 3
   Lecture: Lab: Recitation: Seminar: x

   For Independent study courses:
   Research: Field experience:
   Clinical Practice: Internship:
   Practicum: Independent Course Work:

3. Semester and year when course will first be offered:
   Summer 2008

4. Catalog Description (please limit to 50 words):

   Intensive study of a particular subject or theme (specific topics will be listed in the Schedule of Courses when offered; e.g. Russian Women Poets).

   Check if appropriate: Humanities: x  Social Science: (meets minimum degree requirements)

   Check if appropriate:
   This course will be cross listed with: 
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

   To count towards the requirements in the Minor in Russian Studies and the Interdisciplinary Minor in Comparative Literature. See letter of support from the director, Terry Bowers.

   (Form was approved by FCC on 04/18/06 and replaces all others.)
5. Prerequisites (or other restrictions): RUSS 313 or RUSS 314, or permission of the instructor.

6. Rationale/justification for course (consider the following issues):
   
   (a) What are the goals and objectives of the course?
       This course is designed to provide students with in-depth study of a particular theme or topic in Russian literature in Russian. Students will develop reading, writing, and spoken skills in the language.

   (b) How does the course support the mission statement of the department and the organizing principles of the major?
       At present, Russian Studies in only a minor. This course enhances the content courses in the field and supports the ongoing development of students' linguistic skills in the target language, as well as developing an appreciation of the literary expression of Russian culture.

7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major? n/a

   (b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
       This course supports the liberal arts tradition by providing in-depth study of a major field (literature). As an elective for the Russian Studies minor, it complements the tandem fields of Political Science and History which form the core of the minor program.

8. (a) Are other departments affected by this course? Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it. No.

   (b) Please explain overlap with any existing courses.
       This course has actually been taught since 1997-98 on a need-based schedule. Originally the designation was LANG 390, but the new head of the then-Division of Languages changed this to reflect each language (hence, for the Russian program, it went from LANG 390 to RUSS 390). We have been unable to locate any documents that this change ever went through either the Faculty Curriculum Committee or the Faculty Senate. See attached emails from Frank Morris and Darryl Phillips, chairs of the former department of Classics,

(Form was approved by FCC on 04/18/06 and replaces all others.)
German, Italian, Japanese and Russian.

9. Method of teaching: Lecture and class discussion

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
    None; in the past, this course has been offered to students with intermediate skills in Russian who want to explore Russian literature and culture as well as expand their skills in the language.

    (b) Address potential shifts in staffing of the department as it relates to the offering of this course: none

    (c) Frequency of offering:
        each fall: ___  each spring: ___
        every two years: ___  every three years: ___
        other (Explain): as needed

11. Requirements for additional resources made necessary by this course:

    (a) Staff: none

    (b) Budget: none

    (c) Library: none

12. Attach course syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair
   or Program Director: [Signature]
   Date: 3-12-08

14. Signature of Dean of School: [Signature]
   Date: 3/12/08

15. Signature of Provost: [Signature]
    Date: 3/14/2008

16. Signature of Business Affairs Official: [Signature]
    Date: 3/22/08

17. Signature of Curriculum Committee Chair: [Signature]
    Date: 4/25/08

18. Signature of Faculty Senate Secretary: [Signature]
    Date Approved by Senate: [Signature]

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
12 March 2008

Dear Colleagues and Members of the Curriculum Committee,

I am happy to support the addition of the courses RUSS 290 and RUSS 390. These are important courses that need to be officially established. They are also courses that would count toward the Minor in Comparative Literature. These proposals have my full support.

Sincerely,

Terence Bowers
Professor of English
Director of the Comparative Literature Minor
March 12, 2008

Professor Nancy Nenno
College of Charleston

Dear Professor Nenno,

I write in support of the request made by the Department of German and Slavic Studies to establish the courses RUSS 290 and RUSS 390.

RUSS 290 and RUSS 390 would continue to earn Humanities credit in the General Education curriculum.

Sincerely,

Cynthia Lowenthal
Dean, Humanities and Social Sciences
Russian Studies Program
Russ 390 001
Special Topics
M. Bulgakov, Life and works. The Novel *Master and Margarita*

Course Syllabus
Instructor Raisa Gomer

Fall 2000
<table>
<thead>
<tr>
<th>Course session</th>
<th>T, Th. 3:00 - 4:15 PM ECTR 112</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>ECTR room 211 - A</td>
</tr>
<tr>
<td>Phone</td>
<td>Office: (843) 953-5776</td>
</tr>
<tr>
<td>Office hours</td>
<td>MWF 12:00-1:00 PM T 12:15-1:30 or by appointment</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:GomerR@CofC.Edu">GomerR@CofC.Edu</a></td>
</tr>
<tr>
<td>Russian Language</td>
<td><a href="http://www.cofc.edu/~spanish/russian.html">http://www.cofc.edu/~spanish/russian.html</a></td>
</tr>
<tr>
<td>Russian Studies Program</td>
<td><a href="http://www.cofc.edu/~russian/studies.html">http://www.cofc.edu/~russian/studies.html</a></td>
</tr>
<tr>
<td>Text books</td>
<td>Works by M. Bulgakov, articles and handouts, and selected films.</td>
</tr>
<tr>
<td>Course description</td>
<td>This course is designed to introduce students to the main works of one of the major Russian writers in 20th century M. Bulgakov. Discussion of the works will be enhanced by cultural material and selected movies.</td>
</tr>
<tr>
<td>Expectations</td>
<td>1. Readings from the text should be completed before coming to class so that you can participate in the discussion (possible quiz also). Since part of your grade will be determined by your class participation, if you miss a class for some unexpected reason, you should hand in a short summary (no more than a typed page) of the materials that was to have been read for the missed class.</td>
</tr>
<tr>
<td></td>
<td>2. Three compositions on Bulgakov works studied in class, 2-3 pages.</td>
</tr>
<tr>
<td></td>
<td>3. Oral presentation on class topic.</td>
</tr>
<tr>
<td></td>
<td>4. Film Review.</td>
</tr>
<tr>
<td>Grading Scale</td>
<td>A  90 - 100</td>
</tr>
<tr>
<td></td>
<td>B+  85 - 89</td>
</tr>
<tr>
<td></td>
<td>B   80 - 84</td>
</tr>
<tr>
<td></td>
<td>C+  75 - 79</td>
</tr>
<tr>
<td></td>
<td>C   70 - 74</td>
</tr>
<tr>
<td></td>
<td>D   64 - 69</td>
</tr>
<tr>
<td></td>
<td>F   &lt; 64</td>
</tr>
</tbody>
</table>

Fall 2000
### Grading Policy
Your grade for the course is determined by the following:

1. Three compositions Oct.03, Oct.19, Nov.21  
   60%
2. Final exam  
   20%
3. Assignments and participation  
   20%

### Attendance policy
You are expected to attend all classes. You are responsible for all materials covered in class and all outside assignments.

### Final exam
There will be a three-hour written final exam. There are no exemptions from the exam. The exam covers the entire semester's work.

### Final exam date
Dec. 09, Saturday 4:00 – 7:00 PM

*The Syllabus is subject to change as dictated by special circumstances.*

<table>
<thead>
<tr>
<th>№</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.</td>
<td>T.</td>
<td>Aug 29</td>
<td><em>Silver age</em> of Russian Literature.</td>
</tr>
<tr>
<td>5.</td>
<td>T.</td>
<td>Sep.05</td>
<td>Trends and movements in Russian Poetry at the beginning of the 20th century.</td>
</tr>
<tr>
<td>6.</td>
<td>Th.</td>
<td>Sep.07</td>
<td>Discussion of a &quot;big turn of revolution&quot; in philosophical novels in 1930's.</td>
</tr>
<tr>
<td>7.</td>
<td>T.</td>
<td>Sep.12</td>
<td>Life of M. Bulgakov, significance of his works for Russian Literature.</td>
</tr>
<tr>
<td>8.</td>
<td>Th.</td>
<td>Sep.14</td>
<td>Early works by M. Bulgakov.</td>
</tr>
<tr>
<td>10.</td>
<td>Th.</td>
<td>Sep.21</td>
<td>Discussion the tragedy of White Guard in the novel <em>White Guard.</em> (1926)</td>
</tr>
<tr>
<td>11.</td>
<td>T.</td>
<td>Sep.26</td>
<td>Triumphant play <em>The Days of the Turbins.</em> (1926)</td>
</tr>
<tr>
<td>12.</td>
<td>Th.</td>
<td>Sep.28</td>
<td>Modern reading of the play. Film <em>The Days of the Turbins.</em></td>
</tr>
<tr>
<td>13.</td>
<td>T.</td>
<td>Oct.03</td>
<td>Test 1. Composition on one of the early works by M. Bulgakov.</td>
</tr>
<tr>
<td>14.</td>
<td>Th.</td>
<td>Oct.05</td>
<td>Satirical plays <em>Zoika's Apartment</em> (1927) and <em>The Crimson Island</em> (1927)</td>
</tr>
<tr>
<td>15.</td>
<td>T.</td>
<td>Oct.10</td>
<td>Satirical plays <em>Zoika's Apartment</em> (1927) and <em>The Crimson Island</em> (1927)</td>
</tr>
<tr>
<td>16.</td>
<td>Th.</td>
<td>Oct.12</td>
<td>Discussion of the ethical problems raised in the country after the Revolution in 1917 in novella <em>Heart of a Dog</em> (1927)</td>
</tr>
</tbody>
</table>

**Fall 2000**
<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Lecture Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct.17</td>
<td>T.</td>
<td>Discussion of the ethical problems raised in the country after the Revolution in 1917 in novella <em>Heart of a Dog</em> (1927)</td>
</tr>
<tr>
<td>Oct.19</td>
<td>Th.</td>
<td>Test 2. Composition on one of the works written by M. Bulgakov in 1930s.</td>
</tr>
<tr>
<td>Oct.24</td>
<td>T.</td>
<td>Creation of the novel <em>Master and Margarita</em>. &quot;manuscripts don't burn&quot;</td>
</tr>
<tr>
<td>Oct.31</td>
<td>T.</td>
<td>Discussion of satire and realism, art and religion, history and contemporary social values in the novel.</td>
</tr>
<tr>
<td>Nov.02</td>
<td>Th.</td>
<td>The relationship between social power and Art in the novel. Substantial role of the Devil.</td>
</tr>
<tr>
<td>04-07</td>
<td></td>
<td>Fall break</td>
</tr>
<tr>
<td>Nov.09</td>
<td>T.</td>
<td>Soviet Reality as one of the main them in the novel. Satirizing the greed and corruption of Stalin's Soviet Union.</td>
</tr>
<tr>
<td>Nov.14</td>
<td>Th.</td>
<td>Discussion of the main characters in the novel.</td>
</tr>
<tr>
<td>Nov.16</td>
<td>T.</td>
<td>Discussion of the main characters in the novel.</td>
</tr>
<tr>
<td>Nov.21</td>
<td>Th.</td>
<td>Test 2. Composition on the novel <em>Master and Margarita</em>.</td>
</tr>
<tr>
<td>23-26</td>
<td></td>
<td>Thanksgiving break.</td>
</tr>
<tr>
<td>Nov.28</td>
<td>T.</td>
<td>Importance of returning to Russian Literature the masterpiece of M. Bulgakov.</td>
</tr>
<tr>
<td>Nov.30</td>
<td>Th.</td>
<td>Conclusion</td>
</tr>
<tr>
<td>Dec. 9</td>
<td>Sat.</td>
<td>Final exam 4:00 – 7:00 PM</td>
</tr>
</tbody>
</table>
Subject: RE: 290 and 390 courses  
Date: Wednesday, December 5, 2007 11:54 PM  
From: Morris, James F. <MorrisJ@cofc.edu>  
To: "Phillips, Darryl A." <PhillipsD@cofc.edu>, "Nenno, Nancy P." <NennoN@cofc.edu>  
Conversation: 290 and 390 courses

Nancy,

Darryl is right. Before Rick arrived there were a number of generic courses listed at the beginning of the Languages section of the catalog. Rick took them and listed them under each language without going through the curriculum committee.

Regards,

Frank

From: Phillips, Darryl A.  
Sent: Wed 12/5/2007 1:57 PM  
To: Nenno, Nancy P.  
Cc: Morris, James F.  
Subject: 290 and 390 courses

Dear Nancy,

Apparently, the mess with 290 and 390 courses in languages was Rick Rickerson's contribution. See below and attached the information that I had about our GREK courses. I believe the same situation applies to Russian -- I know that it did with Japanese as I had helped Yoshiki several weeks ago.

- Darryl

Dear Darryl and Frank,

I am requesting your help in sorting out how RUSS 390 got onto the books without going through the Curriculum Committee. We have been working with Bronwyn and Bertie to try to find a record of this course since we need a course description for the catalog. I wondered if either of you might have documentation that we can use.
Many thanks in advance,

Nancy

Darryl A. Phillips  
Associate Professor of Classics  
Chair, Department of Classics  
College of Charleston  
(843) 953-8205  
phillipsd@cofc.edu  
www.cofc.edu/~phillips <http://www.cofc.edu/~phillips>

For the GREK 290 and GREK 390 courses, we don't have on file any of the original curriculum forms related to these courses. We have done some investigating into back issues of the catalog, however, and have found that the courses first appeared in the 1998-1999 catalog (I've attached a copy of the section in pdf). In the previous year (1997-1998), they had been listed under the heading "languages" with a general description that applied to all of the foreign languages. I have copied the relevant section of that catalog as well.
<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMTR</th>
<th>SECTION</th>
<th>TITLE</th>
<th>FACULTY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1997</td>
<td>001</td>
<td>001</td>
<td>ST: 20TH CENTURY RUSSIAN LIT</td>
<td>Gomer R</td>
</tr>
<tr>
<td>1998</td>
<td>004</td>
<td>001</td>
<td>ST: 19TH CENT ROMANTICISM</td>
<td>Gomer R</td>
</tr>
<tr>
<td>1999</td>
<td>004</td>
<td>001</td>
<td>PUSHKIN</td>
<td>Gomer R</td>
</tr>
<tr>
<td>1999</td>
<td>007</td>
<td>001</td>
<td>PROPHETS 20THC RUSSIAN LIT</td>
<td>Gomer R</td>
</tr>
<tr>
<td>2000</td>
<td>007</td>
<td>001</td>
<td>ST: MIKHAIL BULGATOV LIFE &amp; WORKS</td>
<td>Gomer R</td>
</tr>
<tr>
<td>2001</td>
<td>017</td>
<td>001</td>
<td>SPECIAL TOPICS</td>
<td>Boykova N</td>
</tr>
<tr>
<td>2002</td>
<td>021</td>
<td>001</td>
<td>RUSSIAN FILM STUDY</td>
<td>Gomer R</td>
</tr>
<tr>
<td>2002</td>
<td>027</td>
<td>090</td>
<td>ADV RUSSIAN CONVERSATION/COMP</td>
<td>Gomer R</td>
</tr>
<tr>
<td>2002</td>
<td>027</td>
<td>C01</td>
<td>ADV RUSSIAN CONVERSATION 1</td>
<td>Miltcheva M</td>
</tr>
<tr>
<td>2003</td>
<td>031</td>
<td>090</td>
<td>ADVANCED RUSSIAN II</td>
<td>Gomer R</td>
</tr>
<tr>
<td>2003</td>
<td>031</td>
<td>C01</td>
<td>ADV RUSSIAN II CONVERSATION</td>
<td>Miltcheva M</td>
</tr>
<tr>
<td>2003</td>
<td>037</td>
<td>001</td>
<td>ADV RUSSIAN CONVERSATION/COMP</td>
<td>Gomer R</td>
</tr>
<tr>
<td>2004</td>
<td>041</td>
<td>001</td>
<td>RUSSIAN LITERATURE ON THE SCREEN</td>
<td>Gomer R</td>
</tr>
<tr>
<td>2004</td>
<td>047</td>
<td>001</td>
<td>ADVANCED RUSSIAN</td>
<td>Gomer R</td>
</tr>
<tr>
<td>2005</td>
<td>051</td>
<td>001</td>
<td>LIFE &amp; WORKS BY M. BULGAKOV</td>
<td>Gomer R</td>
</tr>
<tr>
<td>2005</td>
<td>057</td>
<td>090</td>
<td>SPECIAL TOPICS</td>
<td>Gomer R</td>
</tr>
<tr>
<td>2006</td>
<td>061</td>
<td>001</td>
<td>SPECIAL TOPICS IN BULGAKOV</td>
<td>Gomer R</td>
</tr>
<tr>
<td>2006</td>
<td>067</td>
<td>001</td>
<td>ADVANCED RUSSIAN</td>
<td>Gomer R</td>
</tr>
<tr>
<td>2006</td>
<td>067</td>
<td>002</td>
<td>ADVANCED RUSSIAN GRAMMAR</td>
<td>Gomer R</td>
</tr>
<tr>
<td>2007</td>
<td>071</td>
<td>001</td>
<td>INDEPENDENT STUDY: &quot;MASTER AND MARGARITA&quot;</td>
<td>Gomer R</td>
</tr>
<tr>
<td>2007</td>
<td>071</td>
<td>002</td>
<td>INDEPENDENT STUDY: ADVANCED GRAMMAR</td>
<td>Gomer R</td>
</tr>
<tr>
<td>2007</td>
<td>072</td>
<td>001</td>
<td>INDEPENDENT STUDY: ADVANCED GRAMMAR</td>
<td>Gomer R</td>
</tr>
</tbody>
</table>

RUSS 390 Enrollment History

Prepared by: Linda Braecklein, Office Manager
Curriculum Committee
Proposal for a New Minor or Concentration

1. Department: **Department of Computer Science**

2. Check one: **X** minor ; ____ concentration

3. Name of Minor/Concentration: **Applied Computing**

4. Desired acronym: **COMP**

5. Total number of hours required for completion of minor/concentration: **18**

6. Semester and year in which new minor/concentration will go into effect: **Spring 2009**

7. Justification for offering the minor/concentration (consider the following):

   (a) What are the goals and objectives of the minor/concentration?

   **Goal:** The minor in Applied Computing is designed for students interested in computing who do not wish to minor or major in computer science. Such students' transcripts will reflect their ability to use computers effectively as a tool for production and creation a world driven by information and technology.

   **Objectives:** The minor provides non-computer science majors a fundamental understanding of (1) the utility of software applications and production and creation tools, (2) with problem solving using algorithmic thinking, and (3) with software application development up to an intermediate level.

   (b) How does the minor/concentration support the mission statement of the department?

   **The second department goal (out of four) states:**
   - To serve the needs and interests of a broad spectrum of students, especially non-majors, who see the use of computers as important in their personal or professional development;
   
   **This minor is designed to achieve this goal.**

   (c) How does the minor/concentration support the liberal arts tradition of the College, including linkages with other disciplines?

   **As stated on the College's website, "In the great liberal arts tradition, a College of Charleston education focuses on discovery and personal growth, as well as**

   (Form was approved by FCC on 04/18/06 and replaces all others.)
preparing for life, work and service in our society.” The Minor in Computing supports this tradition by allowing students to experience a broader range of computer courses that will promote their ability to communicate, perform and excel in life after graduation.

(d) Are other departments affected by this minor/concentration? (Please attach letters of support from the chairs of each affected department indicating that the department has discussed the proposal and supports it.)

No other department is affected by the requirements of this minor.

8. Address potential shifts:

(a) Address potential enrollment pattern shifts in the department or college-wide as related to the offering of this minor/concentration.

Many College of Charleston students already register for multiple sections of Computer Science 100-level courses. Thus no increase will likely be seen in those courses. This minor may increase the number of students who enroll in our 200-level Computer Science courses. It is not believed that this will have a significant impact on college-wide enrollments.

(b) Address potential shifts in staffing of the department as related to the offering of this minor/concentration.

Although, enrollments in CSCI 2++ level courses may increase, it is not expected that this will result in any changes in staffing.

9. Requirements for additional resources made necessary by this minor/concentration.

(a) Staff: none

(b) Budget: none

(c) Library: none

(Note: Minors/concentrations requiring extensive additional resources will need extensive justification.)

10. Attach a list of courses and requirements for completion of this minor/concentration (including their prerequisites). Provide any relevant additional information, for example include a typical schedule for a student to complete this minor.

(Form was approved by FCC on 04/18/06 and replaces all others.)
Minor Requirements:
Students must take a minimum of 18 hours in computer science excluding CSCI 110 Computer Fluency, with 9 hours of those hours at or above the 200 level. Students may select courses that best configure the minor to their major. At least 9 hours in the minor at the 200-level or above must be earned at the College of Charleston.

The current CSCI courses from which students will select courses are given in the lists below. All courses available to students in the minor develop both a theoretical underpinning and application skill set:

100-level (at most 9 hours from this set are required for to the minor):
CSCI 112 Communications Technology and the Internet
CSCI 114 Electronic Publishing and Design
CSCI 120 Building Virtual Worlds
CSCI 180 Computers, Music and Art
CSCI 199 Special Topics in Computing
(Note: CSCI 116 and CSCI 130 are no longer offered and are in the process of being deleted from the Catalog.)

200-level and above (at least 9 hours from this set are required for the minor):
CSCI 210 Game Programming
CSCI 220 Computer Programming I
CSCI 222 Computer Programming I Laboratory
CSCI 221 Computer Programming II
CSCI 230 Data Structures and Algorithms
CSCI 250 Introduction to Computer Organization and Assembly Language Programming
CSCI 299 Special Topics in Computer Science
See Undergraduate Catalog for 300 and 400 level CSCI courses. It is unlikely that students will elect to take many 300- or 400-level CSCI courses.

(Form was approved by FCC on 04/18/06 and replaces all others.)
Example schedules for a student wishing to complete this minor:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CSCI 114</td>
<td>Fall</td>
<td>CSCI 112</td>
</tr>
<tr>
<td>Spring</td>
<td>CSCI 112</td>
<td>Spring</td>
<td>CSCI 114</td>
</tr>
<tr>
<td>Fall</td>
<td>CSCI 120</td>
<td>Fall</td>
<td>CSCI 120</td>
</tr>
<tr>
<td>Spring</td>
<td>CSCI 220/222</td>
<td>Spring</td>
<td>CSCI 210</td>
</tr>
<tr>
<td>Fall</td>
<td>CSCI 250</td>
<td>Fall</td>
<td>CSCI 220/222</td>
</tr>
<tr>
<td>Spring</td>
<td>CSCI 221</td>
<td>Spring</td>
<td>CSCI 250</td>
</tr>
<tr>
<td></td>
<td>MATH 207*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CSCI 112</td>
<td>Fall</td>
<td>CSCI 220/222</td>
</tr>
<tr>
<td>Spring</td>
<td>CSCI 114</td>
<td>Spring</td>
<td>CSCI 221</td>
</tr>
<tr>
<td>Fall</td>
<td>CSCI 210</td>
<td>Fall</td>
<td>CSCI 230</td>
</tr>
<tr>
<td>Spring</td>
<td>CSCI 220/222</td>
<td>Spring</td>
<td>CSCI 250</td>
</tr>
<tr>
<td>Fall</td>
<td>CSCI 250</td>
<td>Spring</td>
<td>CSCI 320</td>
</tr>
<tr>
<td>Spring</td>
<td>CSCI 221</td>
<td>Spring</td>
<td>CSCI 112</td>
</tr>
<tr>
<td></td>
<td>MATH 207</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*MATH 207 is listed because it is a corequisite for CSCI 221.

(Format was approved by FCC on 04/18/06 and replaces all others.)
11. Signature of Department Chair or Program Director:

Christoph W. Stone

Date: 3/3/08

12. Signature of Dean of School:

Date: 3/06/08

13. Signature of Provost:

Date: 3/07/08

14. Signature of Business Affairs Official:

Date: 3/11/08

15. Signature of Curriculum Committee Chair:

Date: 3/25/08

16. Signature of Budget Committee Chair:

Date: 

17. Signature of Planning Committee Chair:

Date: 

18. Signature of Faculty Senate Secretary:

Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information will be sent by the Registrar to:

1. Department Chair

2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)

3. College Relations (addition to Undergraduate Catalog)

4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)

5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Curriculum Committee
Proposal for a New Minor or Concentration

1. Department: Management & Entrepreneurship

2. Check one: X minor; ___ concentration

3. Name of Minor/Concentration: Leadership, Change and Social Responsibility

4. Desired acronym: LCSR

5. Total number of hours required for completion of minor/concentration: 18

6. Semester and year in which new minor/concentration will go into effect: Fall 2009

7. Justification for offering the minor/concentration (consider the following):

(a) What are the goals and objectives of the minor/concentration?

There are four central learning goals associated with enrollment in the leadership minor:
1. To enhance the students’ knowledge of leadership theory and research
2. To help students recognize opportunities and limitations faced by individuals leading organizations or groups
3. To study examples of different styles of leaders, and to understand how these styles influence individual and group performance
4. To consider how leadership theories and examples can be used to develop and improve personal leadership attributes

(b) How does the minor/concentration support the mission statement of the department?

The mission of the Department of Management and Entrepreneurship is to educate and train students to become leaders and managers and to be a major catalyst in the processes that make the Charleston region a vibrant economy based on knowledge, innovation, and technology.

Multiple disciplines are recognizing the importance of developing management and leadership skills. Multiple disciplines are also recognizing the importance of understanding leadership and influence tactics from a follower’s perspective. The minor answers the call to give students across disciplines the chance to focus on learning concepts related to becoming leaders and change agents in their organizations while also concentrating on a commitment to behave in a socially responsible manner. The minor completely supports the mission of the Department of Management and Entrepreneurship by enhancing the leadership talents of students who will be the future leaders of the

(Form was approved by FCC on 04/18/06 and replaces all others.)
organizations of the lowcountry and the region. Importantly, the goal of the minor is to help students become better leaders not only through understanding the theories pertaining to leadership and serving as change agents, but also focusing on understanding the theories that are related to motivation and performance. The knowledge and skills acquired during their participation in the leadership minor will benefit them as they serve as both leaders of groups and followers of others.

(c) How does the minor/concentration support the liberal arts tradition of the College, including linkages with other disciplines?

Understanding leader-follower relationships is important to individuals working in most fields. The field of leadership is not just about being able to lead and influence others. Rather, it is also about understanding influence from a follower’s perspective.

This minor continues a legacy of offering courses or programs, many interdisciplinary in nature, to non-business majors throughout campus.

Finally, those of us who teach leadership courses build on a rich legacy of research and practice in management, sociology, psychology, and even history. In some cases, faculty from other disciplines are used as experts in class. In addition, some of the faculty have degrees, mentors, and research programs that bridge several of these disciplines.

(d) Are other departments affected by this minor/concentration? (Please attach letters of support from the chairs of each affected department indicating that the department has discussed the proposal and supports it.)

It is expected that many of the students who enroll in the minor already plan to enroll in a percentage of the courses, as they have interest in this area. Thus, it should not influence class enrollment. Furthermore, as this is a minor and not a major, it should not have a direct effect on other departments. That is, students may enroll in this minor as a supplement to their majors.

8. Address potential shifts:

(a) Address potential enrollment pattern shifts in the department or college-wide as related to the offering of this minor/concentration.

Many of the courses required for the concentration are already offered as requirements or electives for Business Majors. Thus, we do not expect shifts in enrollment in the Department of Management and Entrepreneurship or in the School of Business and Economics due to individuals enrolled in one of the business majors choosing to also minor in leadership.

(Form was approved by FCC on 04/18/06 and replaces all others.)
We do expect to see a number of students with non-Business majors enroll in the minor. However, we do not expect that these numbers will be substantial. Again, we expect that students will choose to enroll in the minor in order to supplement their current coursework, and establishing a minor in Leadership, Change, and Social Responsibility will allow these students to receive credit for their coursework.

(b) Address potential shifts in staffing of the department as related to the offering of this minor/concentration.

As a concentration is already offered in this area, there will be no need for staffing changes as a result of this offering.

9. Requirements for additional resources made necessary by this minor/concentration.

(a) Staff: 0

(b) Budget: 0

(c) Library: 0

(Note: Minors/concentrations requiring extensive additional resources will need extensive justification.)

10. Attach a list of courses and requirements for completion of this minor/concentration (including their prerequisites). Provide any relevant additional information, for example include a typical schedule for a student to complete this minor.

See attached.

(Form was approved by FCC on 04/18/06 and replaces all others.)
11. Signature of Department Chair or Program Director: 
   Date: 3/19/08

12. Signature of Dean of School: 
   Date: 2/16/08

13. Signature of Provost: 
   Date: 9/1/2008

14. Signature of Business Affairs Official: 
   Date: 9-5-08

15. Signature of Curriculum Committee Chair: 
   Date: 9/23/08

16. Signature of Budget Committee Chair: 
   Date: 

17. Signature of Planning Committee Chair: 
   Date: 

18. Signature of Faculty Senate Secretary: 
   Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information will be sent by the Registrar to:

1. Department Chair

2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)

3. College Relations (addition to Undergraduate Catalog)

4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)

5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Requirements for the Minor in Leadership, Change and Social Responsibility

Required Course Work:

MGMT 301 - Management & Organizational Behavior
MGMT 345 - Leadership and Management Development

Choose 4 of the following:

MGMT 332 - Business Communications
MGMT 350 - Business, Leadership and Society
MGMT 401 - Organizational Behavior and Change
MGMT 360* - Special Topics Courses (upon approval)
MGMT 420* - Independent Study
MGMT 444* - Internship

* With no more than 3 credit hours from the following: special topics, independent study, or internships.

Proposed Schedule for taking the required and elective business courses for the minor

First semester, Junior year:

MGMT 301

Second semester, Junior year

MGMT 332 - Business Communications
AND/OR
MGMT 350 - Business, Leadership and Society
OR another pre-approved business elective from the above list in lieu of one or both of MGMT 332 or 350.

First semester, Senior year

MGMT 345 - Leadership and Management Development (can be taken 1st or 2nd semester of Senior year)

MGMT 401 - Organizational Behavior and Change

Second semester, Senior year

MGMT 345 - Leadership and Management Development (can be taken 1st or 2nd semester of Senior year)

MGMT 401 - Organizational Behavior and Change
OR
MGMT 360 - Approved Special Topics,
OR
MGMT 420 - Independent Study
OR
MGMT 444 - Internship

(Form was approved by FCC on 04/18/06 and replaces all others.)
Proposal to Change a Graduate Course

Department: EDFS (EDFS 672: Linguistic/Cultural Diversity in Education)
Graduate Program: Master of Education in Teaching, Learning and Advocacy

Will this course be cross-listed with an undergraduate or other graduate course? ☐ YES ☒ NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course change(s) will go into effect: Fall 2009

Change(s) desired: Change course description to include a linguistic component which has two foci: language theory and student personal language development

Existing Description: This survey course provides pre-K through grade 12 educators with an understanding of the issues affecting linguistically and culturally diverse learners in American schools. Topics include: history of ESOL and bilingual education, cultural and learning style preferences, cultural influences in curriculum and materials, legal issues and assessment, etc.

Proposed Description: This course provides pre-K-12 educators with an understanding of issues affecting linguistically and culturally diverse learners. Topics include analysis of language and its development in diverse settings, history of bilingual education, cultural/learning style preferences, cultural influences in curriculum and materials, legal issues related to serving limited English proficient learners, ESOL program development, and home-school collaboration.

Justification for change(s) The change in description reflects faculty realization of the importance of these elements in the course especially in light of the focus of the new degree.

Signature of Program Director: Meta Van Sickle Date: 2-8-08
Date approved by the Department: 2-6-08
Signature of Department Chair: F. L. K. Cooper Date: 2-6-08
Signature of Schools’ Dean: Frances C. Wilke Date: 2-6-08

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education
Date: 9-3-2008
Signature of Chair of Grad Council: Yangnam McCandless Date: 9-22-08
Signature of the Faculty Secretary: ____________________________ Date: ____________________________
EDFS 672 : Linguistic/Cultural Diversity in Education

Credit: 3 Graduate Hours – College of Charleston


Course Description:
This is a survey course intended to provide pre-K through grade 12 educators with an understanding of the issues affecting linguistically and culturally diverse learners in schools in the USA. Topics include an analysis of language and language development in diverse settings, a brief history of bilingual education, cultural and learning style preferences, cultural influences in curriculum and materials, the legal issues related to serving limited English proficient learners, approaches to ESOL program development, culturally appropriate assessment strategies and home-school collaboration.

Course Goals: To help students
- Familiarize themselves and come to an appreciation of different cultures and the role culture plays in the ESOL classroom.
- Understand the role of linguistics in learning English for native and non-native speakers.

Course Objectives:
Upon completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>Objective:</th>
<th>School of Education Standards (SOE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Distinguish cultural bias in teaching materials and tests</td>
<td>VI*</td>
</tr>
<tr>
<td>- Demonstrate an understanding of various aspects of culture and communication and the interrelationships among culture, language and communication.</td>
<td>I &amp; 11</td>
</tr>
<tr>
<td>- Define and defend personal and class definitions of language</td>
<td>I &amp; II</td>
</tr>
<tr>
<td>- Compare and Critique the models of language acquisition as well as the many theories concerning language development</td>
<td>I &amp; II</td>
</tr>
<tr>
<td>- Explore the impact of family and community upon language development and implement ways to include families and local communities within the classroom.</td>
<td>V</td>
</tr>
<tr>
<td>- Describe how language instruction should be aligned with the patterns of child growth and development</td>
<td>I</td>
</tr>
<tr>
<td>- Demonstrate familiarity with cross-cultural differences in the areas of appropriate social behavior, school behavior, gender roles, religion and non-verbal communication</td>
<td>I, VII</td>
</tr>
<tr>
<td>- Demonstrate an understanding of different barriers to effective intercultural communication and factors in cross-cultural</td>
<td>I, III</td>
</tr>
<tr>
<td>effectiveness</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>• Recognize the impact of differing language patterns and dialects upon language use and success in school</td>
<td>I &amp; III</td>
</tr>
<tr>
<td>• Develop an understanding of the nature and role of culture in communication</td>
<td>II,</td>
</tr>
<tr>
<td>• Develop a plan for increasing the awareness of various cultures within individual school communities - through focusing on ways by which to involve immigrant children with their American peers in curricular and co-curricular activities</td>
<td>III, IV, V, VII</td>
</tr>
<tr>
<td>• Demonstrate competence in the knowledge of the pluralistic nature of U.S. society</td>
<td>VII</td>
</tr>
<tr>
<td>• Articulate the role and importance of linguistics in an ESOL class.</td>
<td>VII</td>
</tr>
</tbody>
</table>

*School of Education, Health and Human Performance Standards

**Course Requirements and Activities**

1. **Cultural Self-Awareness Study** - Becoming a teacher begins with an understanding of self. We begin with a cultural perspective. There is a direct correlation between the beliefs and attitudes teachers hold and teacher behavior in the classroom. The purpose of this self-assessment is to begin to identify and understand your cultural elements and how they have contributed to your educational experience and your beliefs and attitudes regarding education. Using the example in the Gollnick and Chinn article, identify your micro-culture elements, drawing a chart such as shown in the article. Then describe some of your values and consider from where they might have come. From a cultural perspective, what has influenced you? What has influenced the way you think about school, learning, working, your purpose in life? Be specific. For example, what is the value in your family about education, honesty, family, foreigners, race, ethnicity? Comment on any changes you think you’ve made in the values passed on to you by the previous generation.

In addition, this paper must include a **language component**. Language and story are central to culture, community, family, and personal lives. Therefore, in this cultural awareness study you must document the significant role both these elements have played in shaping your life through family, community, and culture. As part of this project you must select a children’s book that is representative of your family culture and present it to the class during our discussion of dialect and culture. Overall the paper should be 8-9 pages (excluding cover and reference list pages) with half devoted to the language component. You must include a cover page with numbered pages and reference list (if any are used).

**Assessment Criteria for the Cultural self-awareness Study**

• Length: 8-9 pages. (Instructor will stop reading at the end of the 9th page.)

• The micro-cultural elements of the student’s culture have been identified using the example in Gollnick and Chinn as a model.

• Using the elements identified, the paper presents the student’s culture story.
The student was able to relate cultural elements to the way he/she thinks about school, learning, working and/or the purpose of life.

The paper is clearly and concisely written.

The paper shows evidence of searching, questioning, and thinking.

Students will also condense information into a one-page summary to be posted on WebCT group section.

2. Cultural Presentation - Each student will work with a group that will select a different culture/ethnicity with at least a modest representation in South Carolina. The presentation will address family structure, values, religion, non-verbal communication, learning strategies, hierarchy, political status, view of teachers and education, etc. The purpose of this presentation is to help the presenter and others in the class gather information about how best to teach children from other cultures. Visuals and handouts must be included. Students may include music, manipulatives, activities or any component that will make their presentation more professional. See end of syllabus for rubric.

Assessment Criteria for the Cultural Presentation

- The presentation addresses family structure, values, religion, non-verbal communication, learning strategies, hierarchy, political status, view of teachers and education, etc.
- Information presented is relevant to teachers.
- Presentation is lively and informative.
- Presentation includes visuals and handouts.

3. Research Paper - Possible topics:

<table>
<thead>
<tr>
<th>stereotypes</th>
<th>ethnicity</th>
<th>values</th>
</tr>
</thead>
<tbody>
<tr>
<td>multi-cultural education</td>
<td>social identify</td>
<td>immigration</td>
</tr>
<tr>
<td>bilingual education</td>
<td>socio-linguistics</td>
<td>race</td>
</tr>
<tr>
<td>non-verbal communication</td>
<td>key researchers</td>
<td>gender</td>
</tr>
<tr>
<td>assessment and cultural bias</td>
<td>phonology</td>
<td>syntax</td>
</tr>
<tr>
<td>writing/speaking/listening</td>
<td>grammar</td>
<td>applied linguistics</td>
</tr>
</tbody>
</table>

If you are writing about culture, make a connection between your content and ESOL students. If you are writing about linguistics, focus on English Language Learners.

Assessment Criteria for Research Paper

- 8-9 pages double spaced (no more, no less)
- APA style (Log on to the APA website for guidelines.)
- Must demonstrate relevancy to English Language Learners
- must use literature to support arguments. You must use information from peer reviewed articles.
- Include a reference list of cited articles.
- Students will post a one-page summary on WebCT group section.

4. Language Development Theorist Presentation
In groups students will research each of the major theorists with regard to language development. Each group will produce a short paper outlining the major points that the theorist made regarding language development. They will also produce media and class handouts. Theorists to be included are Piaget, Vygotsky, Bruner, Halliday, Heath, Chomsky, Skinner, and Goodman. A grading rubric will be provided prior to writing this project.

6. Interview - Each student will interview a non-native English speaker or someone who does not consider him/herself from the American mainstream. You may interview a child or an adult. Discuss the following: experiences in school, hurdles to learning English, view of American culture, etc. Expect to interview the participant for at least half an hour to get all the information you need. Students will present findings to class.

*Assessment Criteria for Interview*
- 2-3 pages
- APA style
- Include the following:
  - Age of interviewee
  - Sex
  - Home language
  - Place of origin
  - Grade level if in school
  - Highest grade of education if an adult
  - Your educated guess as to their socio-economic status here and in their place of origin
  - Their experiences in school
  - Their hurdles to learning English
  - Their view of American culture and schools
  - Their story of coming to America
  - Include what they think is important, not just what you think is important.
- Must include a reflective piece on the lessons that you have learned from this individual. You must state how this interview influences your teaching of English Language Learners/ESOLs and their families.

*Students will summarize information and post on WebCT.*

7. Participation - All students are expected to have read the material before commenting on WebCT. All are expected to participate and share their knowledge. Instructor will pose questions based on readings in textbook and student postings. Additional readings may be added as class progresses. Not logging on for any particular week will be counted as an absence.

<table>
<thead>
<tr>
<th>Grading</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Self-Awareness Study</td>
<td>100 pts</td>
</tr>
<tr>
<td>Cultural Self-Awareness Study One-Page Summary</td>
<td>10pts</td>
</tr>
<tr>
<td>Cultural Presentation (Final)</td>
<td>100 pts</td>
</tr>
<tr>
<td>Research Paper.</td>
<td>50 pts</td>
</tr>
<tr>
<td>Research Paper One-Page Summary</td>
<td>20 pts</td>
</tr>
<tr>
<td>Quizzes</td>
<td>90pts (one quiz per lecture, 5 pts. each)</td>
</tr>
<tr>
<td>Language Theorist Presentation</td>
<td>50 pts</td>
</tr>
<tr>
<td>Participation</td>
<td>20 pts</td>
</tr>
<tr>
<td>---------------</td>
<td>-------</td>
</tr>
<tr>
<td>Interview</td>
<td>30 pts</td>
</tr>
</tbody>
</table>

Please keep a running average of your grades and read the School of Education grading policy found at the end of this syllabus.

**Schedule**

Lectures and Quizzes will remain available for two weeks. Quizzes will not be made available after their two week appearance on WebCT.

---

**Week 1**

- **Introductory**
  - Syllabus Review
  - Netiquette
  - Video

WebCT Tutorial: Inquiry into the nature of language and the systems involved.

What is language—the components, characteristics, universal origins.

Goal: Log on and demonstrate knowledge of threaded discussions.

Address Prompt: Many people say America’s diversity is its strength. How is that so? Others say it is also America’s weakness. How is that so? Is it possible both statements are correct? If so, how?

*Make sure you have logged on and addressed the prompt.*

---

**Week 2**

What is language (continued), language acquisition and theories of development. Lecture: Culture I: What Is It? Introduction (I) plus quiz* (Spanish)

---

**Week 3**

- Culture Self-Awareness Study (Send as attachment)

Readings will be posted on WebCT

**Lecture: Culture II (Vietnamese)** plus quiz and **High Context and Low-Context Cultures (German)** plus quiz

Language, family, community and culture

---

**Week 4**

Culture Self-Awareness Summary (Post on threaded discussion for class to view.)

Language development prior to school & language functions.

Intercultural Communication (French) plus quiz

---

**Week 5**

Literacy in kindergarten: Emergent literacy analysis. Readings will be posted on WebCT. Getting to Know Another Culture I (Polish) plus quiz

---

**Week 6**

Interview Due

- Getting to Know Another Culture-II (Swedish) plus quiz
- Getting to Know Another Culture-III (Dutch) plus quiz
- Getting to Know Another Culture-IV (Romanian) plus quiz

---

**Week 7**


Lectures: The Nonverbal Language in Intercultural Communication—Lecture I (Arabic) plus quiz

The Nonverbal Language in Intercultural Communication—Lecture II (Russian) plus quiz

---

**Week 8**

Language in primary/elementary classes.
**Lecture: Intercultural Communication and the Role of Interpreters**  
*(Portuguese)* plus quiz

| Week 9 | Elementary language Literacy strategies  
Readings will be posted on WebCT.  
Lecture(s): Communicating with Non-English Speaking Parents *(Armenian)*  
plus quiz and Communicating with Non-English Speaking Parents: Written Communication *(Tagalog)* plus quiz |
|-------|-------------------------------------------------------------------------------------------------|
| Week 10 | Middle school language and strategies  
Lecture(s): Culture Shock *(Hebrew)* plus quiz  
Race: What Is It? *(Hawaiian)* plus quiz |
| Week 11 | Due: Research Paper  
Lecture(s): Stereotypes, Bias, and Prejudice *(Swahili)* plus quiz  
Racism *(Norwegian)* plus quiz  
Dialect and English Language Learners in Schools and society & code switching |
| Week 12 | Due: Research Paper Summary on WebCT  
| Week 13 | Lecture: White Privilege *(Ukrainian)* plus quiz |
| Week 14 | Final – Cultural and Language theorists presentation |

**Student Expectations:**

- Students are expected to follow School of Education, Health and Human Performance policies and procedures as well as to:
- Attend all classes. Students who miss more than one class (don’t log on for a whole week) will be withdrawn from the course.
- Actively participate and contribute during whole-class discussions and in cooperative groups.
- Check your email messages.
- Submit assignments on announced due dates. If you send an assignment as an attachment, keep the message in your computer. Do not delete it. If for some reason your message is lost or does not arrive on time, that message is the only proof you have that you actually sent the attachment.
- Follow all directions for assignments: word processed, neat, and free from spelling, mechanical, and usage errors.
- late work will be accepted; one letter grade will be deducted for each day the work is late. Example, if a paper is due on Saturday and the professor receives it on Monday, the assignment will be dropped two letter grades.
Cultural Presentation Rubric

Group Member Names

1. **Content** ........................................................................................................ 10 Pts
   The following are addressed: family structure, values, religion, non-verbal communication, learning strategies, hierarchy, political status, view of teachers and education, etc.

2. **Preparedness** .................................................................................................. 10 pts.
   Students know their cues and parts and are working like a team, not like individuals who happen to be making a presentation.

3. **Relevancy** ....................................................................................................... 10 pts.
   What does this information have to do with English Language Learners?

4. **Handouts** ....................................................................................................... 10 pts.
   You will not have time to present all your information in 15 minutes, so your handouts are important. You must present the instructor with a hard copy of the handouts at time of presentation, but in order to save paper, you may post your handouts on WebCT. Posted handouts must be posted by time of presentation in order to receive credit.

5. **Timing** ........................................................................................................... 5 pts.
   You will have 15 minutes to make your presentation, with a four-minute window of error for which you will receive no penalties. In other words, you may have a presentation that is 13-17 minutes long. You will have points taken off your presentation if you fall below 13 minutes or go over 17.

6. **Professionalism** ............................................................................................. 5 pts.
   Overall quality performance, handouts, manipulates, video clips, etc.

(Print this page. Include the names of all the members of your group and give a copy to the instructor on the day of the presentation when you come to class.)
<table>
<thead>
<tr>
<th>Area of Performance</th>
<th>Target 9-10</th>
<th>Acceptable 7-8</th>
<th>Needs Improvement 5-6</th>
<th>Unacceptable 3-4</th>
<th>Your Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy of Content</td>
<td>All major points of the work are targeted. Focus is accurate.</td>
<td>Major points of the theorist’s work are targeted. Focus is accurate.</td>
<td>Some major points of the theorist’s work are targeted. Focus is ambiguous.</td>
<td>Few major points are targeted. Focus is unclear.</td>
<td></td>
</tr>
<tr>
<td>Clarity of Explanations</td>
<td>Explanations are clear. Accurate identification of the contribution to language study.</td>
<td>Some explanations are unclear. Identification of the contribution to language study is clear.</td>
<td>Explanations need clarification. Identification of the contribution to language study is ambiguous.</td>
<td>Explanations are not clear. Inaccurate identification of the contribution to language study</td>
<td></td>
</tr>
<tr>
<td>Research and Sources</td>
<td>More than 10 sources. Includes online journals, professional websites, scholarly journals and books. APA format is accurate</td>
<td>At least 10 sources. Includes online references and websites, hard copy journals and magazines, and books. APA format followed</td>
<td>Less than 10 sources. Includes websites, magazines and books. Problems with APA format</td>
<td>Less than 7 sources. No electronic sources. Includes books. Problems with APA format</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>All points are made clearly. All group members participate. Appropriate use of media/technology.</td>
<td>Many points are made clearly. Most group members participate. Some use of media/technology.</td>
<td>Some points are made clearly. Some group members participate. Little use of media/technology.</td>
<td>Few points are clearly made. Only one or two members participate. No use of media/technology.</td>
<td></td>
</tr>
<tr>
<td>Group Contribution</td>
<td>Contributed equally to the research, paper, and presentation.</td>
<td>Made a major contribution but only in one or two areas.</td>
<td>Made contributions but were not equal to the other group members.</td>
<td>Made few contributions to the group.</td>
<td></td>
</tr>
</tbody>
</table>

**College of Charleston**
School of Education, Health and Human Performance
Charleston, South Carolina 29424

The mission of the School of Education, Health and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world. In pursuit of this mission, faculty and students will demonstrate:
intellectual curiosity and rigor;
reflective, research-based practice;
collaboration and consensus building;
field-oriented service and community outreach;
and cultural sensitivity and understanding.

TEACHING AND LEARNING STANDARDS

Standard I:
Evidence theoretical and practical understanding of the ways learners develop.

Standard II:
Demonstrate understanding and application of the critical attributes and pedagogy of the major content area.

Standard III:
Evidence a variety of strategies that optimize student learning.

Standard IV:
Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession.

Standard V:
Communicate effectively with students, parents, colleagues and the community.

Standard VI:
Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning.

Standard VII:
Show an understanding of the culture and organization of schools and school systems and their connections to the larger society.
POLICIES AND PROCEDURES FOR COURSES
IN THE SCHOOL OF EDUCATION, HEALTH AND HUMAN PERFORMANCE*

1. GRADING SCALE:

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.0</td>
<td>Superior</td>
</tr>
<tr>
<td>B+</td>
<td>88-92%</td>
<td>3.5</td>
<td>Very Good</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>78-82%</td>
<td>2.5</td>
<td>Fair</td>
</tr>
<tr>
<td>C</td>
<td>74-77%</td>
<td>2.0</td>
<td>Acceptable</td>
</tr>
<tr>
<td>D**</td>
<td>70-73%</td>
<td>1.0</td>
<td>Barely Acceptable</td>
</tr>
<tr>
<td>F</td>
<td>0-69%</td>
<td>0.0</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

** A grade of 73 or below is considered a failing grade for all Graduate courses.

2. PROFESSIONAL BEHAVIOR/DISPOSITIONS: Students are responsible for all content and assignments for each class. They will be expected to demonstrate professionalism by demonstrating the following dispositions:

- The belief that all students can learn.
- Value and respect for difference.
- Value of positive human interaction.
- Intellectual curiosity and willingness to learn new knowledge.
- A commitment to inquiry, reflection and self-assessment.
- Value of responsible, collaborative, and cooperative work.
- Sensitivity to community and cultural context.
- Responsible and ethical practice.

3. ATTENDANCE: Class attendance and punctuality are expected professional behaviors. Specific attendance requirements for each course are outlined in the syllabus. A student may be dropped from a course for excessive absences, based on the class attendance requirements specified in the syllabus.

4. MAKE-UP EXAMINATIONS AND QUIZZES: If a quiz or examination (other than the final examination) was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up examination. It is the responsibility of the student to make arrangements for the make-up. This is to be done as soon as possible after the missed examination/quiz.

5. DUE DATES: Due dates for course assignments, as well as scheduled quizzes and assignments, are listed in the course calendar or are announced in class. Consequences related to late materials are determined by the professor.

6. FINALS: The final for each course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for the final for that course. (Students who have more than two finals scheduled on the same day may arrange for an alternate time for one final through the Office of the Undergraduate Dean).

7. RESEARCH PAPERS: Papers will be typed (word processed) using the style of the Publication Manual of the American Psychological Association (Fifth Edition, 2001).

*Applies to all EDEE and EDFS courses and all PEHD teacher concentration courses above the 200 level.

Revised 2/7/03
Department: EDEE (EDEE 678  Methods and Materials in Reading Instruction)  
Graduate Program: Master of Education in Teaching, Learning and Advocacy  

Will this course be cross-listed with an undergraduate or other graduate course?  ☐ YES  ☒ NO  
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.  
Course change(s) will go into effect: Spring 2009  
Change(s) desired: Change name to: Success in Literacy for Older Readers  
Existing Description: An in-depth examination of the relationship between reading methods, reading materials and the thinking processes which elementary students use to construct knowledge.  
Proposed description: Examination of all processes involved in literacy, speaking, listening, reading, writing, viewing and thinking. Specifically, this course is designed to push your thinking to analyze critically how older learners, Grades 3-12, are and become "literate" in traditional and non-traditional educational settings. The course views literacy as a life-long process.  
Justification for change(s) The change in description and title reflect a focus on the needs of older readers and issues in teaching them. This course provides age appropriate emphasis for teachers of upper elementary through high school students.  

Signature of Program Director: [Signature]  Date: 2/8/08  
Date approved by the Department: 2/8/08  
Signature of Department Chair: [Signature]  Date: 2/8/08  
Signature of Schools’ Dean: [Signature]  Date: 2/8/08  

Signature of Chair of the Faculty Committee on Graduate and Continuing Education  
Date: 9-3-2008  
Signature of Chair of Grad Council: [Signature]  Date: 9/22/08  
Signature of the Faculty Secretary: [Signature]  Date:  

If more space is needed for any section, please attach additional sheets to this form.
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Success in Literacy for Older Readers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number:</td>
<td>EDEE 678</td>
</tr>
<tr>
<td>Course Term:</td>
<td></td>
</tr>
<tr>
<td>Credit Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Course Description:</td>
<td>Examination of all processes involved in literacy, speaking, listening, reading, writing, viewing and thinking. Specifically, this course is designed to push your thinking to analyze critically how older learners are and become “literate” in traditional and non-traditional educational settings. The course views literacy as a life-long process.</td>
</tr>
<tr>
<td></td>
<td>Additional readings from a variety of sources.</td>
</tr>
<tr>
<td>Course Objectives:</td>
<td>All teacher preparation programs in the School of Education, Health, and Human Performance (EHHP) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher competency which are at the heart of the EHHP Conceptual Framework: 1) Understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course; they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher.</td>
</tr>
<tr>
<td></td>
<td><strong>Understanding and Valuing the Learner</strong></td>
</tr>
<tr>
<td></td>
<td>1. Demonstrate a thorough knowledge of the developmental process of literacy and all the factors involved in it (<strong>NCATE 1, 2b &amp; 3a-e; NAEYC/EC 1, 4, 4a-c; EHHP Standard II</strong>).</td>
</tr>
<tr>
<td></td>
<td>2. Demonstrate a thorough knowledge of the lexicon, syntax, history, varieties, literature, and processes of the English</td>
</tr>
</tbody>
</table>
language/Language Arts (NCATE 2b & 3a-e; NAEYC/EC 4 & 4a-c; EHHP Standard II).

3. Demonstrate knowledge and understanding of first and second language development to design effective literacy programs and strategies that build on students’ strengths, skills and backgrounds and are effective (NCATE 1, 2b & 3a-e; NAEYC/EC 1, 4 & 4a-c; EHHP Standard I, II, III).

4. Design assessments to determine the level of students’ competence in their understanding and use of language and to use the results of such assessments to design instruction (NCATE 4 & 3 a-e; NAEYC/EC 3 & 4a-4b; EHHP Standard VI).

5. Demonstrate an understanding of the different misconceptions, miscue patterns, and misconceptions that a student may exhibit and how these should be addressed instructionally.

**Knowing what and how to teach and assess and how to create an environment in which learning occurs**

1. Demonstrate an ability to use effective instructional strategies, technologies, and varied language activities (including the use of children’s literature) to help students become strategic readers and respond to what they have read (NCATE 2b & 3a-e; NAEYC/EC 4 & 4 a-c; EHHP Standard III).

2. Demonstrate knowledge of all major approaches to reading and an ability to teach students using a balanced reading program that includes emphasis on the use of vocabulary, comprehension phonemic relationships, context, and a variety of sources text that has meaning for the students (NCATE 2b & 3a-e; NAEYC/EC 4b & 4a-c; EHHP Standard).

3. Demonstrate the ability to organize and manage a classroom climate within which all students have the desire to learn and to engage in a variety of emergent and early literacy experiences (NCATE 3a-e & 5b, 5d; NAEYC/EC 4a-c & 5, 2; SOE Standard III & VI).

**Understanding yourself as a professional**

1. Model effective use of the English language (NCATE 2b; NAEYC/EC 4b; SOE Standard V.)
2. Demonstrate the ability to communicate with, guide, and assist parents in fostering early and continued growth in literacy (NCATE 5b & 5c; NAEYC/EC 5 & 2; SOE Standard V).

3. Evaluate self-perceptions about issues in teaching and learning (NCATE 5; NAEYC/EC; SOE Standards I, IV, V, VI, VII).

4. Collaborate and cooperate with other course participants in class and in the evaluation of course projects (NCATE 5; NAEYC/EC 5; SOE Standards I, II, III, IV).

5. Use technology to optimize instruction (NCATE 5; NAEYC/EC; SOE I, II III, V).

<table>
<thead>
<tr>
<th>Description of Projects/Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation &amp; Reading Reaction/Reflection Journal</td>
</tr>
<tr>
<td>Part of our weekly class discussions will be based upon textbook and outside chapter readings. It is expected that you will come to class prepared to discuss the material read for the day. One point a week will be earned for this area of the class based on two criteria: (1) class participation during discussions and activities, (2) weekly submission of a one-page, single-spaced typed reflection of the week's readings. Please note that reflection papers are NOT summaries of the readings. You may connect the readings to your prior knowledge and experience and/or to prior readings. You may critique the readings for the day, giving substantiating evidence for your critique. You may connect the readings to practical teaching experiences or to considerations for classroom implementation. Whatever you choose to write, you must make sure that your writing includes connections to the topics covered for the class that day and that your reflection demonstrated your critical reading and your writing abilities. These papers will be graded on both form and content (see below for further explanation about writing expectation in this class). You will leave your reflection at the end of each class period for grading. These will be returned to you during the following class period.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child-Study Research Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>The research report is a cumulative project that consists of several components. To receive high marks, it is imperative</td>
</tr>
</tbody>
</table>
that you stay abreast of all four components throughout the course. In this written report, you will need to demonstrate (1) knowledge of the practical components of reading across contexts, (2) the relation between practical components, research, and theories related to topics of reading instruction and materials, (3) abilities to meet students’ reading needs using appropriate materials, and (4) professionalism regarding ethical issues surrounding students’ needs.

The report will cover the school, community, personal, and other literacy practices of a particular elementary or middle school child (chosen from grade 2-8) who has been described with some school-based reading difficulty (e.g., learning disability, lack of motivation, reading problems, not-challenged, language difficulties, etc.).

On or before the midterm exam October 10, you need to secure permission to interview a child about his/her literacy life. Specifically, the interview should include aspects of the child’s school, personal, and community literacy practices. Over the course of the semester, you will develop an 8-10 page paper based upon the interview(s) you conduct. (See attached outline for report requirements). You must use theory, research, and practice as discussed in this class and in outside reading to identify the child’s literacy strengths/weaknesses, to explore the similarities and mismatches between the kinds of literacies the child uses in different contexts of his/her life, to discuss a plan to assist teachers and parents in improving the child’s literacy life and learning, and to make specific recommendations for the inclusion of materials to benefit the child’s literacy progress.

You must include at least 10 citations in your paper. References may be taken from class readings and drawn from other journal articles or book chapters. Besides the texts included in this course, a list of approved journals, handbooks, and applicable edited books is noted below for you use. **

Please note that ERIC documents are not acceptable as references.**

Your research report should be written in a formal style as if you are preparing it for other adults to read (fellow teachers, administrators, parents, academics). Technical language should be used but well explained, and all formatting of references should adhere to APA guidelines (5th edition). The paper is due November 21.
## Midterm and Final Examinations

The midterm and the final exam will include short answer and essay components. The midterm will cover course information up to and including the exam date. The final exam will cover all information included in the course. Both exams will require that you make connections between and among the personal, practical, and professional realms of learning and experience addressed in readings and discussions.

### Evaluation Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>B++</td>
<td>88-92</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>C+</td>
<td>78-82</td>
</tr>
<tr>
<td>C</td>
<td>74-77</td>
</tr>
<tr>
<td>F</td>
<td>&lt;74</td>
</tr>
</tbody>
</table>

### General Information about Grading:

** Late submissions of assignments are unacceptable under normal circumstances. Each late submission will have an automatic point deduction by week equivalent to the loss of one letter grade.

** Written assignments (both weekly reflections and the research report) are final products that will be graded on both what is written (clarity, depth, insight) and how it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, neatness, and adherence to assignment guidelines will affect your grade. As an educator, high levels of competence not only in verbal but also in written communication with parents, administrators, and other educators are expected. Please use the resources around you to proofread and edit your work. The Writing Lab (located in the Education Center Room 216) provides free, individualized help on all parts of the writing process.

### Resource Reading List:

- English Education
- Handbook of literacy and technology: Transformations in a post-typographic world
- Handbook of research on teaching literacy through the communicative and visual arts
- Handbook of Reading Research
<table>
<thead>
<tr>
<th><strong>Attendance Policies:</strong></th>
<th>Class attendance is crucial for a full understanding of course material because many of the topics and content will be taught and communicated by way of class demonstrations, class activities, and class discussions. Therefore, it is important that you attend class and that you come to class prepared. Furthermore, you need not only to be present, but also to participate in class discussions and activities. A student arriving to class fifteen or more minutes late will be counted absent. Students will be dropped from class for excessive absences. One’s final grade will be lowered by ten percent for each absence after having missed one class meeting.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Special consideration/agreements:</strong></td>
<td>TBA</td>
</tr>
</tbody>
</table>
| **Honor System:** | The Honor Code of the College of Charleston specifically forbids:  
**Lying:** knowingly furnishing false information, orally or in writing, including but not limited to deceit or efforts to deceive relating to academic work, to information legitimately sought by an official or employee of the College, and to testimony before individuals authorized to inquire or investigate conduct; lying also includes the fraudulent use of identification cards.  
**Cheating:** the actual giving or receiving of unauthorized, dishonest assistance that might give one student an unfair advantage over another in the performance of any assigned, graded academic work, inside or outside of the classroom, and by any means whatsoever, including but not limited to fraud, duress, deception, theft, talking, making signs, gestures, copying, electronic messaging, photography, unauthorized reuse of previously graded work, unauthorized |
dual submission, unauthorized collaboration and unauthorized use or possession of study aids, memoranda, books, data, or other information. The term cheating includes engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

**Attempted cheating:** a willful act designed to accomplish cheating, but falling short of that goal.

**Stealing:** the unauthorized taking or appropriating of property from the College or from another member of the college community. Note also that stealing includes unauthorized copying of and unauthorized access to computer software. Attempted stealing: a willful act designed to accomplish stealing, but falling short of that goal.

**Plagiarism:**
The verbatim repetition, without acknowledgement, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in quotation marks and acknowledged either in the text itself or in footnotes/endnotes. Borrowing without acknowledging the source. Paraphrasing the thoughts of another writer without acknowledgement. Allowing any other person or organization to prepare work which one then submits as his/her own.

---

**Course Calendar:**

*List the dates, specific topics and assignments for each course meeting. This section should be specific enough to show the course content.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

***In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.*
Proposal to Change a Graduate Course

Department: EDEE (EDEE 667 Curriculum Design)
Graduate Program: Master of Education in Teaching, Learning and Advocacy

Will this course be cross-listed with an undergraduate or other graduate course? □ YES □ NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course change(s) will go into effect: Spring 2009

Change(s) desired:

1. Change in course description to reflect demands of a PreK – 12 curricular focus

Existing Description: An analysis of the relationship between the written curriculum, instructional models and the ways in which learners construct knowledge.
Proposed Description: This course will expand the candidate’s understanding of theories, issues, and practices of curriculum development. The course will examine the history of curriculum development in the United States and will identify educational, political, and social forces that have shaped curriculum. Students will identify reoccurring themes, major leaders in curriculum, and will gain an understanding of how curriculum is developed from the classroom to the national level. By examining their own understanding of curriculum, they will begin to conceptualize potential capstone projects.

2. Change in title to Curriculum Theory and Application

Justification for change(s) Changes are requested to better fit the requirements of a new M.Ed. program

Signature of Program Director: [Signature] Date: 2/8/08
Date approved by the Department: 2/8/08
Signature of Department Chair: [Signature] Date: 2/8/08
Signature of Schools’ Dean: [Signature] Date: 2/8/08

Return form to the Graduate School Office for further processing.

Signature of Chair of the Faculty Committee on Graduate and Continuing Education
Date: 9-3-2008
Signature of Chair of Grad Council: [Signature] Date: 9/22/08
Signature of the Faculty Secretary: [Signature]

If more space is needed for any section, please attach additional sheets to this form.

November 2007
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Curriculum Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number:</td>
<td>EDEE 667</td>
</tr>
<tr>
<td>Course Term:</td>
<td>TBA</td>
</tr>
<tr>
<td>Credit Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Course Description:</td>
<td>This course will expand the candidate’s understanding of theories, issues, and practices of curriculum development. The course will examine the history of curriculum development in the United States and will identify educational, political, and social forces that have shaped curriculum. Students will identify reoccurring themes, major leaders in curriculum, and will gain an understanding of how curriculum is developed from the classroom to the national level. By examining their own understanding of curriculum, they will begin to conceptualize potential capstone projects.</td>
</tr>
</tbody>
</table>
| Course Objectives:   | Upon successful completion of the course, students should be able to:  
  1. Discuss major themes in curriculum development in the United States; (SOE Standards 2 and 7; ETC 1, 2, and 3)  
  2. Discuss the major philosophical forces that underpin curriculum, and to identify his or her personal philosophy of curriculum development; (SOE Standards 1, 2, and 7; ETC 1, 2, and 3)  
  3. Identify significant curriculum leaders and discuss the impact each had on education in the United States; (SOE Standards 2 and 7; ETD 1, 2 and 3)  
  4. Develop an understanding of the content and the processes needed for curriculum development and implementation, with an understanding of the relationships between and among the disciplines; (SOE Standards 1, 2, 3, 6, and 7; ETC 1 and 2)  
  5. Develop an understanding of different types of evaluation and the role each one plays in the evaluation process. |
of an instructional program; (SOE Standards 1, 2, 3, and 6; ETC 1 and 2)
6. Develop an understanding of current issues in the field of curriculum and relate them to political, economic, and historical forces; (SOE Standards 2, 4, and 7; ETC 1, 2 and 3)
7. Identify effective curriculum development models from the classroom to the national level. (SOE Standards 1, 2, 3, 4, 5, 6, 7; ETC 1, 2 and 3)

<table>
<thead>
<tr>
<th>Course Requirements and Description of Projects/Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students will read the textbook and will come to class prepared to discuss the questions at the end of each chapter as well as any of their own that are related to the issues presented in the text. Discussions should be thoughtful and should integrate current issues with ones discussed in each chapter.</td>
</tr>
<tr>
<td>2. A midterm and a final exam will be administered. Each will be in an essay format and will require students to synthesize and apply their learning.</td>
</tr>
<tr>
<td>3. A typed two page summary of a research article on a hot topic in the field of curriculum due the middle of the semester. The summary will include a one to two paragraph analysis of why this is a hot topic from an historical, economic, political, and/or social perspective.</td>
</tr>
<tr>
<td>4. A typed research paper on a person who has made a significant impact on the field of curriculum is due on late in the semester. The 7-9 page paper should include details to support his/her contributions and should address relevance to education today. The paper must incorporate a minimum of 6 credible sources (do not include textbooks) and must be typed in APA style.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation Scale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 93-100</td>
</tr>
<tr>
<td>B+ = 88-92</td>
</tr>
<tr>
<td>B = 83-87</td>
</tr>
<tr>
<td>C+ = 78-82</td>
</tr>
<tr>
<td>C = 74-77</td>
</tr>
<tr>
<td>F = &lt;74</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation Criteria:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
</tr>
<tr>
<td>Midterm</td>
</tr>
<tr>
<td>Final</td>
</tr>
<tr>
<td>Summary</td>
</tr>
<tr>
<td>Research Paper</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attendance Policies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>For a grade to be awarded, students must attend at least 85%</td>
</tr>
</tbody>
</table>
of the class hours. Students may be withdrawn by the instructor for absences that exceed this limit.

<table>
<thead>
<tr>
<th>Special consideration/agreements:</th>
<th>TBA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honor System:</td>
<td></td>
</tr>
<tr>
<td>HONOR CODE:</td>
<td>See most recent edition of the Graduate Student Handbook</td>
</tr>
</tbody>
</table>

**Honor System:**

The Honor Code of the College of Charleston specifically forbids:

**Lying:** knowingly furnishing false information, orally or in writing, including but not limited to deceit or efforts to deceive relating to academic work, to information legitimately sought by an official or employee of the College, and to testimony before individuals authorized to inquire or investigate conduct; lying also includes the fraudulent use of identification cards.

**Cheating:** the actual giving or receiving of unauthorized, dishonest assistance that might give one student an unfair advantage over another in the performance of any assigned, graded academic work, inside or outside of the classroom, and by any means whatsoever, including but not limited to fraud, duress, deception, theft, talking, making signs, gestures, copying, electronic messaging, photography, unauthorized reuse of previously graded work, unauthorized dual submission, unauthorized collaboration and unauthorized use or possession of study aids, memoranda, books, data, or other information. The term cheating includes engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

**Attempted cheating:** a willful act designed to accomplish cheating, but falling short of that goal.

**Stealing:** the unauthorized taking or appropriating of property from the College or from another member of the college community. Note also that stealing includes
unauthorized copying of and unauthorized access to computer software. Attempted stealing: a willful act designed to accomplish stealing, but falling short of that goal.

**Plagiarism:**
The verbatim repetition, without acknowledgement, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in quotation marks and acknowledged either in the text itself or in footnotes/endnotes. Borrowing without acknowledging the source. Paraphrasing the thoughts of another writer without acknowledgement. Allowing any other person or organization to prepare work which one then submits as his/her own.

---

**Course Calendar:**

List the dates, specific topics and assignments for each course meeting. This section should be specific enough to show the course content.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

***In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.***
Proposition to Change a Graduate Course

Department: EDFS (EDFS 702: Research and Development Project)
Graduate Program: Master of Education in Teaching, Learning and Advocacy

Will this course be cross-listed with an undergraduate or other graduate course? □ YES □ NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course change(s) will go into effect: Fall 2009

Change(s) desired: Course hours be listed as 3, not 3-6; no other changes

Justification for change(s) Only 3 hours of credit will be given for this capstone project.

Signature of Program Director: [Signature] Date: 2-8-08
Date approved by the Department: 2-6-08
Signature of Department Chair: [Signature] Date: 2-6-08
Signature of Schools' Dean: [Signature] Date: 2-6-08

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education
[Signature] Date: 9-3-08
Signature of Chair of Grad Council: [Signature] Date: 9-22-08
Signature of the Faculty Secretary: 

If more space is needed for any section, please attach additional sheets to this form.

November 2007
College of Charleston  
School of Education, Health, and Human Performance  
Course Syllabus

Course Name: Research and Development Project (3)

Course Prefix and Number: EDFS 702

Course Term: 3

Credit Hours: 3

Course Prerequisites: Successful completion of EDFS 635 and 24 earned degree hours

Course Description: This course will guide and assist candidates in designing, implementing, and presenting their capstone projects. Candidates will complete in-depth study of an individually chosen topic under the guidance of the student's advisor, the course instructor for review by a public presentation.

Course Text/Materials: Individualized texts and readings will be determined by candidate’s projects and their level of research development.

Course Objectives: The capstone project is meant to provide each MTLA graduate student with the experience of identifying a critical issue/need (pedagogical, curricular) or research question in education and formally proposing a project plan for addressing this need/question. The process of formally proposing a project will help successfully plan and implement the project and will be very much akin to that which they will experience in professional life as leaders in education within their community, school system, school district, state and/or region.

Course Requirements: Candidates will complete their approved capstone project and present the results at a professional meeting, teacher workshop and/or session of capstone presentations attended by graduate faculty and other interested parties.

Evaluation Scale:
The grading of the course will be as follows:

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal complete by drop/add date</td>
<td>20%</td>
</tr>
<tr>
<td>Project completed and approved by advisor and committee</td>
<td>60%</td>
</tr>
<tr>
<td>Project results publically presented</td>
<td>10%</td>
</tr>
<tr>
<td>Participates in a collaborative, supportive manner in capstone class</td>
<td>10%</td>
</tr>
</tbody>
</table>

Class Activities
This course is structured to meet as a whole five times during the semester, and in small groups and individually with the instructor for the remainder of the classes.

If more space is needed for any section, please attach additional sheets to this form.

November 2007
1. Capstone Proposal Guidelines

Prior to formally writing the capstone proposal, each student must form a Capstone Committee of three (3) members that includes two (2) members of the MTIA graduate program faculty. Two of these members must be from the School of Education, Health and Human Performance. If applicable, the third member must be a full-time staff member from the project/program host institution who is familiar with the topic of study.

The formal project proposal should contain the following sections:

**Cover page**, which includes a descriptive project title, the author's name, and contact information, and a place for the project advisor, co-advisor and the program director's signature/date of approval of the proposal.

**Abstract** – This is a concise statement (500 words) that summarizes the goals and objectives for the project, the project’s intellectual merit, the population affected by the project and the anticipated outcomes.

**Introduction** – In this section the student should address the *intellectual merit* of the project. This discussion should include the aspect/problem/issue in education that is the focus of the project, and what is the need for reform or change or research. How can your project make a difference? The community (public, families, teachers and/or students) impacted by the project, and if applicable, the need for research/change/reform among this population. Again, how might your project make a difference? The evidence that reform/change or research into the proposed area is needed. This part of the introduction should provide a brief (1-2 pages) review of the pertinent literature.

**Project Goals and Objectives** – In this section of the capstone proposal the student should address:

- The overarching goals for the project;
- The incremental objectives that will be met along the way to achieve these goals;
- A description of the project plan and how the project goals and objectives will be met; A project timetable for completion of each aspect (incremental objective) of the project;
- How the project relates to, and/or goes beyond or enhances/extends the South Carolina curriculum standards if applicable.

**Anticipated Outcomes**

What will be the anticipated product (curriculum, teaching resources, research, etc.) of your capstone project? How will you know if the product has met your capstone project’s goals? How will your product or research findings be disseminated to the education professionals, families and communities impacted by your project?

**Literature Cited**

A literature cited section must be included. All literature should be cited using APA style formatting and should include parenthetical citations.

2. **Peer Reviews**: Students will share their proposals with class members. They will review, edit, and critique each other’s work.

3. **Individualized Meetings**: Students will have individual or group
appointments, either in person or on the phone, with the instructor in the 
weeks the whole group does not meet.

4. **Project Completion**: Students will complete their project.

5. **Project Presentation**: Students will prepare a professional presentation of 
their project. This will include both an oral and visual component.

**Evaluation Criteria:**

Grades are figured in the SEHHP as follows:

- **A** = 93-100
- **B+** = 88-92
- **B** = 83-87
- **C+** = 78-82

**Attendance Policies:**

*Attendance is governed by the EHHP’s policy. For a grade to be 
awarded, students must attend at least 85% of the class hours. 
Students may be withdrawn by the instructor for absences that exceed 
this limit.*

---

**Tentative Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting Type</th>
<th>Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Whole Group</td>
<td>Proposal requirements; guidelines; research questions; time-lines</td>
</tr>
<tr>
<td>Week 2</td>
<td>Small groups depending on topics</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Whole Group</td>
<td>Peer and Instructor proposal review and edit</td>
</tr>
<tr>
<td>Week 4</td>
<td>Individualized instruction</td>
<td>Proposals Completed, signed and given to instructor</td>
</tr>
<tr>
<td>Week 5</td>
<td>*Individualized instruction</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>*Individualized instruction</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>*Individualized instruction</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>*Individualized instruction</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Whole Group</td>
<td>Proposal status and review; presentation formats; power points; presentation boards; dissemination of results to appropriate constituents</td>
</tr>
<tr>
<td>Week 10</td>
<td>*Individualized instruction</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>*Individualized instruction</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>*Individualized instruction</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>*Individualized instruction</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Individualized instruction</td>
<td>Projects complete</td>
</tr>
</tbody>
</table>
Week 15 Whole Group Presentation practice
* Instructor reserves the right to require whole group or small group meeting as need indicates. One week notice will be given.

***In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to "reasonable accommodations."
Please notify the instructor during the first week of class of any accommodations needed for the course.
Proposal to Change a Graduate Course

Department: EDFS (EDFS 705: Evaluation of Developmental Field Based Experience)

Graduate Program: M.Ed. in Teaching, Learning and Advocacy

Will this course be cross-listed with an undergraduate or other graduate course? □ YES □ NO

If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course change(s) will go into effect: May Evening 2010

Change(s) desired:

Title: From- Evaluation of Developmental Field Based Experience. To - Reflective Practice and Professional Development

Catalog description: This course is an intensive study of the process of developing a framework for guiding graduate study within the context of a public school classroom environment. Focus is on developing a professional portfolio in progress that integrates personal questions about classroom practice and student learning with professional teaching standards and educational research in the areas of portfolio assessment, teacher as researcher, and teacher as reflective practitioner.

Proposed Description: This course, an intensive study of how professional frameworks guide educators' professional development, focuses on knowledge and skills linking ongoing reflective practice to improve pedagogy, student outcomes and professionalism. Educational research in the areas of portfolio assessment, teacher as researcher, and teacher as reflective practitioner is emphasized.

Justification for change(s)

The title change more clearly communicates the courses intent to the audience. The catalog description better reflects the main elements of the course and removes the linkage to the required capstone in the dissolved M.Ed. program in special education. The description more clearly articulates the original intent of the course to meet the needs of all educators.

Signature of Program Director: ___________________________ Date: 2-8-08

Date approved by the Department: ___________________________ Date: 2/6/08

Signature of Department Chair: ___________________________ Date: 2/6/08

Signature of Schools' Dean: ___________________________ Date: 2-6-08

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education: ___________________________ Date: 9-3-2008

Signature of Chair of Grad Council: ___________________________ Date: 9/22/08

Signature of the Faculty Secretary: ___________________________ Date: ___________________________

If more space is needed for any section, please attach additional sheets to this form.
EDFS 705
Reflective Practice and Professional Development

Instructor: xxxxxx
Credit Hours: 3 graduate credit hours

Texts:
Sagor, R. (2000). *Guiding school improvement with action research*. Association for Curriculum and Development

Required Readings Six selected articles.

Course Description: This course is an intensive study of the process of developing a framework for guiding professional development of practicing educators within the context of a public school classroom environment which includes development of knowledge and skills to support ongoing application of reflective practice to improve pedagogy, student outcomes and professionalism. Focus is on the integration of personal questions about classroom practice and student learning with professional teaching standards (NCLB and others) and educational research in the areas of portfolio assessment, teacher as researcher, and teacher as reflective practitioner.

Course Objectives: By the end of the course, the student will:

<table>
<thead>
<tr>
<th>Objective</th>
<th>SOE Standard (SOES) and SOE Dispositions (SOED)</th>
<th>Measured by</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate understanding of the purpose and content of professional teaching standards as a framework for analysis of professional practice and development.</td>
<td>SOES II, VI SOED 8</td>
<td>Professional Reading Analysis 1,2,3 Standards Analysis</td>
</tr>
<tr>
<td>2. Discuss the professional literature as it relates to the use of portfolios in professional development in order to synthesize a personal understanding of how the portfolio will be used to evaluate one’s own professional practice.</td>
<td>SOES II, SOED 5, 4</td>
<td>Professional Reading Analysis 1,2,3</td>
</tr>
<tr>
<td>3. Evaluate one’s practice based on standards and establish measurable goals for professional growth and development integrating development of professional skills and demonstrated impact on students.</td>
<td>SOES II, VI SOED 4,5</td>
<td>Standards Analysis Guiding Questions Professional Goals and Evaluation plan.</td>
</tr>
<tr>
<td>4. Analyze and Evaluate the professional literature related to the purposes of reflection, and the developmental stages of reflective practice</td>
<td>SOES VI</td>
<td>Professional Reading Analysis Final Exam</td>
</tr>
</tbody>
</table>
5. Discuss the elements, requirements and purposes of Action Research as a tool for professional development.  

<table>
<thead>
<tr>
<th>SOES II</th>
<th>Professional Reading Analysis 1,2,3</th>
</tr>
</thead>
</table>

6. Compare the elements of portfolio development, reflective practice and action research and articulate the relationships between the three.  

| SOES II | SOED 5.4 | Professional Reading Analysis 1,2,3 | Final Exam |

7. Demonstrate use of the professional writing process in drafting, analyzing, editing and revising reflective professional essays.  

| SOED 8 | Descriptive, Reflective and Analytical Essays |

---

**Learning Activities and Assignments**

1. **Professional Readings with Oral Summary and Analysis (90 points)**

Students will each read, summarize, and present six journal articles related to the research base for the course. Summary outlines will be prepared for distribution to classmates. Oral presentation must be DIFFERENT from the outline, incorporating the content but not just reading your handout. Subsequent discussion of articles will group members will result in your ability to analyze and synthesize an understanding of each issue.

2. **“Burning Questions” (included in final grading of capstone completion plan)**

Each student will create a bank of questions about areas of professional practice that impact student learning. These questions will be tied to professional standards and will include possible ways to “study”, “answer”, “document” etc the field based response to the questions during Master’s study. (included in Capstone Completion Plan)

3. **Standards Analysis (30 points)**

Students will investigate and analyze the content of one set of professional standards used in the teaching profession. The student will assess their competency in relation to the set of standards which guide the content of their profession, their professional goals or selected area of graduate study.

4. **Self-assessments (20 points)**

Students will complete self-assessment activities for inclusion for use in the development of their burning questions, reflective essays and capstone completion plan.

5. **Capstone Completion Plan. (50 points)**

Students will write a plan for the completion of their capstone project. The plan will incorporate guiding or burning questions, the research base to build, the standards that guide the project, and the selected capstone. The written description must demonstrate how the student will incorporate the elements of teacher reflection, evidence collection, assessment and elements of action research.

6. **Final Exam. (90 points)**

Students will complete a written final examination addressing the use of professional terminology in relation to professional development incorporating portfolios, reflection practice and action research.

7. **Class Attendance and Participation in class activities (10 points)**

**Grading**

**Demonstration of formative work on the portfolio combined with the final portfolio presentation will make up 50 percent of your grade. Each of the other assignments will be weighted equally and will make up the other 50 percent of your grade. It is expected that all students in this class will work to**
make a grade in the A-B range. C range work will be considered at risk for successful completion of the master’s program.

10 points In class Writing: Reflections and Essays
50 points Out of class Reflective Essays
90 points Article Outlines/Presentations
50 points Standards, Dispositions and other Self Assessments
50 points Capstone Completion Plan
90 points Final Examination
10 points Class Attendance and participation

The college/university grading scale will be used.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
<td>4.0 superior</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 92</td>
<td>3.5 very good</td>
</tr>
<tr>
<td>B</td>
<td>83 – 87</td>
<td>3.0 good</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 82</td>
<td>2.5 fair</td>
</tr>
<tr>
<td>C</td>
<td>74 – 77</td>
<td>2.0 acceptable</td>
</tr>
</tbody>
</table>

For degree seeking candidates in the _____________ program Performance data will be collected. In this course, these data will be collected from _____________ of the requirements listed above. These data will be reported to our accreditation organization, the ________________, in aggregate form only.

Projected Class Schedule (Instructor reserves the right to modify as needed)

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:30-7:00</td>
<td>Mapping our Collective Journey: Professional Development in Action</td>
<td>Enhancing Professional Practice p. 1-28</td>
</tr>
<tr>
<td></td>
<td>Reflection, Portfolios and Action Research</td>
<td>What it means to me to be a master teacher...</td>
</tr>
<tr>
<td>May 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:30-8:30</td>
<td>Making the Connection: Linking Standards and Dispositions with Practice</td>
<td>Enhancing Professional Practice. 39-50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assigned Set of Professional Standards and associated website</td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 22</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Standards and Dispositions: Vehicles for Professional Development</td>
<td>Standards Self Assessment, Dispositions Assessments, and Discussion Due at Thursday’s class</td>
</tr>
<tr>
<td>May 24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:30-8:30</td>
<td>The Portfolio as an Assessment Tool for Professional Practice</td>
<td>Discussion of Your Program’s conceptual Framework and Related Standards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Readings provided in class.</td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 29</td>
<td>Purposes of Professional Portfolios and how they are used in professional development</td>
<td>Professional Readings Article Analysis Due: Portfolios</td>
</tr>
<tr>
<td>5:30-7:00</td>
<td>Can we meet earlier?</td>
<td></td>
</tr>
<tr>
<td>May 31</td>
<td>The tools of Reflection: Writing Descriptively</td>
<td>Bring in an artifact: Practice with descriptive writing</td>
</tr>
<tr>
<td>5:30-8:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Teacher as Reflective Practitioner</td>
<td>Your Burning Questions</td>
</tr>
<tr>
<td>June 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5:30-8:30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Topic</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>-----------------------------------------------------------------------</td>
</tr>
<tr>
<td>June 7</td>
<td>5:30-8:30</td>
<td>Teacher as Reflective Practitioner</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
<td>Teacher as Researcher: Investigating Questions that Inform your Practice and Reflect your passion</td>
</tr>
<tr>
<td>June 12</td>
<td>5:30-8:30</td>
<td>Writing Analytically</td>
</tr>
<tr>
<td>June 14</td>
<td>5:30-8:30</td>
<td>Action Research: a tool for Studying your Practice</td>
</tr>
<tr>
<td>Week 6</td>
<td></td>
<td>Making the link between Action Research and Reflective Practice</td>
</tr>
<tr>
<td>June 19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 21</td>
<td></td>
<td>Developing Your Capstone Completion Plan</td>
</tr>
<tr>
<td>Week 7</td>
<td></td>
<td>Review for the final Presentation of Capstone Completion Plans</td>
</tr>
<tr>
<td>June 26</td>
<td>5:30-8:30</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final EXAM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Proposal to Change a Graduate Course

Department: EDFS (EDFS 711: Educational Procedures for Exceptional Children in the Regular Classroom

Graduate Program: Master of Education in Teaching, Learning and Advocacy

Will this course be cross-listed with an undergraduate or other graduate course?  □ YES  □ NO

If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course change(s) will go into effect: Summer 1 2009

Change(s) desired: Change course name to: Differentiating Instruction to Meet the Needs of Diverse Learners

Existing Description: A course designed for general education teachers, both elementary and secondary. Educational strategies to meet the challenges of students, including those with disabilities, who require additional attention in the regular classroom. Emphasis is on individualization of instruction.

Proposed Description: This course is designed for general and special educators to meet the needs of students in inclusive classrooms (preK-12). Teachers learn how to differentiate instruction to meet the needs of students who are performing in ranges from gifted to significantly below average. This course, strategies for all learners, and examines the over and under identification of racial and ethnic minorities in special and gifted education programs.

Justification for change(s) The change in name and description more accurately describes the course content in relationship to the new degree.

Signature of Program Director: Mleta Van Arick 
Date: 2-8-08

Date approved by the Department: 2-6-08

Signature of Department Chair: Phyllis Langste
t
Date: 2-4-08

Signature of Schools' Dean: Eunice C. Wiltch
Date: 2-6-08

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education

Date: 9-3-2008

Signature of Chair of Grad Council: Any Thompson McCandless
Date: 9/22/08

Signature of the Faculty Secretary: 
Date: 

If more space is needed for any section, please attach additional sheets to this form.

November 2007
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Current Course Title: EDFS 711 Educational Procedures for Exceptional Children in the Regular Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Proposed New Course Title: EDFS 711 - Differentiating Instruction to Meet the Needs of Diverse Learners</td>
</tr>
<tr>
<td>Course Prefix and Number:</td>
<td>EDFS 711</td>
</tr>
<tr>
<td>Course Term:</td>
<td>Fall, Spring or Summer term – based on enrollment numbers in program (primary and secondary sections of the course may be developed later depending on student interest in the program)</td>
</tr>
<tr>
<td>Credit Hours:</td>
<td>3 graduate credit hours</td>
</tr>
<tr>
<td>Course Description:</td>
<td>This course is designed to address the needs of general and special educators attempting to meet the needs of students in inclusive classrooms (preK-12). Graduate students will learn how to differentiate instruction to meet the needs of students who are performing in ranges from gifted, above average, average, below average, and significantly below average in the general classroom setting. Models of co-teaching and evidence-based practices for meeting the needs of students with and without disabilities will be explored. Specifically, this course is designed to provide teachers with strategies to meet the needs of all learners. Finally, this course will examine the over and under identification of racial and ethnic minorities in special and gifted education programs.</td>
</tr>
<tr>
<td>Outside Readings:</td>
<td>Articles as assigned by instructor</td>
</tr>
<tr>
<td>Course Objectives:</td>
<td>1. Demonstrate the ability to remember, understand and apply knowledge of students with varying cognitive &amp; learning abilities to classroom instruction (includes ability to recognize potential special needs [strengths/deficits] of students and the process for accessing services in</td>
</tr>
</tbody>
</table>
meeting these needs) – unit standards II, III, VI, VII; CEC standards 1, 3, 4, & 8.
2. Demonstrate the ability to remember, understand and apply knowledge of students with & without disabilities served in inclusive classroom environments – unit standards I; CEC standards 1, 2, & 3
3. Identify the historical and philosophical basis for individualized education for all learners and inclusion of students with special learning needs. Compare the concepts of mainstreaming, inclusion, and least restrictive environment (LRE) – unit standards I, III; CEC standard 1
4. Remember and understand (includes the ability to identify and describe) laws and services for students with special needs with an emphasis on the Individuals with Disabilities Act (IDEA) and its amendments – unit standard II; CEC standard 1
5. Analyze and evaluate current co-teaching practices in public school systems (includes demonstrating an understanding of collaborative strategies necessary to enhance working relationships with professionals and families facilitating successful inclusion practices) – unit standards I & VI; CEC standards 1, 5 & 6
6. Demonstrate an understanding of the procedures necessary for successful inclusion & differentiation of instruction for students with & without special needs (includes an analysis of educational strategies designed to meet the needs of diverse learners) – unit standards I, II, III, IV, V, VI, VII; CEC standards 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10
7. Analyze and evaluate an educational setting “designed” to meet the needs of students served in inclusive classrooms – unit standards I, II, III, VI; CEC standards 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10
8. Create a plan for implementing inclusion and differentiated instruction to meet the needs of all students served in a selected preK-12 classroom (include resources and agencies that may need to be addressed for implementing plan of instruction) – unit standards I, II, III, IV, V, VI, VII; CEC standards
9. Demonstrate an understanding of the impact of inclusive practices on individuals with and without disabilities (including parent/family perceptions); Discuss/describe the influence of culture and language on students served in inclusive environments – unit standards I, V; CEC standards 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10
10. Remember and understand (as shown by describing) the impact of over and under identification of racial and ethnic minorities in special and gifted educational programs – unit standard VI; CEC standards 1, 2, 3, 5, 6, 8 & 9
11. Describe principles of effective inclusion and universal design for learning (UDL) – unit standards I, II, VII; CEC standards 1, 3& 4
12. Demonstrate proficiency with technology as it relates to web-based discussions, writing, and presentations – unit standard V; CEC standard 7.

Course Requirements:

1. Demonstration of School of Education Dispositions
2. Completion of all assigned readings,
3. Completion of all assignments, projects, and field experience hours.
4. Demonstrate proficiency with technology (WebCT, PowerPoint, etc.)
<table>
<thead>
<tr>
<th>Description of Projects/Assignments:</th>
<th>Learning Activities and Associated Point Values:</th>
</tr>
</thead>
<tbody>
<tr>
<td>WebCT-based discussions of readings</td>
<td>100</td>
</tr>
<tr>
<td>Observation and evaluation of inclusion site (possibly video-based)</td>
<td>25</td>
</tr>
<tr>
<td>Case study analysis and research paper of instructional practices in inclusion (presentation)</td>
<td>75</td>
</tr>
<tr>
<td>Instructional plan of action in co-teaching/differentiation (presentation)</td>
<td>100</td>
</tr>
<tr>
<td>Parent interview concerning inclusive practices (presentation)</td>
<td>50</td>
</tr>
<tr>
<td>Teacher(s) interview concerning inclusive practices (presentation)</td>
<td>50</td>
</tr>
<tr>
<td>Content area tests (2 @ 25 points each)</td>
<td>50</td>
</tr>
<tr>
<td>Total points possible</td>
<td>450</td>
</tr>
</tbody>
</table>

**Learning Activity Description:**

1. WebCT-based discussions of readings: Each student will read assigned readings and post answers to questions (as assigned). After posting his/her responses, students will begin a discussion with a peer and/or the instructor as to the content addressed in one question.

2. Observation and evaluation of inclusion site (possibly video-based): Each student will either directly observe and evaluate an inclusion site in a K-12 setting or view a video depicting inclusion. He/she will note teacher and student behaviors during the observation and document his/her impressions of inclusive practices depicted.

3. Case study analysis and research paper of instructional practices in inclusion (presentation): Each student will read a case study and conduct research an area of instruction (reading, math, behavior, content area, fine arts, organizational skills, etc.) and then write a paper describing the case study and research-based practices supported by evidence (data) meeting the needs of students served in inclusive classrooms. After writing this paper, students will share their papers with peers demonstrating proficiency with technology.

4. Instructional plan of action in co-teaching/differentiation (presentation): Each student will create an instruction plan for implementing co-teaching/differentiated instruction for students served in inclusive classrooms. The plan will include: time needed for collaboration, resources necessary (including administrator support), instructional techniques, grouping for instruction, assessment ideas, universal design for instruction, AND how each teacher will incorporate their plan into future instructional practices. After developing instructional plans, each
student will present his/her plan to the class demonstrating proficiency with technology.

5. Parent interview concerning inclusive practices (presentation): Each student will contact a parent of a student with or without a special need and conduct an interview of his/her perception of inclusive practices currently in place in K-12 classrooms. After completing the interview, students will share their results with the class in a manner that demonstrates proficiency with technology.

6. Teacher(s) interview concerning inclusive practices (presentation): Each student will contact a teacher working in a K-12 classroom and interview him/her concerning his/her perception of inclusive practices currently in place in K-12 classrooms. After completing the interview, students will share their results with the class in a manner that demonstrates proficiency with technology.

7. Content area tests (2 @ 25 points each): Two tests will be given during the course. The tests will be application type questions, multiple choice, short answer and/or essay based on case studies in inclusion.

<table>
<thead>
<tr>
<th>Evaluation Scale:</th>
<th>The School of Education, Health and Human Performance Grading Scale for Graduate Students will be used in this course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A= 93-100</td>
<td>C = 74-77</td>
</tr>
<tr>
<td>B+ = 88-92</td>
<td>F = 73-0</td>
</tr>
<tr>
<td>B = 83-87</td>
<td></td>
</tr>
<tr>
<td>C+ = 78-82</td>
<td></td>
</tr>
</tbody>
</table>

Evaluation Criteria:

Expectations and Requirements:
Policies and procedures from the College of Charleston, School of Education, Health and Human Performance will be in effect for this course. As a graduate student, you are expected to be prepared to participate in class discussions and activities. Attendance is essential for successful completion of this course. In the event of an absence, you are responsible for material missed. If you miss a class, you should contact the instructor for direction.

Assignments should be turned in to the instructor by the due date unless other arrangements have been made with the instructor prior to this date. If an assignment is turned in late, it will be at the instructor’s discretion whether or not to accept the assignment.

Assignment rubrics will be developed and/or revised prior to the first course meeting each semester and distributed to students during the first course meeting.

Resource Reading List:


Savage, R. (2006, July—September). Effective early reading instruction and
inclusion:


Attendance Policies:
*For a grade to be awarded, students must attend at least 85% of the class hours. Students may be withdrawn by the instructor for absences that exceed this limit.*

Special consideration/agreements:
Students with identified disabilities and found eligible for accommodations through the College of Charleston SNAP office will receive designated accommodations.

Honor System:
The Honor Code System applied by the College of Charleston will be in effect for this course.

Performance Data:
*This section may or may not be needed for individual programs. It can also be adjusted for individual program needs. Performance data will be collected on candidates enrolled in the undergraduate/graduate special education programs using rubrics. These data will be collected from assignments (specify assignments) to demonstrate competence. These data will be reported to our accreditation organization in aggregate form only.*

Course Calendar:

*This course will be taught in Summer I – 2008. The following schedule depicts the schedule for this semester.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| June 3 | Face-to-face meeting  
Overview of syllabus, rubrics and course format (WebCT training) | Read for 6-4-08 chapter 1 |
| June 4 | Online discussion  
Understanding Inclusion & Models of Co-teaching                      | Read for 6-5-08 chapter 2 |
| June 5 | Online discussion  
Understanding the diverse educational strengths and challenges students with disabilities | Read for 6-6-08 chapter 3 |
<p>| June 6 | Face-to-face meeting                                                 | Read for 6-9-08 chapter 4 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Description</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 9</td>
<td>Face-to-face meeting</td>
<td>Presentations of Parent Interview</td>
<td>Read for 6-10-08 chapter 5</td>
</tr>
<tr>
<td>June 10</td>
<td>Online discussion</td>
<td>Creating an environment that fosters acceptance and friendship (includes methods for reducing stereotyping and discrimination)</td>
<td>Read for 6-11-08 chapter 6</td>
</tr>
<tr>
<td>June 11</td>
<td>Online discussion</td>
<td>Creating successful transitions to inclusive settings (includes successful transition to and from inclusive settings as well as school to career paths)</td>
<td>Read for 6-12-08 chapter 7</td>
</tr>
<tr>
<td>June 12</td>
<td>Online discussion</td>
<td>Creating a classroom environment that promotes positive behavior</td>
<td>Prepare Presentations of Teacher Interview for 6-13</td>
</tr>
<tr>
<td>June 13</td>
<td>Face-to-face meeting</td>
<td>Presentations of Teacher Interview 6-13 Supporting positive behavior (includes functional behavior assessment component) continued…</td>
<td>Read for 6-17-08 chapter 8 Review for test #1 on 6-16-08</td>
</tr>
<tr>
<td>June 16</td>
<td>Face-to-face meeting</td>
<td>Test #1 Differentiating instruction for diverse learners</td>
<td>See above for 6-17-08 reading</td>
</tr>
<tr>
<td>June 17</td>
<td>Online discussion</td>
<td>Differentiating instruction for diverse learners</td>
<td>Read for 6-18-08 chapter 9</td>
</tr>
<tr>
<td>June 18</td>
<td>Online discussion</td>
<td>Differentiating large and small group instruction</td>
<td>Read for 6-19-08 chapter 10</td>
</tr>
<tr>
<td>June 19</td>
<td>Online discussion</td>
<td>Differentiating reading, writing and spelling instruction</td>
<td>Read outside reading for 6-20-08</td>
</tr>
<tr>
<td>June 20</td>
<td>Face-to-face meeting</td>
<td>Differentiating ELA instruction</td>
<td>Prepare Presentations of Research Paper For 6-23</td>
</tr>
<tr>
<td>June 23</td>
<td>Face-to-face meeting</td>
<td>Presentations of Research Paper 6-23 Differentiating ELA instruction</td>
<td>Read for 6-24-08 chapter 11</td>
</tr>
<tr>
<td>June 24</td>
<td>Online discussion</td>
<td>Differentiating math, science, and social studies instruction</td>
<td>Read outside reading for 6-25-08</td>
</tr>
<tr>
<td>June 25</td>
<td>Online discussion</td>
<td>Differentiating math, science, and social studies instruction</td>
<td>Read for 6-26-08 chapter 12</td>
</tr>
<tr>
<td>June 26</td>
<td>Online discussion</td>
<td>Evaluating student progress and the effectiveness of your inclusive program (includes assessment of strategies used to enhance successful learning for</td>
<td>Read outside reading for 6-27-08 Prepare Presentations of Instruction Plan for 6-27</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------</td>
<td>------------------------------</td>
<td></td>
</tr>
<tr>
<td>June 27</td>
<td>Face-to-face meeting</td>
<td>Read outside reading 6-30-08</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentations of Instructional Plan 6-27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 30</td>
<td>Online discussion</td>
<td>Review for test #2 on 7-1-08</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Models of Co-teaching –reviewed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review for test #2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 1</td>
<td>Face-to-face meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wrap-up &amp; debrief</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Test #2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

***In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.
To Whom It May Concern:

The Department of Mathematics supports the Department of Computer Science’s proposal to change the requirement for the BS in Computer Science concerning the mathematical course work. I’ve looked over the proposal and shared it with the faculty in my department.

Please feel free to contact me if you have questions.

Sincerely yours,

Robert Mignone, Chair
Department of Mathematics
Proposal for a New Graduate Course

Department: School of Education, Health and Human Performance _______________________
Graduate Program: Master of Education in Teaching, Learning and Advocacy _______________________

Course Number & Title: MTLA XXX Critical Issues in Contemporary Education _______________________
Total hours/week: 3 _______________________
Number of Credits: 3 _______________________
Lectures: yes _______________________
Lab: no _______________________

Will this course be cross-listed with an undergraduate or other graduate course? □ YES X NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered fall 2009 _______________________

Catalog description (Please limit to 50 words):
This course explores issues impacting children and youth, comparing those from urban, suburban, and rural settings. It introduces candidates to critical theory as a lens through which they can evaluate current school policies and practices.

Prerequisites (or other restrictions) Admission to graduate program.

Rationale/justification for course (consider the following issues):

a. What are the goals and objectives of the course?
   Upon successful completion of the course, the student will:
   1. demonstrate professional knowledge about current research, trends, and issues related to current school policies and practices comparing those from urban, rural and suburban settings.
   2. apply professional knowledge of race, gender and class to critical issues using skills of inquiry, synthesis, and analysis.
   3. use comprehension of the course content as a vehicle for critical thinking, reasoning, and effective argument
   4. discuss orally and in written form some of the most significant issues in current school policies and practices and their application to students in the public schools.
   5. student will become informed in legal, instructional, social, and organizational issues as a result of the activities in class.

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

If more space is needed for any section, please attach additional sheets to this form.

November 2007
This course supports the mission of the SOE as it addresses a diverse and complex community of learners, by understanding and valuing the learner, taking a critical look at school environments (urban, rural and suburban schools), and engaging in reflective inquiry regarding the teacher’s role as a professional.

Are other departments affected by this course?  □ YES  X NO
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program?  □ YES  X NO  If yes, at what institution?

Method of teaching:

Seminar
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.

None – see attached CHE Program Planning Summary

b. Address potential shifts in staffing of the departments as it relates to the offering of this course.

None – see attached CHE Program Planning Summary

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

Minimal – see attached CHE Program Planning Summary

a. Staff

b. Budget

c. Library

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: [Signature]
Date: 2-8-08

Signature of Department Chair: [Signature]
Date: 2-16-08

Additional Chair's Signature*: [Signature]
Date: 2-9-08

Signature of Schools' Dean: [Signature]
Date: 2-6-08

Additional Schools’ Dean Signature*:
Date: 4-8-08

Signature of the Provost: [Signature]
Date: 4-8-08

Signature of Budget Director**: [Signature]
Date: 4-8-08

*For interdisciplinary courses.

**Business Affairs Office

Signature of Chair of the Faculty Committee on Graduate and Continuing Education
[Signature]
Date: 5-6-08

Signature of Chair of Grad Council: Amy McCune
Date: 9-22-08

Signature of the Faculty Secretary: [Signature]
Date: 

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Course Name: Critical Issues in Contemporary Education
Course Prefix and Number: MTLA
Course Term: 3 (No lab)
Meeting Time and Place: None
Instructor's Name: Catalog Description
Office Hours: This course explores issues impacting children and youth,
Office Location: comparing those from urban, suburban, and rural settings. It
Office phone/Fax/Email: introduces candidates to critical theory as a lens through which
Course Prerequisites: they can evaluate current school policies and practices.
Course Description: How does this course support the mission statement?

This course supports the mission of the SOE as it addresses a
diverse and complex community of learners, by understanding
and valuing the learner, taking a critical look at school
environments (urban, rural and suburban schools), and
engaging in reflective inquiry regarding the teacher's role as a
professional.

Course Description

This course explores the effect of policy on the lives and
learning of children and youth. It turns this understanding
toward advocating for better school and classroom experiences
for children and youth. Students examine their own practice as
well as policies and procedures through the lens of advocacy.

issues in education. Guilford, CT: MacGraw Hill.


**Course Objectives:**

Upon successful completion of the course, the student will:

1. Demonstrate knowledge about current research, trends, and issues related to current school policies and practices comparing those from urban, rural and suburban settings (ACEI III; SOE III).

2. Engage in reflective inquiry and demonstrate professional knowledge of race, gender and class as relative to critical issues (SOE VII; NAEYC I).

3. Use comprehension of the course content as a vehicle for critical thinking, reasoning, and effective argument (SOE II).

4. Discuss orally and in written form some of the most significant issues in current school policies and practices and their application to students in the public schools (SOE VII; ACEI V).

5. Students will become informed in legal, instructional, social, and organizational issues as a result of the activities in class (NAEYC Standard V; SOE IV).

**Course Requirements:**

<table>
<thead>
<tr>
<th>Class participation</th>
<th>15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Reflective papers</td>
<td>45%</td>
</tr>
<tr>
<td>Book critique</td>
<td>10%</td>
</tr>
<tr>
<td>Policy brief and presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Description of Class Participation** Class participation is a vital element of this course. As candidates develop their critical thinking, analysis, 

If more space is needed for any section, please attach additional sheets to this form.
Projects/Assignments: and advocacy for ideas and positions. They are expected to engage in thoughtful and respectful dialogue with classmates. They are expected to come to class with readings completed, ready to discuss.

Reflective Papers You will submit three 2-3 page typed reflection papers on current issues of your choice. Each paper should explore a policy (practice or procedure) which impacts on children or youth.

Book critique You will be provided with a list of books which address critical issues. You will choose one book and write a 4-5 page essay critiquing the book in relation to your experience working with children or youth in the Lowcountry and in light of classroom discussions.

Policy brief and presentation. In groups of 3-4 you will identify a policy, trace its roots, investigate its impact on children or youth. Each team will prepare a policy brief (5-7 pages) outlining the policy and your position on it. In addition the team will prepare a presentation to a mock school board supporting or opposing the policy.

Evaluation Scale:

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 92%</td>
</tr>
<tr>
<td>B</td>
<td>83 – 87%</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 82%</td>
</tr>
<tr>
<td>C</td>
<td>74 – 77%</td>
</tr>
<tr>
<td>F</td>
<td>73 and below</td>
</tr>
</tbody>
</table>

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Evaluation Criteria:

Resource Reading List:

Attendance Policies:
Your presence is required in each class. If you are absent more than TWO times 3 points per additional unexcused absence will be deducted from your final grade average. **Excused absences** may be granted for: Documented Candidate illness reported by Campus Wellness Center or written notice from an off-campus health professional, Death in the family or of a close friend, Candidate hospitalized, Documented personal tragedy, Documented athletic events, and other. If you are not present when the roll is called and choose to enter class late, you are considered tardy. Being tardy two times equal one absence. Candidates will not be withdrawn for excessive absents, but will lose points as per stated above.

Special consideration/agreements:
Course instructor follows the College of Charleston ADA regulations

Honor System:
See the most current issue of the College of Charleston Student Handbook Academic Honor system.

Course Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td>Introduction and Syllabus</td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td>Selection of Readings and seminar planning groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning Community Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Techniques for effective seminar leadership and facilitation</td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td>Discussion of Projects</td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td>Reflective Paper #1</td>
</tr>
</tbody>
</table>

If more space is needed for any section, please attach additional sheets to this form.

November 2007
<table>
<thead>
<tr>
<th>Week 5</th>
<th>Book Critique #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 6</td>
<td>Seminar Groups</td>
</tr>
<tr>
<td>Week 7</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>Week 8</td>
<td>Reflective Paper #2</td>
</tr>
<tr>
<td>Week 9</td>
<td>Book Critique #2</td>
</tr>
<tr>
<td>Week 10</td>
<td>Group 1 Policy Brief Presentation</td>
</tr>
<tr>
<td>Week 11</td>
<td>Group 2 Policy Brief Presentation</td>
</tr>
<tr>
<td>Week 12</td>
<td>Group 3 Policy Brief Presentation</td>
</tr>
<tr>
<td>Week 13</td>
<td>Group 4 Policy Brief Presentation</td>
</tr>
<tr>
<td></td>
<td>Reflective Paper #3</td>
</tr>
<tr>
<td>Week 14</td>
<td>Book Critique #3</td>
</tr>
</tbody>
</table>

Final Exam/Final Project

***In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to "reasonable accommodations." Please notify the instructor during the first week of class of any accommodations needed for the course.

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Department: Master of Education in Languages = departments of Hispanic Studies, French and Francophone Studies, Teacher Certification

Graduate Program: Master of Education in Languages

Course Number & Title: LALE 700 Thesis or Action Research

Total hours/week: TBA

Number of Credits: 3 Repeatable up to 6 hours.

Will this course be cross-listed with an undergraduate or other graduate course? ☐ YES ☑ NO

If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered: Spring 09

Catalog description (Please limit to 50 words): A Thesis or Action Research project is completed under the guidance of a graduate faculty member and defended before a graduate committee.

Prerequisites (or other restrictions): Acceptance of the research proposal by the student's project director and program director.

Rationale/Justification for course (consider the following issues): Thesis or Action Research is an option for students in the LALE program. (They may instead take 6 hours of electives.)

a. What are the goals and objectives of the course?

Thesis or Action Research is a culmination of the student’s academic efforts at the master’s level.

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

The College of Charleston strongly encourages student research.

Are other departments affected by this course? ☐ YES ☑ NO

(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? ☐ YES ☑ NO If yes, at what institution?

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Method of teaching: The student will work closely with his/her project advisor and committee.

Faculty Committee on Graduate and Continuing Education

Proposal for a New Graduate Course
Cont’d

Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course. NA

b. Address potential shifts in staffing of the departments as it relates to the offering of this course. NA

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

a. Staff NA

b. Budget NA

c. Library NA

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Please find attached a student’s Action Research proposal.

Signature of Program Director: [Signature] Date: 06/20/08
Signature of Department Chair: [Signature] Date: 6/20/08
Additional Chair’s Signature*: [Signature] Date: 6/24/08
Signature of Schools’ Dean: [Signature] Date: 6/25/08
Additional Schools’ Dean Signature*: [Signature] Date: 7/1/08
Signature of the Provost: [Signature] Date: 7/6/2008
Signature of Budget Director**: [Signature] Date: 7/9/08

*For interdisciplinary courses. **Business Affairs Office

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education

H. L. R. Trinity

Date: 9-3-2008

Signature of Chair of Grad Council: Gayle McNamara

Date: 9/12/08

Signature of the Faculty Secretary: ________________________________

Date: ________________________________

If more space is needed for any section, please attach additional sheets to this form.

November 2007

Page 3 of 3
Action Research Concept Paper
Chad Everett Allan
(As of June 18, 2008)

Introduction

The instructional dynamics, curriculum standards and expectations of the second language classroom are forever changing in order to meet the expected goals of all learners in the areas of oral/aural engagement, written expression and reading competence. With these changes and improvements to instruction, certain expectations and/or previously acquired abilities in L1 can be utilized to develop and foster learning strategies for the L2 learner in the skills required for better, more complete reading comprehension. The objectives of this project will include: a review of research with learners in L1 and L2 reading comprehension, a detailed approach to better reading comprehension skills for the L2 learner, and a review of research and experimentation of students of Spanish Year 3 students reading preliminary level-appropriate literature using L1 strategies for reading comprehension.

Action Research Questions

1. Can L1 strategies, previously learned or newly introduced, be used to improve levels of comprehension for L2 readers?
2. How can the instruction and the concept of L2 reading be introduced to increase learners confidence in their abilities?
3. What methods can be used to teach L2 learners better reading comprehension skills?
4. Will students show an increase in L2 reading competence utilizing skills acquired through L1 strategies?

Methods

Two groups of like students of level 3 Spanish classes will be given a first introduction to a level-appropriate full-length short story with the expectation that they will receive a reading comprehension test following the reading. This introduction does not include expectations for the reading or intended outcomes. The groups form a convenient sample of Spanish 3 students at Bishop England High School in the fall of 2005. The experimental group will be given instruction in English on strategies (“TREE”) for L1 reading prior to the reading that are not specific to the short story. The control group will only be given the short story to read and will then be tested. Both groups will receive the same test and the scores will be compared to see if there are significant data to support the hypothesis that students who utilize L1 reading strategies “TREE” will show better reading comprehension competence in L2.

Significance of Action Research to Educational Practice

This project will show the importance of instructing learners who are new to L2 literature on how to transfer previously acquired skills for L1 reading comprehension for better reading competence and how methodology of some reading skills and strategies may be considered universal and therefore be used to shape and develop instructional plans for the modern language classroom.
ABSTRACT

L1 READING COMPREHENSION AND THE TRANSFER OF ABILITIES FOR L2 READING
A thesis submitted in partial fulfillment of the requirements for the degree
MASTER OF EDUCATION
in
SPANISH
By
CHAD EVERETT ALLAN
JUNE, 2008
At
THE GRADUATE SCHOOL OF THE COLLEGE OF CHARLESTON

The instructional dynamics, curriculum standards and expectations of the second language classroom are forever changing in order to meet the expected goals of all learners in the areas of oral/aural engagement, written expression and reading competence. With these changes and improvements to instruction, certain expectations and/or previously acquired abilities in L1 can be utilized to develop and foster learning strategies for the L2 learner in the skills required for better, more complete reading comprehension. The objectives of this project will include: a review of research with learners in L1 and L2 reading comprehension, a detailed approach to better reading comprehension skills for the L2 learner, and a review of research and experimentation of students of Spanish Year 3 students reading preliminary level-appropriate literature using L1 strategies for reading comprehension.

This project will show the importance of instructing learners who are new to L2 literature on how to transfer previously acquired skills for L1 reading comprehension for better reading competence and how methodology of some reading skills and strategies may be considered universal and therefore be used to shape and develop instructional plans for the modern language classroom.
THESIS AND ACTION RESEARCH GUIDELINES
M.Ed. in Languages Program

General regulations pertaining to the preparation of the thesis are found in the Thesis Manual: A Guide for Graduate Students. This document is available on the Graduate School’s site. The following information reflects the specific guidelines of the M.Ed. in Languages and Language Education program.

The student who chooses the thesis option will enroll in 6 hours of thesis preparation as a formal course. The thesis will be an in-depth study of a topic related to the coursework that the student has engaged in, or suggested by ancillary readings the student has done, or arrived at through discussion with the student’s thesis advisor. It is expected that the thesis will contain some original research. Students engaged in an Action Research thesis must seek the approval of the Institutional Research Board. The thesis proposal should contain an abstract, a statement of objectives and methodology, and must also address the project’s significance. The proposal must be approved by the student’s thesis director and the program director, who may also serve as a member of the committee. The student is to then identify additional faculty members who will make up the required three person committee. The thesis advisor must be a roster faculty member in the School of Languages or the School of Education. This includes Ph.D. instructors who have taught in the program and who have expertise in the student’s particular area of interest. The language of the thesis will normally be English, although in certain circumstances, for example, the case of a native speaker of Spanish or French, the student may receive permission from the committee to write in a language other than English. The student and the committee will also decide on the documentation style: MLA, LSA, etc. As required by the Graduate School Guidelines, the student will defend the thesis orally during the last semester of his/her program no later than 30 days before the end of classes. In addition, the program requirements call for the student to present his/her findings in a public forum following the defense. This oral presentation of the research will be given in English.
Department: Mathematics
Graduate Program: MS Mathematics

Course Number & Title: MATH 550: Linear Models
Total hours/week: 3
Number of Credits Lectures: 3 Lab: 0

Will this course be cross-listed with an undergraduate or other graduate course? □ YES X NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered Fall 2010, offered even year fall or eF

Catalog description (Please limit to 50 words):
This course provides an introduction to the theory of linear models for analyzing data. Topics include analysis of variance and regression models, as well as Bayesian estimation, hypothesis testing, multiple comparisons, and experimental design models. Additional topics such as balanced incomplete block designs, testing for lack of fit, testing for independence, and variance component estimation are also treated. The approach taken is based on projections, orthogonality, and other vector space concepts.

Prerequisites (or other restrictions)
Linear Algebra (Math 203) and Statistical Methods (Math 350)

Rationale/Justification for course (consider the following issues):

a. What are the goals and objectives of the course?
   Teach Linear Modeling to help better prepare our Certificate in Statistics students for the working environment.

b. How does the course support the mission statement of the department and the organizing principles of the graduate program? This is a course that will help strengthen the depth and breadth of our Certificate in Statistics and in turn will make it more appealing to applicants coming from the surrounding community and their potential employers. Analysis of variance, regression models, Bayesian estimation, hypothesis testing, multiple comparisons, and experimental design are extremely useful and vital topics in the application of statistics to problems in business, environmental studies, biology, linguistics, psychology, physics, meteorology, and social studies.

Are other departments affected by this course? □ YES X NO
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? □ YES X NO If yes, at what institution?

Method of teaching: Lecture, exams, homework and projects

If more space is needed for any section, please attach additional sheets to this form.

November 2007

Page 1 of 2
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course: Possible slight decrease in enrollment in other math graduate courses.

b. Address potential shifts in staffing of the departments as it relates to the offering of this course.
   None

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

a. Staff
   One adjunct for one semester.

b. Budget
   None

c. Library
   None

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director:  
Date: 3-20-08

Signature of Department Chair:  
Date: 3-20-08

Additional Chair's Signature*:  
Date: 3-20-08

Signature of Schools' Dean:  
Date: 3-27-08

Additional Schools' Dean Signature*:  
Date: 3-27-08

Signature of the Provost:  
Date: 3-27-08

Signature of Budget Director**:  
Date: 3-27-08

*For interdisciplinary courses.

**Business Affairs Office

Signature of Chair of the Faculty Committee on Graduate and Continuing Education  
Date: 5-4-08

Signature of Chair of Grad Council:  
Date: 9/22/08

Signature of the Faculty Secretary:  
Date:

If more space is needed for any section, please attach additional sheets to this form.
Math 550 Linear Models
Martin Jones
345 Robert Scott Small
jonesm@cofc.edu


Topics: Linear models are among the most useful and widely-used statistical tools for analyzing data. Among the different types that are commonly used are Regression models, Analysis of Variance (ANOVA), and Logistic regression models. The purpose of this course is to develop the theory of linear models from a thorough understanding of the underlying vector space ideas such as orthogonality and projections.

1 Introduction
2 Estimation
3 Testing Hypotheses
4 One-Way ANOVA
5 Multiple Comparison Techniques
6 Regression Analysis
7 Multifactor Analysis of Variance
8 Experimental Design Models
9 Analysis of Covariance

Grading

Homework (five assignments @ 20 points each) 100 points
Midterm Exam 100 points
Final Exam 100 points
Total 300 points

Final grades will be based on a ten-point scale for the percentage of the total points earned. Grades of B+ and C+ will be assigned were appropriate.

Grading scale:

A  92-100
B+ 88-91
B  80-87
C+ 77-79
C  70-76
F  below 69
Department: Mathematics
Graduate Program: MS Mathematics

Course Number & Title: MATH 589: Special Topics in Probability and Statistics

Total hours/week: 3
Number of Credits
Lectures: 3 Lab: 0

Will this course be cross-listed with an undergraduate or other graduate course? ☐ YES ☒ NO
If yes, please complete and attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered: TBA

Catalog description (Please limit to 50 words):
This course is a one-semester introduction to an advanced topic in Probability and Statistics with generally only undergraduate mathematical prerequisites. Note: Since the course content of this course is variable, it may be repeated for credit.

Prerequisites (or other restrictions)
TBA

Rationale/justification for course (consider the following issues):

a. What are the goals and objectives of the course?
   Teach Special Topics courses in Probability and Statistics to help better prepare our Certificate in Statistics students for the working environment. Topics that have been covered in the past in our Math 580: Topics in Applied Mathematics course such as Stochastic Processes or Bayesian Statistical Analysis or Time Series Analysis have applications to business, environmental studies, biology, linguistics, psychology, physics, meteorology, and social studies, but are more of a statistical nature than mathematical. When mathematicians think of applied math, they usually consider statistics to be a separate subdiscipline, and areas like Mathematical Biology or Differential Equations or Mathematical Physics or Math Modeling as applied mathematics.

b. How does the course support the mission statement of the department and the organizing principles of the graduate program? This is a course that will help strengthen the depth and breadth of our Certificate in Statistics and in turn will make it more appealing to applicants coming from the surrounding community and their potential employers.

Are other departments affected by this course? ☐ YES ☒ NO
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? ☐ YES ☒ NO If yes, at what institution?

Method of teaching: Lecture, exams, homework and projects

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course: None.

b. Address potential shifts in staffing of the departments as it relates to the offering of this course: None

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

a. Staff: None
b. Budget: None
c. Library: None

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. **A syllabus is mandatory.**

Signature of Program Director: ___________________________ Date: 3-20-08
Signature of Department Chair: __________________________ Date: 3-20-08
Additional Chair’s Signature*: ___________________________ Date:
Signature of Schools’ Dean: ___________________________ Date: 3-27-08
Additional Schools’ Dean Signature*: ______________________ Date:
Signature of the Provost: ___________________________ Date: 3-27-08
Signature of Budget Director**: __________________________ Date: 3-27-08

*For interdisciplinary courses.

**Business Affairs Office

Signature of Chair of the Faculty Committee on Graduate and Continuing Education: __________________________ Date: 5-10-08
Signature of Chair of Grad Council: __________________________ Date: 9-22-08
Signature of the Faculty Secretary: __________________________

If more space is needed for any section, please attach additional sheets to this form.

November 2007
The Math 589 syllabus will vary from semester to semester as it is a topics course. The syllabus given is an example of such a syllabus which was taken from a Math 580: Special Topics in Applied Mathematics course given a couple of years ago.

Math 580: Time Series  
Professor: Martin Jones  
Office: Room 213 Maybank Hall  
Phone: 953-5735  
E-mail: jonesm@cofc.edu

Objectives: Many data sets consist of observations collected sequentially over time. The analysis of such data presents a number of challenges that differ from that involved with data collected all at one time. The study of this branch of statistics is referred to as Time Series Analysis and the purpose of this course is to obtain a basic understanding of the theory and application of the relevant tools currently being used. Much of the work has been aided significantly by the use of computer software developed over the past decade and we will use at least one computer package during the course to help us with the development of the models used for forecasting.


Topics: After looking at some introductory examples and some of the basic problems typically encountered, we will develop the notion of stationary processes and ARMA processes used to model these. Next we will briefly consider a tool known as Spectral Analysis of time series and then develop methods for fitting ARMA models to data and using these models for forecasting future values of the process. Finally we will look at some time series that are not stationary processes and develop ARIMA models to help us analyze and forecast these. This material is contained in the first six chapters of the text.

Grading: Each week I will assign a set of homework problems to be turned in the following Tuesday. Many of these will use the statistics package MINITAB that is available in the lab and on any of the computers on campus or the time series package ITSM provided by the authors of our text. There is a relatively inexpensive student version of MINITAB that you might want to consider buying for your home computer should you plan to do any statistical analyses in the future. The homework will count for 75% of the final grade with the remaining 25% coming from a final exam on June 28. Final grades will be based on the usual ten-point scale. I will assign grades of B+ and C+ where appropriate.

Grading scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
</tr>
<tr>
<td>B+</td>
<td>88-91</td>
</tr>
<tr>
<td>B</td>
<td>80-87</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>70-76</td>
</tr>
<tr>
<td>F</td>
<td>below 69</td>
</tr>
</tbody>
</table>
Proposal for a New Graduate Course

Department: School of Education, Health and Human Performance
Graduate Program: Master of Education in Teaching, Learning and Advocacy

Course Number & Title

MTLAXXX  Class, Race, and Gender in Education

Total hours/week: 3
Number of Credits Lectures: yes  Lab: no

Will this course be cross-listed with an undergraduate or other graduate course?  □ YES  X NO

If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered fall 2009

Catalog description (Please limit to 50 words):

This course examines contemporary significance of race/ethnicity, class and gender on the educational experience. Drawing on history, sociology, anthropology, philosophy and public policy, it considers the ways public educational institutions empower individuals while reproducing social inequalities. Candidates critically examine their own educational experiences in relationship to class, race and gender.

Prerequisites (or other restrictions) Admission to graduate program

Rationale/justification for course (consider the following issues):

Central to being a master educator is an understanding of class, race/ethnicity, and gender and how it constructs and limits educational opportunities in the United States.

a. What are the goals and objectives of the course?

Candidates will identify salient issues of race, gender, and class in the contemporary preK-12 public school context.

Candidates will identify, describe, and critique issues of inequity in public schooling and schools and the social theories which correspond to the issues.

If more space is needed for any section, please attach additional sheets to this form.
Candidates will develop an understanding of how class, race, and gender are social constructs and how they shape opportunity.

Candidates will describe the system of privilege which exists in the United States and in the public school system.

Candidates will explain how a teacher's race, class and gender influence the decisions they make about children, instruction, and the classroom environment.

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

The course focuses on two of the three Elements of Teacher Competency: Understanding and Valuing the Learner and Understanding Self As Professional. As a masters level course, it is designed to move candidates from competency to mastery as described in the EHHP conceptual framework and assessment system. As master teachers, our graduates assume leadership positions in schools and districts. This foundational knowledge will allow them to use their positional authority to advocate for students, families, and the profession.

Are other departments affected by this course? □ YES  X NO

(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? □ YES  X NO  If yes, at what institution?

Method of teaching:

Seminar

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.

None – see attached CHE Program Planning Summary

b. Address potential shifts in staffing of the departments as it relates to the offering of this course.

None – see attached CHE Program Planning Summary

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

Minimal – see attached CHE Program Planning Summary

a. Staff

b. Budget

c. Library

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: ____________________________  Date: __2-8-08__
Signature of Department Chair: ____________________________ Date: __3-6-08__
Additional Chair's Signature*: ____________________________ Date: __4-5-08__
Signature of Schools' Dean: ____________________________ Date: __2-6-08__
Additional Schools' Dean Signature* : ____________________________ Date: __4-8-08__
Signature of the Provost: ____________________________ Date: __4-8-08__
Signature of Budget Director**: ____________________________ Date: __4-8-08__

*For interdisciplin ary courses.

**Business Affairs Office

Reaffirm to the Graduate School Office for further processing.

Signature of Chair of the Faculty Committee on Graduate and Continuing Education: ____________________________ Date: __5-6-08__
Signature of Chair of Grad Council: ____________________________ Date: __9/22/08__

If more space is needed for any section, please attach additional sheets to this form.

November 2007
College of Charleston
School of Education, Health, and Human Performance
Course Syllabus

Course Name: Class, Race, and Gender in Education
Course Prefix and Number: MTL.Axxx
Course Term: 3
Credit Hours: none
Course Prerequisites:
Course Description: This course examines the contemporary significance of race/ethnicity, class and gender on the educational experience of men and women in the US. Drawing on history, literature, sociology, anthropology, philosophy and public policy, it considers the ways public educational institutions empower individuals and at the same time reproduce social inequalities. As examples, we will examine issues surrounding single gender education, early childhood rearing practices, culturally relevant teaching, and feminist and critical pedagogies. This course requires candidates to critically examine their own educational experiences in relationship to privilege associated with class, race and gender. Throughout the course we will endeavor to answer the question: What are the possibilities and avenues for change?


Articles as assigned in course outline. All articles are available on electronic reserve at the library.

Course Objectives: Candidates will identify salient issues of race, gender, and class in the contemporary preK-12 public school context.

Candidates will identify, describe, and critique issues of inequity in public schooling and schools and the social theories which correspond to the issues.

Candidates will develop an understanding of how class, race, and gender are social constructs and how they shape opportunity.

Candidates will describe the system of privilege which exists in the United States and in the public school system.

Candidates will explain how a teacher’s race, class and gender influence the decisions they make about children, instruction, and the classroom environment.

Course Requirements: All the materials presented in this course are required readings except where choice is given. Whether they are specifically discussed in class or not, you are

If more space is needed for any section, please attach additional sheets to this form.

November 2007
expected to use the outside readings to make your points, arguments, and recommendations in your assignments and discussion.

Students are expected to complete all assignments to receiving passing grade in this course.

The grading of the course will be as follows:

<table>
<thead>
<tr>
<th>Evaluation Scale</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Reflections (4)</td>
<td>1 = 10%</td>
</tr>
<tr>
<td></td>
<td>2 = 10%</td>
</tr>
<tr>
<td></td>
<td>3 = 10%</td>
</tr>
<tr>
<td></td>
<td>4 = 10%</td>
</tr>
<tr>
<td>Final paper</td>
<td>30</td>
</tr>
<tr>
<td>Presentation</td>
<td>5%</td>
</tr>
</tbody>
</table>

1. Class participation

Class participation is a vital component of this course. The sharing and appreciation of people’s ideas and life experiences are essential in critical thinking and analysis. Much of the class will be interactive (as opposed to one-way lecture). You are expected therefore to come to class with readings completed and prepared to be discussers.

2. Reflections Papers (4)

You will submit four 3-4 page typed reflection papers, one after each major topic. You are to reflect on the topic in light of what you see in your institution and life. You must relate it to the readings for that period. Papers will be evaluated on their structure, thoughtfulness, insight and engagement with course material.

3. Final Paper

You will compose a 10-15 page paper that compares and contrasts the readings from the course with your experiences as a classroom teacher. A policy, practice or procedure could be examined. You might do an analysis of your school or your class, or the classroom experience of another. The paper should focus on how your experiences as a classroom teacher align or does not align with the assigned readings. These comparisons will be made through the use of an episode to describe an issue or an event from the candidates’ experiences and then utilize the readings to analysis the event or issue. A proposal for change or improvement will conclude this paper.
4. Presentation

You are responsible for a 10 minute presentation to the class about your paper and your findings.

**Evaluation Criteria:** Grades are figured in the SEHHP as follows:

- A= 93-100
- B+= 88-92
- B = 83-87
- C+ = 78-82

**Attendance Policies:** Attendance is governed by the EHHP’s policy. For a grade to be awarded, students must attend at least 85% of the class hours. Students may be withdrawn by the instructor for absences that exceed this limit.

---

**Course Calendar:**

List the dates, specific topics and assignments for each course meeting. This section should be specific enough to show the course content.

<table>
<thead>
<tr>
<th>Date</th>
<th>Major Topic</th>
<th>Questions</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Institutions of Society</td>
<td>The Big Question: Why is there such a huge achievement gap?</td>
<td>Text Chapter 1</td>
</tr>
<tr>
<td>Week 2</td>
<td>Education as Cultural Transmission</td>
<td>What should be the role of schools in the US society?</td>
<td>Text Chapter 2</td>
</tr>
<tr>
<td>Week 3</td>
<td>Reflection and Critique</td>
<td>How can I look at class, race and gender in my classroom and school?</td>
<td>Grant and Zeichner. On Becoming a Reflective teacher.</td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
<td>Does public school serve the capitalist society by sorting children in school for future jobs in the workplace?</td>
<td>Text Chapter 4</td>
</tr>
<tr>
<td>Week 6</td>
<td></td>
<td>What inequities are present today’s schools and curriculum? Do all children receive the same educational opportunities and work from the same curriculum?</td>
<td>Bowles. S. Unequal Education and Reproduction of the Social Division of Labor.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Gender and Education</td>
<td>What are the contrasts and comparisons of Single-gender and Co-education?</td>
<td>Anyon. J. Social class and school knowledge.</td>
</tr>
</tbody>
</table>

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Do boys and girls “do” school differently? What makes a difference?
American Association of University Women (2002). How girls negotiate school

How can you become aware of your own gender bias? How do we handle issues of sexual/gender diversity?
American Association of University Women. Course-taking patterns.
Chu-Cleweli, B. Breaking the barriers.
Kissen, R. Preparing Teachers for Sexual Diversity

Race/Ethnicity and Education

What is race? What are the origins of white supremacy?
Text Chapter 5

How is a person’s self-concept impacted by ethnic group membership? How do adolescents define their sense of belonging in school?
Faircloth, B. A. Hamun J. Sense of Belonging Among High School Students Representing 4 Ethnic Groups
Stanton-Salazar, R... Manufacturing hope and despair: The school and kin support network of U.S.-Mexican Youth.
Sleeter, C. & Grant, C. Illusions of progress: Business as usual.

How are race and class entwined in the US?

Equality of Educational Opportunity School policy and finance

Transformational Educators

Text Chapter 6 & 7

Ward, J. Schools and the Struggle for Democracy: Themes for School Finance Policy

Culturally Relevant Teaching

Ladson-Bilings, G. Seeing Color. Seeing Culture

Reading List:

General


If more space is needed for any section, please attach additional sheets to this form.

November 2007
Class


Gender


If more space is needed for any section, please attach additional sheets to this form.

November 2007


Race/Ethnicity


***In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.

If more space is needed for any section, please attach additional sheets to this form.

November 2007
PROPOSAL FOR A NEW GRADUATE COURSE

1. Department: Music

2. Course Number and Title: EDFS 794 Clinical Practice in Music, Theater or Dance Education

3. Number of Credits 9
   Lectures: 9   Lab:

3. Will this course be cross-listed with an undergraduate or other graduate course? □ YES X NO
   If yes, please complete and attach to this proposal a Permission to Cross-List a Graduate Course form.

4. Course will be first offered: spring 09

5. Catalog description (Please limit to 50 words):

   This course is designed to provide candidates with extensive supervised experience in teaching students in one of three arts disciplines: music, theater or dance, in a Pk-12 public school setting. Weekly on campus seminars are required.

6. Prerequisites (or other restrictions): completion of pedagogy including procedures courses related to each discipline.

7. Rationale/justification for course (consider the following issues): (Note: If more space is needed, attach additional sheets to this form).
   
   (a) What are the goals and objectives of the course?

After completing the clinical practice experience, students should be able to:

1. provide for the optimal growth and development of students of diverse ability and achievement levels, and economic, social, racial, gender, and ethnic differences (Standards I & III, NSAM TC 2);

2. plan activities and strategies which will provide a learning environment which is conducive to the development and/or maintenance of high self-esteem and confidence for each individual student (Standards I, II, III, & VI, NSAM TC 1);

3. design and manage a arts classroom which provides for the optimal growth and development of students of diverse ability and achievement levels, including economic, social, racial, gender, and ethnic differences (Standards I, III, & VII, NASM TC 1);

4. analyze the observed curriculum and evaluate it in terms of characteristics of students and the effectiveness of the curriculum (Standards I, II, & VII, NASM TC 2, 3);
5. implement a curriculum that is appropriate for students based on their individual characteristics and evaluate its impact on student growth and development (Standards I, II, III, & IV, NASM TC 2,3,4);

6. analyze the observed teaching and learning activities and evaluate them in terms of characteristics of students and the effectiveness of the activities (Standards I, II, III, VII; NASM TC 3,4, 5);

7. implement teaching and learning activities that are appropriate for students based on their individual characteristics and evaluate their impact on student growth and development (Standards I & III; NASM TC 3, 5, 6);

8. analyze the materials used in teaching and learning activities and evaluate them in terms of characteristics of students and the effectiveness of the materials (Standards I & III; NASM TC 4, 5);

9. use materials that are appropriate for students based on their individual characteristics and evaluate their impact on student growth and development (Standards I & III; NASM TC 2, 3, 4);

10. analyze the system of evaluation and assessment of student progress and evaluate the effectiveness of the system (Standard VI; NASM TC 6);

11. implement a system of evaluation and assessment of student progress and evaluate the effectiveness of the system (Standard VI; NASM TC 6);

12. analyze the classroom management system and evaluate it in terms of the characteristics of the students and the effectiveness of the system (Standards I, III, & VII, NASM TC 1);

13. implement a positive classroom management system based on characteristics of students and evaluate its impact on student growth and development (Standards I, III, & VII, NASM TC 1);

14. implement a system of communication and record keeping which facilitates positive interaction between the student teacher and students, cooperating teacher, other teachers, support personnel, and parents/care givers (Standards IV & V, NASM TC 1);

15. design, administer, score, and evaluate results of informal diagnostic instruments to determine student abilities and needs in major areas of instruction (Standard VI; NASM TC 3,6);

16. engage in self-reflection and self-evaluation for the purpose of professional development and problem solving (Standard IV)
18. use effective collaboration strategies and communication skills in working with supervising teachers and other school personnel, including regular education teachers (Standards IV & V)

(b) How does the course support the mission statement of the department and the organizing principles of the graduate program?

The course is the culmination of each candidate’s program of study. This course is part of an interdisciplinary program. However it’s main purpose of refining teacher competence is aligned with the mission of the TED department. Therefore it will not be cross listed with music. The mission of the TED department includes assurance of the preparation of highly qualified teachers. Requirements of this course align with national and state requirements for exemplary arts education practice and allow candidates to fulfill the licensing requirements for the South Carolina State Department of Education. Thus, this course is the final gateway for the graduate student to enter the community and public school setting as a highly qualified professional.

8. Are other departments affected by this course? (Please attach letters of support from the chairs of each department indicating that the Department has discussed the proposal and supports it).
   - YES  X NO

9. Is this course part of a joint program?  - YES  X NO  If Yes at, what institution?

10. Method of teaching:
    Professor lecture and presentations, demonstration, in-class peer teaching, and forty hours of field observation and teaching (observing actual school classrooms on site).

11. Expected changes:
    (a) Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.

    This course will not affect enrollment in any other courses in the Department or University. Enrollment will initially be between 5-10 students as the new degree goes into effect.

    (c) Address potential shifts in staffing of the departments as it relates to the offering of this course. (Note: If more space is needed, attach additional sheets to this form)

    No potential shifts in staffing of the departments will occur

12. Requirements for additional resources made necessary by this course:

    (a) Staff: The hiring of an adjunct was approved in the budget for the new program submitted to and approved by the faculty Senate. After the program is in existence for two years, one additional roster faculty member will be hired to share in the teaching responsibilities for the MAT program. Because a field experience is linked to the course requirements, the course instructor must be qualified to supervise the secondary choral music education student in field situations.

    (b) Budget: none

    (c) Library: none

    (Note: Course requiring additional resources will need special justification.)

13. Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
Proposal for a New Graduate Course

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: Bennie C. Springer
Date: 8/18/08

Signature of Department Chair: Nate Van Dyke
Date: 8/19/08

Additional Chair's Signature*: Steve Read
Date: 8/27/08

Signature of Schools' Dean: James C. Whitlock
Date: 8/19/08

Additional Schools' Dean Signature*:
Date: 8/27/08

Signature of the Provost: Harry Parrish
Date: 8/27/08

Signature of Budget Director**:

*For interdisciplinary courses.

**Business Affairs Office

Signature of Chair of the Faculty Committee on Graduate and Continuing Education

Date: 9-3-2008

Signature of Chair of Grad Council: Ann Leann McCallen
Date: 9/12/2008

Signature of the Faculty Secretary: ____________________________
Date: ____________________________

If more space is needed for any section, please attach additional sheets to this form.

November 2007
EDFS 794: Clinical Practice in Performing Arts Education
9 graduate credits

Capstone Requirement for the MAT in Performing Arts: Choral Music Concentration

Instructor: TBD
Office Hours: TBD
Place: TBD

Course Description

This course is designed to provide teacher candidates with extensive supervised experience in teaching pre-K-12 students in general music and/or choral music, theater or dance programs. Each student will be placed in a classroom setting commensurate with his or her emphasis within performing arts education. Weekly on-campus seminars are also required.

Prerequisites

Demonstration of musical skills in performance and piano. Completion of all pedagogical courses related to the arts discipline.

Course Objectives

After completing the clinical practice experience, students should be able to:

1. provide for the optimal growth and development of students of diverse ability and achievement levels, and economic, social, racial, gender, and ethnic differences (Standards I & III, NSAM TC 2);

2. plan activities and strategies which will provide a learning environment which is conducive to the development and/or maintenance of high self-esteem and confidence for each individual student (Standards I, II, III, & VI, NSAM TC 1);

3. design and manage an arts classroom that provides for the optimal growth and development of students of diverse ability and achievement levels, including economic, social, racial, gender, and ethnic differences (Standards I, III, & VII, NASM TC 1);

4. analyze the observed curriculum and evaluate it in terms of characteristics of students and the effectiveness of the curriculum (Standards I, II, & VII, NASM TC 2, 3);
5. implement a curriculum that is appropriate for students based on their individual characteristics and evaluate its impact on student growth and development (Standards I, II, III, & IV, NASM TC 2,3,4);

6. analyze the observed teaching and learning activities and evaluate them in terms of characteristics of students and the effectiveness of the activities (Standards I, II, III, VII; NASM TC 3,4, 5);

7. implement teaching and learning activities that are appropriate for students based on their individual characteristics and evaluate their impact on student growth and development (Standards I & III; NASM TC 3, 5, 6);

8. analyze the materials used in teaching and learning activities and evaluate them in terms of characteristics of students and the effectiveness of the materials (Standards I & III; NASM TC 4, 5);

9. use materials that are appropriate for students based on their individual characteristics and evaluate their impact on student growth and development (Standards I & III; NASM TC 2, 3, 4);

10. analyze the system of evaluation and assessment of student progress and evaluate the effectiveness of the system (Standard VI; NASM TC 6);

11. implement a system of evaluation and assessment of student progress and evaluate the effectiveness of the system (Standard VI; NASM TC 6);

12. analyze the classroom management system and evaluate it in terms of the characteristics of the students and the effectiveness of the system (Standards I, III, & VII, NASM TC 1);

13. implement a positive classroom management system based on characteristics of students and evaluate its impact on student growth and development (Standards I, III, & VII, NASM TC 1);

14. implement a system of communication and record keeping which facilitates positive interaction between the student teacher and students, cooperating teacher, other teachers, support personnel, and parents/care givers (Standards IV & V, NASM TC 1);

15. design, administer, score, and evaluate results of informal diagnostic instruments to determine student abilities and needs in major areas of instruction (Standard VI; NASM TC 3,6);
17. engage in self-reflection and self-evaluation for the purpose of professional development and problem solving (Standard IV)
18. use effective collaboration strategies and communication skills in working with supervising teachers and other school personnel, including regular education teachers (Standards IV & V)

Requirements
1. Review Clinical Practice Handbook and discuss with your cooperating teacher.
2. Schedule fingerprinting and TB test and give results to course instructor.
3. Attend weekly seminars with your College supervisor.
4. Complete 14 weeks of in-school work, including 4 to 6 seeks of full-time teaching and daily lesson planning for all instruction.
5. Successfully complete ADEPT requirements (see attachment and Clinical Practice Handbook).
6. Develop a teaching portfolio that includes your philosophy of music education, long-range plan, classroom management plan, resume, and other professional work samples.
7. Submit the packet of evaluations at the end of the semester.
8. Organize a clinical practice notebook (three-ring binder) that should include the following dividers:
   a. lesson plans (with a brief reflection on the back)
   b. long range plans
   c. ADEPT feedback from college supervisor
   d. ADEPT log reflecting professional development activities
   e. evaluation forms
   d. certification forms to be completed at the end of the semester
   e. observe & record log

Sources of Evidence for Grade in Clinical Practice

Students receive a "pass" or "fail" for their clinical practice experience. This determination is based on multiple factors, including: (1) evaluations completed by the cooperating teacher and college supervisor; (2) formal observations made by the cooperating teacher and college supervisor; (3) evidence of planning, assessment, meeting student needs, classroom management, preparation of materials, communication, and professional growth as documented through the ADEPT process; (4) the quality of their professional portfolio; and (5) attendance and participation in seminars.
Additional Information

1. Make sure that you establish times for frequent (i.e., daily, if possible) conferences with you cooperating teacher.
2. Contact the school, cooperating teacher, and your college supervisor if you will be absent. Absences must be made up.
3. Follow your school district’s break schedule. You do not observe College breaks unless they happen to coincide with those of the school district.
4. Comply with district, state, and federal laws and regulations related to the education of students with disabilities.
5. Adhere to the School of Education code of conduct for practicum work and the NASM, NAST or NASD code of ethics in all practices related to clinical practice.
6. Work cooperatively with administration, teacher, and assistant. Remember that you are a guest teacher in this classroom and school. Dress professionally and conduct yourself in a professional manner. Be on time and stay at least as late as the teacher stays. Assist with completion of paperwork tasks (grading, reporting, IEPs, etc.). Learn about both short range (unit) and long range (annual) planning. Attend professional development activities, conferences, PTA meetings, etc. Be creative; use technology to your and your students’ advantage.
7. Keep a resource file of anything and everything which will benefit you when you have your own classroom and students.
8. Take all of this very seriously .... but, laugh frequently.

Required Professional Portfolio

All M.A.T. on the Performing Arts students are required to complete an individual professional portfolio during the teacher education program. The portfolio is developed through the teacher education program, and is completed during the clinical practice experience. The portfolio is one means of assessment and demonstrates the growth of the future arts educator during the teacher preparation experience. Portfolios are evaluated as acceptable or unacceptable.

What Clinical Practice Interns Need to Know About Portfolios

1. The purpose of the portfolio.
2. What must be included and what is optional.
3. How the portfolio should be organized.
4. Effective use of the portfolio when applying and interviewing for teaching positions.
5. Effective use of the portfolio during the first and second years of teaching.
6. Relationship between the portfolio and the ADEPT performance dimensions.
Required Portfolio Components & Relationship to ADEPT competencies

1. Resume (ADEPT 10)
2. Philosophy of Education (ADEPT 4)
3. Classroom Management System (ADEPT 4, 8, & 9)
4. Long Range Plans (ADEPT 1)
5. Unit work sample (ADEPT 5, 6, & 7)
   a. sample of assessment tools (ADEPT 3)
   b. lesson plans (ADEPT 2)
6. Performance plan, assessment and reflection (ADEPT 5, 6, & 7)
7. Statement of Professional Goals and Plan for Next Five Years (ADEPT 10)

Course Schedule

Week 1  All day orientation seminar
Week 2  no seminar-go to staff development in your schools
Week 3  Long Range Planning
Week 4  Long Range Planning
Week 5  Program management: Scheduling etc
Week 6  Lesson Planning-real life challenges
Week 7  Classroom Management
Week 8  Unit Work Sample
Week 9  The job search
Week 10  Interviewing
Week 11  The Professional Portfolio
Week 12  The Professional Portfolio
Week 13  closing conferences
Week 14  Transition to the Profession conference

Grading

Clinical Practice is a Pass/Fail experience. Demonstration of “meets competency” on all ADEPT competencies and satisfactory completion of professional portfolio are required for a Passing grade.
August 25, 2008

Dear Graduate School-

The course, EDFS 794 Clinical Practice in Performing Arts Education has the permission of music department to be offered as an EDFS course only. It clearly aligns with the mission of Department of Teacher Education and the School of Education. The Office coordinating clinical practice placements is in the School of Education. It also makes the most administrative sense for this Clinical Practice course to be handled through the TED department and the School of Education;

Sincerely,

Steve Rosenberg, Chairperson
Department of Music
Proposal for a New Graduate Course

Department: School of Education, Health and Human Performance
Graduate Program: Master of Education in Teaching, Learning and Advocacy

Course Number & Title: MTLA XXX Family and Community Involvement
Total hours/week: 3
Number of Credits: Lectures: yes, Lab: no

Will this course be cross-listed with an undergraduate or other graduate course? □ YES □ NO

If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered: spring 2009

Catalog description (Please limit to 50 words):
This course is designed to help advanced level candidates better understand the benefits of school, family, and community involvement. Candidates examine settings where this involvement positively impacts student learning, and design and implement a variety of involvement strategies

Prerequisites (or other restrictions) Admission to graduate program

Rationale/justification for course (consider the following issues):

a. What are the goals and objectives of the course?

1. In a research paper, describe an environment for family and community partnerships, relationships between students, parents, and teacher involvement, possible and probable outcomes and effective strategies

2. Through class discussion of readings, interviews, and observations, articulate the concepts of community building and the use of effective communication skills to establish and maintain respectful, productive, and reciprocal relationships with family and community members

3. Through class discussion, participation, and readings, use knowledge about change and the ways prior learning, differing experiences, and diverse family and cultural backgrounds influence student learning

4. Through course reading and analysis of electronic and print media reports involving the influence of governance bodies on schools, families and communities, demonstrate how school, district, state and federal governance structures impact current educational issues

5. Through readings, interviews, and historical analyses, and other research, synthesize knowledge to ascertain successful and unsuccessful family involvement strategies

If more space is needed for any section, please attach additional sheets to this form.

November 2007
b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

This course supports the mission of the SOE as it helps students better understand and value students and their families (Element of Teacher Competency 1) and grow as professionals (Element of Teacher Competency 3).

Are other departments affected by this course? ☐ YES ☑ NO  
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? ☐ YES ☑ NO  
If yes, at what institution?

Method of teaching:

Seminar
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.

None – see attached CHE Program Planning Summary

b. Address potential shifts in staffing of the departments as it relates to the offering of this course.

None – see attached CHE Program Planning Summary

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

Minimal – see attached CHE Program Planning Summary

a. Staff

b. Budget

c. Library

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: [Signature]
Date: 2/8/08

Signature of Department Chair: [Signature]
Date: 2/8/08

Additional Chair’s Signature*: [Signature]
Date: 2/1/08

Signature of Schools’ Dean: [Signature]
Date: 2/7/08

Additional Schools’ Dean Signature*: [Signature]
Date: 4/8/08

Signature of the Provost: [Signature]
Date: 4/8/08

Signature of Budget Director**: [Signature]
Date: 4/8/08

*For interdisciplinary courses.

**Business Affairs Office

Signature of Chair of the Faculty Committee on Graduate and Continuing Education [Signature]
Date: 5-6-08

Signature of Chair of Grad Council: [Signature]
Date: 9/22/08

Signature of the Faculty Secretary: [Signature]

If more space is needed for any section, please attach additional sheets to this form.

November 2007

Page 3 of 3
Course Description: This course is designed to help advanced level candidates better understand the benefits of school, family, and community involvement, examine settings where this involvement positively impacts student learning, and design and implement a variety of involvement strategies.


A coursepack made up of readings from Joyce Epstein, Michael Fullan, Thomas Sergiovanni, Carl Glickman, Ruby Payne, Eugenia Hepworth Berger, and others.

Course Outcomes: All teacher preparation programs in the School of Education are guided by a commitment to Making the Teaching and Learning Connection. Teachers who make the teaching and learning connection:

1. understand and value the learner;

2. know what and how to teach and assess and how to create an environment in which learning occurs, and

3. understand themselves as professionals.

These three elements of teacher competency are at the heart of the School of Education conceptual framework and guide what you will learn and how your learning will be assessed. Each course provides opportunities for you to develop the knowledge, skills and dispositions needed to become an effective teacher.

Dispositions:

- belief that all students can learn
- value and respect for individual differences
- value of positive human interactions
- exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas
- dedication to inquiry, reflection, and self-assessment
- value collaborative and cooperative work
- sensitivity toward community and cultural contexts
- engagement in responsible and ethical practice
- development of professional mastery over time

If more space is needed for any section, please attach additional sheets to this form.
Objectives and Related Requirements:

1. In a research paper, describe an environment for family and community partnerships, relationships between students, parents, and teacher involvement, possible and probable outcomes and effective strategies (SOE V; ETC 1, 3; NAEYC 2, 4a, 4c; ACEI V; NMSA VI; NBPTS/MC I, IV).

2. Through class discussion of readings, interviews, and observations, articulate the concepts of community building and the use of effective communication skills to establish and maintain respectful, productive, and reciprocal relationships with family and community members (SOE V; ETC 1, 2, 3; NAEYC 2, 4a, 5; ACEI V; NMSA VI; NBPTS I; NBPTS/MC III).

3. Through class discussion, participation, and readings, use knowledge about change and the ways prior learning, differing experiences, and diverse family and cultural backgrounds influence student learning (SOE I; ETC 1,2,3; NAEYC 1, 2,4b,5; ACEI V; NMSA I,II,VI; NBPTS I; NBPTS/MC I, IV).

4. Through course reading and analysis of electronic and print media reports involving the influence of governance bodies on schools, families and communities, demonstrate how school, district, state and federal governance structures impact current educational issues (SOE VII; ETC 3; NAEYC 1,2,5; ACEI V; NMSA VII; NBPTS V).

5. Through readings, interviews, and historical analyses, and other research, synthesize knowledge to ascertain successful and unsuccessful family involvement strategies (SOE IV,V; ETC 3; NAEYC 2, 3,4a, 4b,4c, 4d; ACEI V; NMSA VI,VII; NBPTS I; NBPTS/MC I,IV).

Note:

SOE- School of Education Standards
ETC- Elements of Teacher Competency
NAEYC- National Association for the Education of Young Children
NBPTS- National Board of Professional Teaching Standards

If more space is needed for any section, please attach additional sheets to this form.
Evaluation Scale:  
A = 93-100  
B+ = 88-92  
B = 83-87  
C+ = 78-82  
C = 74-77

Evaluation Criteria:  See rubrics for each assignment.

Family and Community Involvement Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introductions, overview of course and discussion of syllabus</td>
</tr>
<tr>
<td>Week 2</td>
<td>Overview of research related to family and community involvement</td>
</tr>
<tr>
<td>Week 3</td>
<td>Epstein's six modes of family/community involvement</td>
</tr>
<tr>
<td>Week 4</td>
<td>Concepts of community building and the effective use of school/home/community communication</td>
</tr>
<tr>
<td>Week 5</td>
<td>The impact of diverse family and cultural backgrounds on the roles and involvement of family and community in schools</td>
</tr>
<tr>
<td>Week 6</td>
<td>Payne's research related to, and suggested strategies for, educators in schools with high poverty levels among families</td>
</tr>
<tr>
<td>Week 7</td>
<td>Principles and techniques of classroom/school action research</td>
</tr>
</tbody>
</table>

If more space is needed for any section, please attach additional sheets to this form.

November 2007
<table>
<thead>
<tr>
<th>Week 8</th>
<th>Service learning as a method of involving educators, students, families, and communities in mutually beneficial projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 9</td>
<td>Role-plays of family/community involvement scenarios with class critiques and discussion</td>
</tr>
<tr>
<td>Week 10</td>
<td>Ways in which school, district, state and federal governance structures impact educational issues and, in particular, school and family/community relationships</td>
</tr>
<tr>
<td>Week 11</td>
<td>How the concept of change within educational settings is influenced by families and communities; how change influences family and community involvement</td>
</tr>
<tr>
<td>Week 12</td>
<td>Reports of both successful and unsuccessful strategies attempted in local schools to involve families and communities</td>
</tr>
<tr>
<td>Week 13</td>
<td>Sharing of family/community involvement logs and analysis of possible solutions to current family/community challenges; formulation of plans to positively impact current efforts</td>
</tr>
<tr>
<td>Week 14</td>
<td>Looking back at the weekly reports of education-related current events in order to gain perspective over time concerning the influences at play in the involvement of families and communities in public schools</td>
</tr>
</tbody>
</table>

If more space is needed for any section, please attach additional sheets to this form.
Proposal for a New Graduate Course

Department: School of Education, Health and Human Performance
Graduate Program: Master of Education in Teaching, Learning and Advocacy

Course Number & Title: MTLA XXX  Identifying and Sustaining Effective Learning Communities
Total hours/week: 3
Number of Credits: 3 Lectures: yes Lab: no

Will this course be cross-listed with an undergraduate or other graduate course? □ YES X NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.
Course will first be offered fall 2009

Catalog description (Please limit to 50 words):
Candidates identify characteristics of effective learning communities. They explore and critique classroom environments, teacher philosophy, and pedagogy in relation to the students they teach. They create a plan to sustain such a community in their practice.

Prerequisites (or other restrictions) Admission to graduate program. Class, Race, and Gender in Education strongly recommended as a prerequisite.

Rationale/Justification for course (consider the following issues):

a. What are the goals and objectives of the course?

1. Make decisions regarding the learning community based on:
   • A research-based philosophy of management,
   • Knowledge of students' basic psychological needs,
   • Developmentally appropriate practice,
   • An understanding of strategies for developing collaborative learning communities,
   • Thoughtful development of classroom organization and routines, and
   • Research-based strategies for evaluating and correcting unproductive behavior.

2. Design physical environments that support curriculum and individual needs and interests of children.

3. Describe and plan for learning environments that promote:
   • Diversity,
   • Communication,
   • Mutual respect,
   • Collaboration and cooperation, and
   • Family and community involvement.

4. Develop a research-based classroom management approach that is

   If more space is needed for any section, please attach additional sheets to this form.
preventative, supportive, and corrective by:

- Discussing management issues relative to positive educational change
- Analyzing student, teacher, and environmental variables in relation to relevant management strategies.
- Discussing and understanding effective management for the individual classroom in the context of the total school and community.

5. Develop an effective filing and record keeping system by providing professional assistance to other teachers in classroom situations.

6. Analyze and evaluate classroom plans and approaches
7. Discuss strategies that develop, encourage, and prepare students to live in a multi-class, multi-ethnic, multi-cultural, and multi-national world by providing the necessary training to:
   - Parents
   - Teachers
   - Additional school staff

8. Improve instruction and conduct by:
   - Using the appropriate behavioral and cognitive strategies (SOE III)
   - Discussing the principles and procedures of applied behavior analysis in motivating and instructing students and managing behavior. (SOE III, CEC I.3)
   - Discussing the use of social skills, peer mediation, conflict resolution among other approaches to assist with managing behaviors in various instructional environments.

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

The course focuses primarily on one of the three Elements of Teacher Competency: Knowing What and How to Teach and Assess and How to Create an Environment in which Learning Occurs. As a masters level course, it is designed to move candidates from competency to mastery as described in the EHHP conceptual framework and assessment system. As master teachers, our graduates assume leadership positions in schools and districts and use their positional authority to improve students’ learning environments.

Are other departments affected by this course? □ YES  X NO
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? □ YES  X NO
If yes, at what institution?

Method of teaching:

Seminar

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.

None – see attached CHE Program Planning Summary

b. Address potential shifts in staffing of the departments as it relates to the offering of this course.

None – see attached CHE Program Planning Summary

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

Minimal – see attached CHE Program Planning Summary

a. Staff

b. Budget

c. Library

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: ____________________________ Date: 2-8-08

Signature of Department Chair: ____________________________ Date: 2-16-08

Additional Chair’s Signature*: ____________________________ Date: 2-7-08

Signature of Schools’ Dean: ____________________________ Date: 2-6-08

Additional Schools’ Dean Signature*: ____________________________ Date: 4-8-08

Signature of the Provost: ____________________________ Date: 4-5-08

Signature of Budget Director**: ____________________________ Date: 4-5-08

**Business Affairs Office

*For interdisciplinary courses.

Signature of Chair of the Faculty Committee on Graduate and Continuing Education: ____________________________ Date: 5-4-08

Signature of Chair of Grad Council: ____________________________ Date: 9-22-08

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Signature of the Faculty Secretary: ____________________________ Date: ____________________________
**Course Name:** Identifying and Sustaining Effective Learning Communities  
**Course Prefix and Number:** MTLA  
**Course Term:**  
**Credit Hours:** 3  
**Meeting Time and Place:**  
**Instructor's Name:**  
**Office Hours:**  
**Office phone/Fax/Email:**  
**Course Prerequisites:**  
**Course Description:** This course examines the interaction of classroom environment and teacher pedagogy as it relates to successful learners. This course will address issues central to creating a supportive environment, with particular attention to diversity and the situational needs of learners in grades k-12. Students will be asked to explore topics related to creating an effective learning community for all learners in an inclusive classroom. This course will also examine alternative assessment as it relates to teacher effectiveness and inclusive classroom communities.

**Course Text/Materials:**  
*Classroom Assessment: What teachers need to know* by W. James Popham (2007)  

A copy pack will be made available that will contain book chapters and articles that would include, but not be limited to:  

If more space is needed for any section, please attach additional sheets to this form.


**Course Objectives:**

5. Make decisions regarding the learning community based on:
   - A research-based philosophy of management,
   - Knowledge of students' basic psychological needs,
   - Developmentally appropriate practice,
   - An understanding of strategies for developing collaborative learning communities,
   - Thoughtful development of classroom organization and routines, and
   - Research-based strategies for evaluating and correcting unproductive behavior.
   (SOE I, III, V, VII; NCATE 1, 3B, 3C, 3D, 3E; NMSA 8.D5, D6; NAEYC 1,4,4A; ACEI)

6. Design physical environments that support curriculum and individual needs and interests of children. (SOE I, II, III, VI; NCATE 1,3A, 3B, 3C, 3D, 3E; NMSA 1.K3, 1.P3, 1.P8; NAEYC 1, 3, 4, 4A, 4b, 4C; ACEI)

7. Describe and plan for learning environments that promote:
   - Diversity,
   - Communication,
   - Mutual respect,
   - Collaboration and cooperation, and
   - Family and community involvement.
   (SOE I, II, V, VII; NCATE 1,2I, 3A, 3B, 3E, 5C; NMSA 8.P2, 1.P10; NAEYC 1, 2, 4, 4A, 4B; ACEI)

8. Develop a research-based classroom management approach that is preventative, supportive, and corrective by: (SOE I, II, V; NCATE 1, 3B, 3D, 3E, 5C; NMSA 1.P7; NAETC 1, 2, 3, 4)
   - Discussing management issues relative to positive educational change
   - Analyzing student, teacher, and environmental variables in relation to relevant management strategies.

If more space is needed for any section, please attach additional sheets to this form.

November 2007

Page 5 of 13
• Discussing and understanding effective management for the individual classroom in the context of the total school and community.

5. Develop an effective filing and record keeping system by providing professional assistance to other teachers in classroom situations. (SOE I, VI; NCATE 1, 3B, 3E, 4, 5B, 5C, 5D; NMSA 2.P3; NAEYC 1, 2, 3, 4, 5)

6. Analyze and evaluate classroom plans and approaches (SOE I, II, V; NCATE/ACEI 1, 3B, 3D, 3E, 5C)

7. Discuss strategies that develop, encourage, and prepare students to live in a multi-class, multi-ethnic, multi-cultural, and multi-national world by providing the necessary training to (SOE III, IV, VII, CEC I.1, I.4):
   • Parents
   • Teachers
   • Additional school staff

9. Improve instruction and conduct by:
   a. Using the appropriate behavioral and cognitive strategies (SOE III)
   b. Discussing the principles and procedures of applied behavior analysis in motivating and instructing students and managing behavior. (SOE III, CEC I.3)
   c. Discussing the use of social skills, peer mediation, conflict resolution among other approaches to assist with managing behaviors in various instructional environments. (SOE I, II, III, IV, V, VI, VII, CEC II.1, II.4, II.7)

Course Requirements:

Description of Projects/Assignments:

In-class Course Activities:

Course will be divided into two parts-Learning Environments and Alternative Assessment to Support an Inclusive Learning Community

Part 1-Learning Environments.

Readings-

Class meetings during this part of the course will focus on:

If more space is needed for any section, please attach additional sheets to this form.

November 2007
1. Identifying the needs of students
   (Academic, Developmental, Social, Emotional, Psychological)
2. Creating positive peer relationships and bullying
3. Working with Families
4. Establishing a classroom community
5. Establishing rules, routines and procedures
6. Teacher Effectiveness
7. Specific management Techniques (i.e. Anger Management, Positive Behavior Support, Conflict Resolution, Peer Mediation)
8. Case studies on classroom management techniques

Class activities will include, but are not limited to:
Collaborative learning
Discussion
Reflection on field experiences
Creating a classroom contract
Response to case studies with particular attention to problem-solving

Part 2-Alternative Assessment and the Learning Environment
Readings-Popham plus course pack materials

Class meetings during this part of the course will focus on:
1. Alternative assessments
2. Using assessment to build community
   (e.g. looking at democratic classrooms and the Constitution to support social studies standards)
3. Appropriate assessments for diverse classrooms

Class activities will include, but are not limited to:
Evaluating various forms of assessment
Matching appropriate assessments to learning goals

Out-of-class assignments:

Readings

Students will be expected to stay current with classroom readings throughout the semester.

If more space is needed for any section, please attach additional sheets to this form.
Philosophy of Management

Students will be asked to write a statement of management philosophy that will include their beliefs about education, student needs, the purpose of schooling, and researched management options. Chapters 1 and 2 from Jones and Jones will help inform this philosophy. This is part one of the effective learning community plan. This philosophy is due early in the semester and is worth 10 points. The student should expect to reflect on how this philosophy has changed and how it will change. It will be turned in at the beginning of each class. It will be revised throughout the rest of the semester and turned in with part 2 of the plan. Even as an early draft, this assignment should be well thought-out. I would expect this to be 3-5 pages.

Sustaining an Effective Learning Community Plan

Students will develop a behavior management plan that addresses a diverse/inclusive k-12 classroom. Topics to be addressed are:

1. Understanding students' needs
2. Establishing positive teacher-student relationships
3. Establishing positive peer relationships
4. Working with families
5. Developing classroom standards, expectations, and goals
6. Motivating students to learn

In this plan, students will include age appropriate strategies that could be used in the classroom. Students will be asked to specifically address cultural, ethnic, racial, linguistic, and academic diversity in the plan.

Research and Analysis Project (2 parts)

1. Students will choose a specific management technique (anger management, peer mediation, conflict resolution, etc) and research its philosophical and

If more space is needed for any section, please attach additional sheets to this form.
pedagogical underpinnings along with practical classroom application for grades k-12. Students will then write a 10-15 page paper about their topic (APA style is expected).

2. Students will create a 25 minute workshop/lesson to teacher their peers about their management technique.

This research paper has four distinct parts:

1. A review of the literature related to the topic (10-15 scholarly works)
2. An analysis of the philosophical assumptions underlying the topic
3. An analysis of the impact this approach has on learners (their needs, their problem solving abilities, etc.)
4. Ideas for practical application in the classroom

The presentation should include, but is not limited to:

1. Background/theoretical foundation of topic
2. Application for the classroom
3. Effect on student learning/classroom community

Students are encouraged to create lessons/workshops that allow for participation.

**Final: Alternative Assessment**

You have researched various forms of assessment throughout the semester. You final for the course will have two parts:

1. Design an alternative assessment that would allow for the learning of diverse students to be measured effectively. Think about learning goals, outcomes, time and objectivity/subjectivity of assessment. Describe and create the assessment as you would for your classroom

2. Evaluate your work for the semester in this class and give yourself a grade based on your assessment. Be sure to include work samples to support your grade and any other relevant evidence for your assessment.

**Evaluation Scale:**

*If more space is needed for any section, please attach additional sheets to this form.*
<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>B+</td>
</tr>
<tr>
<td>88-92%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>78-82%</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>74-77%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>73 and below</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation Criteria:**

**Quality Criteria:**

Each task will have an assignment sheet that will include a grading section that will be attached to your final assignment when the student turns in the work. It is imperative that students look at the assignment sheet and use it as a guide for completion of the task. It includes key quality information that you will be held accountable for.

You are expected to turn in original work. An academic honesty statement will be a part of all assignments sheets.

**Criteria for Turning in Assignments:**

Due dates are clearly indicated on the course calendar. All assignments are due on the scheduled day by the time class begins. There are no exceptions!

All assignments are to be turned in at the beginning of class in the appropriate medium (hardcopy, technology-based, etc)

Always save back ups of your assignments, as computer problems are not an excuse for late assignments. Do not put off your assignments to the last minute. If you follow these suggestions, you will not be faced with a late assignment and a zero.

Late work will be accepted, with a 5% penalty for each day it is late, with a maximum of 50% being taken off for late work.

All assignments are vital to the completion of the course. Failure to turn in an assignment will result in an incomplete until the work is turned in and a course grade can be assigned.

If more space is needed for any section, please attach additional sheets to this form.

November 2007
be given.

Resource Reading List:

Taking Sides: Clashing Views on Controversial Issues in Classroom Management by R.G. Harrington & L. Holub
Cases in Behavior Management by S. Danforth & J.R. Boyle

Attendance Policies:

Attendance is extremely important. You are responsible for all content and assignments for each class. This is a 3-hour class. When you miss one class, it is like missing a whole week of one-hour classes. It is not recommended that you miss class.

More than 1 absence will result in your grade being docked one full letter. More than 2 absences will result in a WA/F. This means that even one absence has a negative impact on your learning.

More than two (2) absences will result in WA/F.

1. If you are tardy three times, (i.e. arrival 10 minutes after class starts) it will equal one absence.
2. Arrival more than 10 minutes after class starts equals an absence.
3. Arrival more than 10 minutes after break ends equals one tardy.
4. Leaving before class ends equals an absence.

Special consideration/agreements:

ADA ACCOMMODATIONS: In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed.

Performance Data

Performance data will be collected on candidates enrolled in the undergraduate program using rubrics. These data will be collected from assignments to demonstrate competence. These data will be reported to our accreditation organization in aggregate form only.

Honor System:

All courses in the School of Education are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating,

If more space is needed for any section, please attach additional sheets to this form.
stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of "XF" for the course.

Course Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weeks 1-7</td>
<td>Creating an Effective Learning Community</td>
<td>Focus will be on creating an effective and practical classroom plan that reflects current research. Reading will be from the Jones and Jones text. Assignments for this section will include: Educational Autobiography Philosophy of Management Effective Learning Community Plan</td>
</tr>
</tbody>
</table>

If more space is needed for any section, please attach additional sheets to this form.
Weeks 8-11  Effective Learning Community Techniques (student-led class meetings)
Students will be conducting class during this four week segment. Focus will be on research projects that address specific classroom techniques for K-12 classroom teachers.

Weeks 12-14  Alternative Assessments and the Learning Environment
Focus will be on how alternative forms of assessment can be used to meet student needs and effectively evaluate student learning. Special attention will be paid on using alternative assessments to meet the needs of special needs and ESL students.

Readings will be from the Popham book and course pack (articles on assessment will be selected at the beginning of each semester to ensure current research).

Final Exam

***In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Proposal for a New Graduate Course

Department: School of Education, Health and Human Performance
Graduate Program: Master of Education in Teaching, Learning and Advocacy

Course Number & Title: MTLA XXX Literacy Development of Early Learners
Total hours/week: 3
Number of Credits: Lectures: yes Lab: no

Will this course be cross-listed with an undergraduate or other graduate course? □ YES X NO

If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered: spring 2009

Catalog description (Please limit to 50 words):
This course extends students' understanding of the fundamentals of literacy, including reading, writing, listening, speaking, and viewing. As teachers of young children (PK-3rd), students explore traditional and expanded notions of text. The course emphasizes the literacy process, factors affecting that process, and principles and skills involved in development of literacies.

Prerequisites (or other restrictions): Admission to graduate program

Rationale/justification for course (consider the following issues):

a. What are the goals and objectives of the course?

1. Demonstrate a thorough knowledge of the developmental processes of literacies and all the factors involved in those processes

2. Demonstrate a thorough knowledge of the lexicon, syntax, history, varieties, literature, and processes of literacy education

3. Demonstrate knowledge and understanding of emergently literacy through in-depth study of literacy stages to design effective literacy programs and strategies that build on students' strengths, skills and backgrounds and are effective

4. Design assessments to determine the level of students' competence in their understanding and use of language and to use the results of such assessments to design instruction.

5. Demonstrate an understanding of the different preconceptions, miscue patterns, and misconceptions that a student may exhibit and how these should be addressed instructionally.

6. Demonstrate a thorough knowledge of the developmental process of emergent literacy and all the factors involved in it

If more space is needed for any section, please attach additional sheets to this form.

November 2007
7. Demonstrate an ability to use effective instructional strategies, technologies, and varied language activities (including the use of children’s literature) to help students become strategic beginning readers and respond to what they have read.

8. Demonstrate a thorough knowledge of the lexicon, syntax, history, varieties, literature, and processes of the English language/Language Arts

9. Demonstrate knowledge of all major approaches to reading and an ability to teach students using a balanced reading program that includes emphasis on the use of phonemic relationships, context, and text that has meaning for the students

10. Design formative and summative assessments to determine the level of students’ competence in their understanding and use of language and use the results of such assessments to design beginning instruction

11. Demonstrate the ability to organize and manage a classroom climate within which all students have the desire to learn and to engage in emergent and early literacy

12. Model effective use of the English language

13. Demonstrate the ability to communicate with, guide, and assist parents in fostering early and continued growth in literacy

14. Evaluate self-perceptions about issues in teaching and learning

15. Collaborate and cooperate with other course participants in class and in the evaluation of course projects

16. Use technology to optimize instruction

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

This course supports the mission of the SOE as it helps students better understand and value students (Element of Teacher Competency 1) and to increase their understanding of what and how to teach and assess (Element of Teacher Competency 2)

Are other departments affected by this course? □ YES X NO

(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? □ YES X NO

If yes, at what institution?

Method of teaching:

Seminar

If more space is needed for any section, please attach additional sheets to this form.
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.

None – see attached CHE Program Planning Summary

b. Address potential shifts in staffing of the departments as it relates to the offering of this course.

None – see attached CHE Program Planning Summary

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

Minimal – see attached CHE Program Planning Summary

a. Staff

b. Budget

c. Library

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: [Signature]  Date: 2/8/08
Signature of Department Chair: [Signature]  Date: 2/5/09
Additional Chair's Signature*: [Signature]  Date: 2/7/08
Signature of Schools' Dean: [Signature]  Date: 2/7/08
Additional Schools' Dean Signature*: [Signature]  Date: 4/8/08
Signature of the Provost: [Signature]  Date: 4/5/08
Signature of Budget Director**: [Signature]  Date: 4/5/08

*For interdisciplinary courses.

**Business Affairs Office

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Course Name: Literacy Development of Early Learners

Course Prefix and Number: MLTA XXX

Course Term: 3

Credit Hours: 3

Course Description: This course extends students' understanding of the fundamentals of literacy, including reading, writing, listening, speaking, and viewing. As teachers of young children (PK-3rd grade), students explore traditional and expanded notions of text. The course emphasizes the literacy process, factors affecting that process, and the principles and skills involved in the development of literacies within young children.

Course Text/Materials:


Additional readings from a variety of sources.

Course Objectives:

All teacher preparation programs in the School of Education, Health, and Human Performance (EHHP) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher competency which are at the heart of the EHHP Conceptual Framework: 1) Understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course; they help you develop the knowledge, skills, and dispositions necessary to become an effective...
Understanding and Valuing the Learner

1. Demonstrate a thorough knowledge of the developmental processes of literacies and all the factors involved in those processes (NCATE 1, 2b & 3a-e; NAEYC/EC 1, 4, 4a-c; EHHP Standard II).

2. Demonstrate a thorough knowledge of the lexicon, syntax, history, varieties, literature, and processes of literacy education (NCATE 2b & 3a-e; NAEYC/EC 4 & 4a-c; EHHP Standard II).

3. Demonstrate knowledge and understanding of emergent literacy through in-depth study of literacy stages to design effective literacy programs and strategies that build on students' strengths, skills and backgrounds and are effective (NCATE 1, 2b & 3a-e; NAEYC/EC 1, 4 & 4a-c; EHHP Standard I, II, III).

4. Design assessments to determine the level of students' competence in their understanding and use of language and to use the results of such assessments to design instruction (NCATE 4 & 3 a-e; NAEYC/EC 3 & 4a-4b; EHHP Standard VI).

5. Demonstrate an understanding of the different preconceptions, misconceptions, and misconceptions that a student may exhibit and how these should be addressed instructionally.

Knowing what and how to teach and assess and how to create an environment in which learning occurs

1. Demonstrate a thorough knowledge of the developmental process of emergent literacy and all the factors involved in it (NCATE 1, 2b & 3a-e; NAEYC/EC 1, 4, 4a-c; SOE Standard II).

2. Demonstrate an ability to use effective instructional strategies, technologies, and varied language activities (including the use of children's literature) to help students become strategic beginning readers and respond to what they have read (NCATE 2b & 3a-e; NAEYC/EC 4 & 4a-c; ACEI 3.1; IRA 1; SOE Standard III).

3. Demonstrate a thorough knowledge of the lexicon, syntax,
history, varieties, literature, and processes of the English language/Language Arts (NCATE 2b & 3a-e; NAEYC/EC 4 & 4a-c; ACEI 2 & 3; SOE Standard II).

4. Demonstrate knowledge of all major approaches to reading and an ability to teach students using a balanced reading program that includes emphasis on the use of phonemic relationships, context, and text that has meaning for the students (NCATE 2b & 3a-e; NAEYC/EC 4b & 4a-c; IRA 2 and 4; SOE Standard III).

5. Design formative and summative assessments to determine the level of students' competence in their understanding and use of language and use the results of such assessments to design beginning instruction (NCATE 4 & 5a-e; NAEYC/EC 3 & 4a-4b; ACEI 4; IRA 3; SOE Standard VI).

6. Demonstrate the ability to organize and manage a classroom climate within which all students have the desire to learn and to engage in emergent and early literacy (NCATE 3a-e & 5b, 5d; NAEYC/EC 4a-c & 5, 2; ACEI 1, 3, 2, IRA 2 and 4; SOE Standard III & VI).

Understanding yourself as a professional

1. Model effective use of the English language (NCATE 2b; NAEYC/EC 4b; SOE Standard V.)

2. Demonstrate the ability to communicate with, guide, and assist parents in fostering early and continued growth in literacy (NCATE 5b & 5c; NAEYC/EC 5 & 2; SOE Standard V).

3. Evaluate self-perceptions about issues in teaching and learning (NCATE 5; NAEYC/EC; SOE Standards I, IV, V, VI, VII).

4. Collaborate and cooperate with other course participants in class and in the evaluation of course projects (NCATE 5; NAEYC/EC 5; SOE Standards I, II, III, IV).

5. Use technology to optimize instruction (NCATE 5; NAEYC/EC; SOE I, II III, V).

Description of Tests (35 points total- Test 1: 10 points; Test 2: 10 points; Test 3: 15 points. 5 of the points will come from identification and

If more space is needed for any section, please attach additional sheets to this form.
Projects/Assignments:

Three tests will cover information learned over the course. All examinations are content-based (from readings, in-class discussions, class notes) and cumulative. They require that you use your knowledge of **research, theory, and practice** of information specific to EDEE 617 in an application-type scenario analysis (much like what you'll have to do on the literacy portion of Praxis II exam). **NEITHER STUDY GUIDES NOR MAKE-UP EXAMS WILL BE GIVEN.**

Discussion Board Postings (10 points): Due throughout the semester

The study of early childhood literacy includes many content-specific terms. To assist in your growing knowledge and use of these terms as educators, you will be expected to post ideas from the chapters read in a learning community to the WebCT discussion board. These ideas could include the following: clarification of definitions, application of terminology to your own learning experiences, or connections to field experiences with young children.

**Original Posting:** AT LEAST SIX POSTS (6 points)

An original idea is a posting that begins a new thread of discussion and assists others in understanding, synthesizing, and/or analyzing material that has been read.

**Response Posting:** AT LEAST FOUR POSTS (4 points)

A response is a posting that adds onto and furthers the thinking/comments of an original idea posting. IT IS NOT A COMMENTARY OF SUPPORTIVE REMARKS.

Discussion board postings will be graded on relevancy, accuracy, helpfulness, and contribution to the learning community OVER THE SEMESTER. Please note that **QUESTIONS POSED** (both Original and Response Postings) are important BUT DO NOT COUNT TOWARD THE TOTAL NUMBER OF POSTINGS.

Advanced Literacy Assessment and Report (15 points):

You will conduct an in-depth assessment on a child (grade PreK-Grade 3). The battery of assessments will include tasks for phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, and spelling. Using the findings from the tasks, you will write a detailed report of the child’s performance and recommendations for instruction.
to improve various areas. The assessment report must include:

1. A summary of the child's performance on the literacy tasks broken down by assessment concepts, along with the raw data.

2. An overview of the child's literacy strengths

3. An overview of the areas for concentration

4. Recommendations to assist the child in developing (a) phonemic awareness, (b) letter and sound recognition (where appropriate), (c) concepts of print, (d) comprehension of text, (e) spelling development, and (e) writing development

5. A copy of the child's performance on the assessment

**Literacy implementation plan:** (30 points)

During this course you will design and implement a literacy instruction plan in your classroom to document students' uses of literacy skills and strategies. This plan must include a preassessment, an analysis of student performance, a plan to address instructional needs of students in small groups, and a post assessment.

**Research on students' home-school literacies project** (10 points)

Based upon course readings and assignments you will survey children on their out-of-school literacies. Findings from the survey will guide your creation of an in-class literacy reading and writing workshop that spans 2-4 weeks that connects out-of-school and in-school literacies.

**Content review:** (10 points):

You will choose an area of traditional literacy area to review that you see used in your school and complete a critical review of the area using books, articles, and online sources. From your findings you'll prepare a powerpoint, paper, or newsletter to share with colleagues at your school that shows your findings from this analysis and how they relate to the literacy instruction in your school as successes and challenges for future school-wide implementation.

**Evaluation Scale:**

A = 93-100

B+/ = 88-92

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Evaluation Criteria: General information about grading:

Late submissions of assignments are unacceptable under normal circumstances. Each late submission will have an automatic point deduction by week equivalent to the loss of one letter grade.

Written assignments (both weekly reflections and the research report) are final products that will be graded on both what is written (clarity, depth, insight) and how it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, neatness, and adherence to assignment guidelines will affect your grade. As an educator, high levels of competence not only in verbal but also in written communication with parents, administrators, and other educators are expected. Please use the resources around you to proofread and to edit your work. The Writing Lab (located in the Education Center Room 216) provides free, individualized help on all parts of the writing process.

Resource Reading List:

- English Education
- Handbook of literacy and technology: Transformations in a post-typographic world
- Handbook of research on teaching literacy through the communicative and visual arts
- Handbook of Reading Research
- Harvard Educational Review
- Journal of Early Childhood Literacy
- Journal of Learning Disabilities
- Journal of Literary Research
- Language Arts

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Attendance Policies: Class attendance is crucial for a full understanding of course material because many of the topics and content will be taught and communicated by way of class demonstrations, class activities, and class discussions. Therefore, it is important that you attend class and that you come to class prepared. Furthermore, you need not only to be present, but also to participate in class discussions and activities. A student arriving to class fifteen or more minutes late will be counted absent. Students will be dropped from class for excessive absences. One’s final grade will be lowered by ten percent for each absence after having missed one class meeting.

Special consideration/agreements: TBA

Honor System: The Honor Code of the College of Charleston specifically forbids:

**Lying:** knowingly furnishing false information, orally or in writing, including but not limited to deceit or efforts to deceive relating to academic work, to information legitimately sought by an official or employee of the College, and to testimony before individuals authorized to inquire or investigate conduct, lying also includes the fraudulent use of identification cards.

**Cheating:** the actual giving or receiving of unauthorized, dishonest assistance that might give one student an unfair advantage over another in the performance of any assigned, graded academic work, inside or outside of the classroom, and by any means whatsoever, including but not limited to fraud, duress, deception, theft, talking, making signs, gestures, copying, electronic messaging, photography, unauthorized reuse of previously graded work, unauthorized dual submission, unauthorized collaboration and unauthorized use or possession of study aids, memoranda, books, data,
or other information. The term cheating includes engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

**Attempted cheating:** a willful act designed to accomplish cheating, but falling short of that goal.

**Stealing:** the unauthorized taking or appropriating of property from the College or from another member of the college community. Note also that stealing includes unauthorized copying of and unauthorized access to computer software.

Attempted stealing: a willful act designed to accomplish stealing, but falling short of that goal.

**Plagiarism:**

The verbatim repetition, without acknowledgement, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in quotation marks and acknowledged either in the text itself or in footnotes/endnotes.

Borrowing without acknowledging the source. Paraphrasing the thoughts of another writer without acknowledgement.

Allowing any other person or organization to prepare work which one then submits as his/her own.

**Course Calendar:**

*List the dates, specific topics and assignments for each course meeting. This section should be specific enough to show the course content.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introductions &amp; course overview</td>
<td>Literacy for new millennium: Part 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Put Reading First; NCLB; IRA Standards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Observational Survey: Ch. 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understanding children's literacies: New and old paradigms</td>
</tr>
</tbody>
</table>

**If more space is needed for any section, please attach additional sheets to this form.**
Week 2  Birth to age three: Beginner stage  Observational Survey: Ch. 2

Literacies development from birth: Visual and oral literacies

Literacy for new millennium: Ch. 14 & 15

WTW Ch 1

Spelling Stages

Week 3  Ages three to five: Novice stage  Observational Survey: Ch. 3

Phonemic awareness and alphabet knowledge

Literacy for new millennium: Ch 8

WTW Ch 2

Visual literacies connected to print literacies

Spelling Stages and Assessment

Week 4  Ages five to seven: Experimenter Stage  Observational Survey: Ch. 4

Spelling Stages and Assessment

WTW Ch 3

Putting together the five literacies

Week 5  Ages six to eight: Transitional/Conventional Stage  Observational Survey: Ch. 5

Literacy for new millennium: Ch. 9

WTW Ch 4

Spelling Stages and Assessment

Week 6  EXAM 1

If more space is needed for any section, please attach additional sheets to this form.
Week 7  Supporting literacy in preschool
Assessments and instruction

Observational Survey: Ch. 1
WTW Ch. 5

Week 8  Supporting literacy in Kindergarten
Early word identification (Kindergarten)
Assessments and instruction

Observational Survey: Ch. 6
Literacy for new millennium: Ch. 13
WTW Ch. 6

Week 9  Supporting literacy in First grade
Analogy based phonics (First/Second Grades)
Assessments and instruction

Observational Survey: Ch. 7 and 8
WTW Ch. 7

Week 10  Exam II

Week 11  Supporting literacy in Second through Fourth grades
Phonics and fluency development (Second)

Literacy for new millennium: Ch. 16
WTW Ch. 8

If more space is needed for any section, please attach additional sheets to this form.
Week 12  Literacy implementation plan

Week 13  Literacy Rich Classrooms & Diverse learners  Literacy for new millennium: Ch. 10

Week 14  Literacy Content Review Presentations

Final Exam

***In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to "reasonable accommodations."

Please notify the instructor during the first week of class of any accommodations needed for the course.
Faculty Committee on Graduate and Continuing Education

Proposal for a New Graduate Course

Department: School of Education, Health and Human Performance
Graduate Program: Master of Education in Teaching, Learning and Advocacy

Course Number & Title: MTLA XXX Teacher As a Member of the Professional Community
Total hours/week: 3
Number of Credits: Lectures: yes, Lab: no

Will this course be cross-listed with an undergraduate or other graduate course? ☐ YES ☒ NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered: fall 2009

Catalog description (Please limit to 50 words):
Candidates explore the role of teacher leadership in effecting change. They explore change theory and develop strategies needed to be change agents at multiple levels, e.g., building on sound instructional practices, collaboration, teamwork, peer coaching, and mentoring. They learn to strengthen community and family partnerships and communicate across diverse spheres.

Prerequisites (or other restrictions) Admission to graduate program. Family and Community Involvement strongly advised as a prerequisite.

Rationale/justification for course (consider the following issues):
  a. What are the goals and objectives of the course?
Students will develop conceptual knowledge of:
  • Professionalism: Empowerment and responsibility
  • Leadership
  • Learning community
  • Understanding the change process
Students will develop procedural knowledge to:
  • Conflict resolution
  • Communication across diverse spheres
  • Facilitating growth of others
  • Time management
  • Influencing and enacting policy to benefit students and families
Students will develop metacognitive knowledge in order to:

If more space is needed for any section, please attach additional sheets to this form.
• Finding personal balance in responsibilities toward students, employers, and the profession
• Melding philosophy and practice within reality of school environment
• Understanding self as leader
b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

The course focuses primarily on one of the three Elements of Teacher Competency: Understanding Self as a Professional. As a masters level course, it is designed to move candidates from competency to mastery as described in the EHHP conceptual framework and assessment system. As master teachers, our graduates assume leadership positions in schools and districts and use their positional authority to advocate for students, families, and the profession.

Are other departments affected by this course? □ YES X NO

(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? □ YES X NO If yes, at what institution?

Method of teaching:

Seminar

If more space is needed for any section, please attach additional sheets to this form.
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.

None – see attached CHE Program Planning Summary

b. Address potential shifts in staffing of the departments as it relates to the offering of this course.

None – see attached CHE Program Planning Summary

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

Minimal – see attached CHE Program Planning Summary

a. Staff

b. Budget

c. Library

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: [Signature] Date: 2-8-08

Signature of Department Chair: [Signature] Date: 2/6/08

Additional Chair’s Signature*: [Signature] Date: 2/7/08

Signature of Schools’ Dean: [Signature] Date: 2-6-08

Additional Schools’ Dean Signature*: [Signature] Date: 4/8/08

Signature of the Provost: [Signature] Date: 4-8-08

Signature of Budget Director**: [Signature] Date: 2-8-08

*For interdisciplinary courses.

**Business Affairs Office

Return form to the Graduate School office for further processing.

Signature of Chair of Faculty Committee on Graduate and Continuing Education: [Signature] Date: 5-5-08

Signature of Chair of Grad Council: [Signature] Date: 11-24-08

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Signature of the Faculty Secretary: ___________________________  Date: ___________________________
Course Name: Teacher as a Member of the Professional Community
Course Prefix and Number: MTLA XXXX
Course Term: TBD
Credit Hours: 3
Course Description: In this course students explore the role of teacher leadership in effecting change and promoting ethical practice. They develop the skills and competencies needed to be change agents at the classroom, school and community levels. This includes building on sound instructional and assessment practices, strengthening a commitment to collaboration, teamwork, peer coaching, and mentoring, and examining the dilemmas surrounding partnerships and communication across diverse spheres.

The course focuses primarily on one of the three Elements of Teacher Competency: Understanding Self as a Professional. As a masters level course, it is designed to move candidates from competency to mastery as described in the EHHP conceptual framework and assessment system. As master teachers, our graduates assume leadership positions in schools and districts and use their positional authority to advocate for students, families, and the profession.

Course Text/Materials: Textbooks:


Selected readings including:


Ferguson, C. (2005). Reaching out to diverse populations: What can schools do to foster family-school connections? A strategy brief of the National Center for

If more space is needed for any section, please attach additional sheets to this form.
Family and Community Connections with Schools (available on ERIC)


Course Objectives:

Students will develop conceptual knowledge of:

- Professionalism: Empowerment and responsibility
- Leadership
- Ethical Practice
- The change process

Students will develop procedural knowledge of:

- Conflict resolution
- Communication across diverse spheres
- Facilitating growth of others
- Time management

Students will develop metacognitive knowledge in order to:

- Find personal balance in responsibilities toward students, employers, and the profession
- Meld philosophy and practice within reality of school environment
- Understand self as leader

Course Requirements:

1. Complete all assigned readings and assignments in a timely manner
2. Meet attendance requirements
3. Active participation in class discussions and activities
4. Exhibit developing mastery level in EHHHP dispositions

Description of Projects/Assignments:

Examples outside assignments

1. Ethical dilemma: Identify and describe an ethical dilemma. What makes it a dilemma? What are alternative approaches to resolving the dilemma from varied stakeholder perspectives? (15%)

If more space is needed for any section, please attach additional sheets to this form.

November 2007
2. Case study examining teacher professionalism (for example, identify a teacher leader, mentor/mentee relationship, effective grade level or departmental team, professional learning community) (20%)
3. Collaborative leadership of reading discussion. Teams will work collaboratively to facilitate discussion of course reading. Evaluation will be based on quality of discussion and of collaboration (10%)
4. Self-assessment of teacher professionalism. Conduct self-assessment at beginning and end of course in relation to: finding personal balance in responsibilities toward students, employers, and the profession, melding philosophy and practice within reality of school environment, and understanding self as leader (20%)
5. Interview or shadow someone in another profession (e.g., nursing, social work, law, engineering, arts managers, clergy) and compare communication styles, professional demands, responsibilities, constraints and concepts of professionalism (20%)
6. Final exam (15 %)

Examples of in class assignments (10% of grade)

7. Inventory of existing partnerships at school
8. Professional resume
9. Clinical activity of teacher leadership (shadowing, work on taskforce, collaborative action research)
10. Create and maintain professional website or blog
11. Class participation

Evaluation Scale:

Graduate Grade Scale

A= 93-100
B+= 88-92
B = 83-87
C+ = 78-82

C = 74-77
F = 73 - 0

Evaluation Criteria:

TBA

Resource Reading List:


Attendance Policies:

Your presence is required in each class. If you are absent more than TWO times 3 points per additional unexcused absence will be deducted from your final grade average. Excused absences may be granted for: Documented Candidate illness reported by Campus Wellness Center or written notice from an off-campus health professional, Death in the family or of a close friend, Candidate hospitalized, Documented personal tragedy, Documented athletic participation

If more space is needed for any section, please attach additional sheets to this form.

November 2007
events, and other. If you are not present when the roll is called and choose to enter class late, you are considered tardy. Being tardy two times equal one absence. Candidates will not be withdrawn for excessive absents, but will lose points as per stated above.

**Honor System:**

See the most current issue of the College of Charleston Student Handbook Academic Honor system.

**Course Calendar:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week one</td>
<td>Introduction to course and defining teacher professionalism</td>
<td>Katzenmeyer &amp; Moller pp. 1-19</td>
</tr>
<tr>
<td>Week two</td>
<td>Professionalism: Empowerment and responsibility</td>
<td>York-Barr &amp; Duke</td>
</tr>
<tr>
<td>Week three</td>
<td>Change process</td>
<td>Katzenmeyer &amp; Moller pp. 49-52</td>
</tr>
<tr>
<td>Weeks four-six</td>
<td>Ethical Practice</td>
<td>Fullan pp. 29-48</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Noddings</td>
</tr>
<tr>
<td>Week seven</td>
<td>Finding balance between responsibilities for students, school and the profession</td>
<td>Barth</td>
</tr>
<tr>
<td>Week eight</td>
<td>Balancing philosophy and practice in the context of the reality of school environment</td>
<td>Katzenmeyer &amp; Moller pp 57-72</td>
</tr>
<tr>
<td>Weeks nineteen</td>
<td>Leadership: Self as leader</td>
<td>Barth Introduction and Chs. 6 &amp; 7</td>
</tr>
<tr>
<td></td>
<td>Leadership: skills (e.g., facilitation, conflict resolution, time management)</td>
<td>Barth Chs. 1 &amp; 2</td>
</tr>
<tr>
<td>Week eleven</td>
<td>Learning communities: Self as member of community</td>
<td>Katzenmeyer &amp; Moller pp 73-87</td>
</tr>
<tr>
<td></td>
<td>Facilitating growth of others</td>
<td>Barth Ch. 3</td>
</tr>
<tr>
<td></td>
<td>Skills (collaboration, communication, planning and organization)</td>
<td>DuFour, Eaker &amp; DuFour</td>
</tr>
<tr>
<td>Week twelve</td>
<td>Communication across diverse spheres</td>
<td>Feiman-Numser</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DuFour</td>
</tr>
<tr>
<td>Week thirteen</td>
<td>Student presentations</td>
<td>Ferguson</td>
</tr>
<tr>
<td>Week</td>
<td>Student presentations</td>
<td></td>
</tr>
</tbody>
</table>

*If more space is needed for any section, please attach additional sheets to this form.*

November 2007
fourteen

Final exam  TBA

***In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to "reasonable accommodations."
Please notify the instructor during the first week of class of any accommodations needed for the course.

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Proposal for a New Graduate Course

Department: School of Education, Health and Human Performance
Graduate Program: Masters of Education in Teaching, Learning and Advocacy

Course Number & Title MTLA XXX Teachers As Advocates for Children and Youth
Total hours/week: 3
Number of Credits Lectures: yes Lab: no

Will this course be cross-listed with an undergraduate or other graduate course? □ YES □ NO

If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered

Catalog description (Please limit to 50 words):
This course explores the effect of policy on the lives and learning of children and youth. It turns this understanding toward advocating for better school and classroom experiences for children and youth. Candidates examine their own practice as well as policies and procedures through the lens of advocacy.

Prerequisites (or other restrictions) Admission to graduate program

Rationale/justification for course (consider the following issues):
a. What are the goals and objectives of the course?
Students will learn how to be an advocate for children and youth in the school and classroom.

Students will develop necessary leadership skills required to fully understand policies related to children and youth.

Students examine their own practice in light of policies and practice.

Students understand how policies are made, enacted, and implemented in schools and classrooms.

Students will explore the distinction between political action and advocacy.
b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

The course focuses on two of the three Elements of Teacher Competency: Understanding and valuing the learner and Understanding self as a professional. As a masters level course, it is designed to move candidates from competency to mastery as described in the EHHP conceptual framework and assessment system. As master teachers, our graduates assume leadership positions in schools and districts and use their positional authority to advocate for students, families, and the profession.

Are other departments affected by this course? □ YES  X NO

Is this course part of a joint program? □ YES  X NO  If yes, at what institution?

Method of teaching:

Seminar
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.

None – see attached CHE Program Planning Summary

b. Address potential shifts in staffing of the departments as it relates to the offering of this course.

None – see attached CHE Program Planning Summary

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

Minimal – see attached CHE Program Planning Summary

a. Staff

b. Budget

c. Library

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: [Signature]  Date: 2-8-08

Signature of Department Chair: [Signature]  Date: 2/6/08

Additional Chair’s Signature*: [Signature]  Date: 2/7/08

Signature of Schools’ Dean: [Signature]  Date: 2-6-08

Additional Schools’ Dean Signature*: [Signature]  Date: 

Signature of the Provost: [Signature]  Date: 4-8-08

Signature of Budget Director**: [Signature]  Date: 4-8-08

*For interdisciplinary courses.  **Business Affairs Office

Signature of Chair of the Faculty Committee on Graduate and Continuing Education: [Signature]  Date: 5-1-08

Signature of Chair of Grad Council: [Signature]  Date: 9/2/08

Signature of the Faculty Secretary: [Signature]  Date: 

If more space is needed for any section, please attach additional sheets to this form.

November 2007  Page 3 of 3
College of Charleston

School of Education, Health, and Human Performance

Course Syllabus

Course Name: Teachers as Advocates for Children and Youth

Course Prefix and Number: MTLA

Course Term: Fall

Credit Hours: 3

Course Description: This course explores the effect of policy on the lives and learning of children and youth. It turns this understanding toward advocating for better school and classroom experiences for children and youth. Students examine their own practice as well as policies and procedures through the lens of advocacy.


Course reading packet

Course Objectives: Students will learn how to be an advocate for children and youth in the school and classroom.

Students will develop necessary leadership skills required to fully understand policies related to children and youth.
Students examine their own practice in light of policies and practice.

Students understand how policies are made, enacted, and implemented in schools and classrooms.

Students will explore the distinction between political action and advocacy.

**Course Requirements/**

**Brief Description:**
- Synthesize readings related to policy formation, enactment, and implementation.
- Determine the advocacy needs of the children or youth in their classroom and/or school.
- Create a research paper on advocacy priorities identified which are supported by theory and literature.
- Based on advocacy priorities, develop a strategic plan for addressing priorities.
- Make a presentation to an appropriate audience to build support for the plan.
- Write one letter or meet with a legislative leader on the advocacy issue.

**Evaluation Scale:**

- A = 500 - 465 (93%-100%)
- B+ = 454 - 445 (92%-88%)
- B = 444 - 430 (87%-83%)
- C = 409 - 395 (77%-74%)
- C+ = 419 - 410 (82%-78%)
- F = Below 349 (0%-73%)

**Evaluation Criteria:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>1. Policy Reading Synthesis</td>
</tr>
<tr>
<td>50</td>
<td>2. Strategic Plan</td>
</tr>
<tr>
<td>50</td>
<td>3. Advocacy Assessment</td>
</tr>
<tr>
<td>100</td>
<td>4. Research Paper</td>
</tr>
<tr>
<td>50</td>
<td>5. Presentation</td>
</tr>
</tbody>
</table>
6. Advocacy Action ........................................ 50

7. Final Examination........................................ 100

TOTAL.......................................................... 500

**Resource Reading List:**


There will be selected readings throughout the course that will be available via WWW files.

**Attendance Policies**

Your presence is **required** in each class. If you are absent more than **TWO** times 3 points per additional unexcused absence will be deducted from your final grade average. **Excused absences** may be granted for: Documented Candidate illness reported by Campus Wellness Center or written notice from an off-campus health professional, Death in the family or of a close friend, Candidate hospitalized, Documented personal tragedy, Documented athletic events, and other. If you are not present when the roll is called and choose to enter class late, you are considered tardy. Being tardy two times equal one absence. Candidates will not be withdrawn for excessive absents, but will lose points as per stated above.

**Honor System:**

See the most current issue of the College of Charleston Student Handbook Academic Honor system.

**DISABILITY STATEMENTS:**

Course instructor follows the College of Charleston ADA regulations
Course Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Preparing for Advocacy</td>
<td>Introduction, Welcome and Overview</td>
</tr>
<tr>
<td></td>
<td>What is Advocacy?</td>
<td>Syllabus review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Familiarize yourself with the course requirements.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post self-introduction and ideas for a potential advocacy plan.</td>
</tr>
<tr>
<td>Weeks 2-3</td>
<td>Policy: Design</td>
<td>Read supporting materials; research the topic; determine how policies are</td>
</tr>
<tr>
<td></td>
<td>Policy: Funding Issues</td>
<td>developed in your district and state and the funding structure of your</td>
</tr>
<tr>
<td></td>
<td></td>
<td>district and state and their relationship with the federal system; be</td>
</tr>
<tr>
<td></td>
<td></td>
<td>prepared to present and discuss in class</td>
</tr>
<tr>
<td>Weeks 4-5</td>
<td>Local District Structure</td>
<td>Read supporting materials; research the topic; attend a District School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Board meeting; interview a Board member and/or other district leaders; be</td>
</tr>
<tr>
<td></td>
<td></td>
<td>prepared to present and discuss in class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop advocacy needs assessment.</td>
</tr>
<tr>
<td>Weeks 6-7</td>
<td>State and Federal Structures</td>
<td>Read supporting materials; research the topic; contact a state legislator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and other state and federal leaders: be prepared to present and discuss</td>
</tr>
<tr>
<td></td>
<td></td>
<td>in class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop focus for research paper</td>
</tr>
<tr>
<td>Weeks 8-9</td>
<td>Leadership skills: Teacher leader network.</td>
<td>Read supporting materials; research the topic; talk with teacher leaders</td>
</tr>
<tr>
<td></td>
<td>Influencing the culture.</td>
<td>in your school, the principal and any others leaders that would help you</td>
</tr>
<tr>
<td></td>
<td></td>
<td>broaden your perspective as a Teacher leader; be prepared to present and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>discuss in class.</td>
</tr>
<tr>
<td>Weeks 10-11</td>
<td>Special Interests and</td>
<td>Read supporting materials; research the topic; contact the</td>
</tr>
<tr>
<td>Influences</td>
<td>leaders of groups that will influence your advocacy plan; be prepared to present and discuss in class.</td>
<td>Complete advocacy action</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td><strong>Weeks 12-13</strong></td>
<td>Capstone: Developing an Advocacy Plan</td>
<td>Compiling data from advocacy plan and research paper.</td>
</tr>
<tr>
<td><strong>Weeks 14</strong></td>
<td>Presentations</td>
<td>Present a 10-15 minutes presentation on your action plan and what objectives you hope to achieve.</td>
</tr>
<tr>
<td><strong>Final Exam</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
College of Charleston

M.Ed. Teaching, Learning and Advocacy

Specializations in:

Teaching Children and Youth in the Contemporary Context
and
Teacher as Change Agent

Submitted [Date]

P. George Benson, President
CLASSIFICATION

Program Title: M.Ed. Teaching, Learning and Advocacy (specializations: Teaching Children and Youth in the Contemporary Context and Teacher as Change Agent)

Academic Unit Involved: School of Education, Health and Human Performance at The College of Charleston

Degree: Masters of Education (M.Ed.)

Proposed Date of Implementation: Fall 2009

CIP Code: 13.1299

Identification of Program: New

Site: College of Charleston, Lowcountry Graduate Center, and local schools

Palmetto Fellows LIFE awards: No

Delivery Mode: Blend of traditional and internet

JUSTIFICATION

Statement of Purposes and Objectives: The College of Charleston seeks to establish a new M.Ed. program in Teaching, Learning and Advocacy. The purpose and goals of this program are to advance the knowledge of teachers who are seeking to improve their teaching effectiveness and serve as change agents in their school and/or district. The degree is structured for efficient use of resources, coherence across credential spans, and specializations which reflect the needs of current South Carolina teachers. Through a common core of classes, the program provides a base for all candidates to better:

- understand and apply advanced theories that inform their teaching and work in diverse communities
- use and critique multiple forms of research and inquiry
- think systematically about their own practice, provide support for other professionals, and communicate clearly with students, other educators, and parents
- advocate for students and the profession
- understand the relationship among educational policies and practices, local context, and learners

Building from the core classes, candidates choose a specialization, focusing either on the students they teach or themselves as teachers and members of the teaching profession. One specialization, Teaching Children and Youth in the Contemporary Context, focuses on developing a deep understanding of diverse children and youth and how the school, community, and societal context shape their engagement in learning and life, as well as their sense of accomplishment and belonging. Another specialization, Teachers as Change Agents, explores teaching as both reflective practice and collaborative change making. Candidates in this specialization develop skills of reflection and support that help them improve their own practice and their profession. By offering several specializations within one degree, the College of Charleston is responsive to individual
teacher needs and interests while remaining responsive to new knowledge and state and local initiatives.

This program serves four purposes.

First, it addresses the need in the Lowcountry for advanced degrees. According to a survey conducted in 2007, teachers indicated a desire for an advanced degree in order to increase their earning capacity (75%), become better classroom teachers (67%), and become more knowledgeable in a particular content area (64%).

Second, the program meets growing demand for advanced degrees that go beyond, in focus and depth, the content that is offered in initial certification. Such a degree prepares candidates for professional advancement. The TLA M.Ed. develops the skills, pedagogy and understanding of educators who want to improve their own practice. They also might seek positions as teacher coaches, curriculum specialists, or lead teachers, or they may assist in mentoring new teachers. In these roles, teachers are able to mentor and support colleagues who struggle to work effectively with children and youth in contemporary society.

Third, the program provides support and mentorship for teachers new to the profession. Currently, new teachers are concentrated in poorly performing schools, most of which serve predominantly high poverty populations. For example, in Charleston County School District (CCSD), 59% of the district’s first-year teachers (teachers who have just entered the profession) work in the 39 schools designated as low-performing. Novice teachers are also more likely to leave these schools. As a district, CCSD lost 42% of its first-year teachers from the 2005-2006 school year to the 2006-2007 school year. Many of these teachers may have remained in the profession with support that concentrated on helping them better understand their teaching and the children and youth they teach.

Fourth, the TLA M.Ed. provides another avenue for exchange between the College of Charleston and area school districts. The College of Charleston currently has many successful collaborative relationships with Lowcountry schools and districts (e.g. the Center for Partnerships to Improve Education, the Center of Excellence in New Literacies, Partners for Acceleration) that inform our program development and provide excellent outreach to educators; all of these efforts focus on improving student achievement in high poverty schools. Additionally, this degree will meet needs expressed directly by area superintendents regarding their teachers.

Need for the Program in the State There is great need in the Lowcountry for the proposed M.Ed. There are currently over 6,000 teachers in the Lowcountry. According to 2006 Report Cards for Lowcountry districts, 47% of teachers do not have advanced degrees. As more experienced teachers retire in the coming years, this number is likely to grow. According to survey data collected in spring and fall 2007, 48% of respondents indicate interest in obtaining a Masters degree; 38% indicating interest in the next 1-2 years. There are currently only five M.Ed. programs in education actively enrolling students in the Lowcountry. The College of Charleston offers two M.Ed. degrees (Languages and Science and Math for Teachers), and the Citadel offers M.Ed. degrees in
Counselor Education, Literacy Education, and Educational Leadership. Due to low enrollments, The College of Charleston has not admitted new students into its M.Ed. programs in Early Childhood, Elementary, Middle Grades and Special Education for the last two years. New admissions were closed in the M. Eds in Early Childhood, Elementary, and middle grades two years ago and for the M. Ed in special education one year ago. These programs will be discontinued upon approval of this proposed program and the demand for advanced study that has built in this time will be met by the new program. Given pent-up demand and a continuous supply of teachers desiring advanced degrees, we anticipate steady demand for the program.

Centrality of Program to Mission of College of Charleston The TLA M.Ed. extends the College of Charleston's commitment to the liberal arts, student discovery and growth, and to making a difference to our local community and society at large. The College of Charleston has long recognized the importance of being a contributing member of the community and believes in the importance of using our resources to improve the lives of people in the Lowcountry and the state. Where our undergraduate focus is primarily on the liberal arts, the Graduate School at the College of Charleston is committed to providing specialized knowledge to advance people in their lives and professions.

Relationship to Other Programs at the College of Charleston The TLA M.Ed. provides a clear extension of the College of Charleston undergraduate and MAT initial certification programs. These programs are all approved by their respective Specialized Professional Association (SPA) or by CHE, and the unit has been accredited by the National Council for Accreditation of Teacher Education. Where these programs provide the essential knowledge and experiences needed for initial certification, the TLA M.Ed. extends this knowledge and provides knowledge and skills sought by experienced teachers. The M.Ed. also links closely with two existing M.Ed. programs offered at College of Charleston, sharing several core courses with the Science and Mathematics for Teachers and Languages degrees. Both of these degrees have been approved by CHE. The TLA M.Ed. replaces existing College of Charleston M.Ed. degrees in Early Childhood, Elementary, and Special Education. New students have not been admitted to these programs for three years and faculty and resources dedicated to them will be consolidated into the proposed program.

Similarities and Differences to Existing Programs in the State Currently no public institutions in South Carolina offer M.Ed. degrees in teaching, learning, and advocacy. Winthrop University offers a M.Ed. in Curriculum and Instruction and USC Columbia and USC Beaufort offer an M.Ed in Teaching. None of the programs is within easy driving distance from the Charleston area, and none offers a choice of specialization or goes into depth in relation to understanding diverse children and youth or teaching and the teaching profession. The program does not duplicate programs offered by The Citadel.
ENROLLMENT

Admissions Criteria Admission to the program will be granted based on a review of each applicant’s admission materials by an Admissions committee consisting of four faculty members from the Department of Teacher Education. Each application includes the following:
- an official college transcript from an accredited institution documenting the completion of a baccalaureate degree
- evidence of initial teacher certification
- a fully completed application to the program
- an applicant essay describing the applicant’s suitability for and desire to pursue the M. Ed.
- an earned GPA in the applicant’s education major or minor of 3.0 or higher
- an official copy of test scores of the Graduate Record Examination which include the verbal, analytical and writing assessments
- three letters of recommendation which indicate evidence of potential success in graduate work

Projected Total Student Enrollment

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Headcount</td>
<td>Credit Hours</td>
<td>Headcount</td>
</tr>
<tr>
<td>2009-2010</td>
<td>20</td>
<td>120</td>
<td>20</td>
</tr>
<tr>
<td>2010-2011</td>
<td>40</td>
<td>240</td>
<td>40</td>
</tr>
<tr>
<td>2011-2012</td>
<td>40</td>
<td>240</td>
<td>40</td>
</tr>
<tr>
<td>2012-2013</td>
<td>40</td>
<td>240</td>
<td>40</td>
</tr>
<tr>
<td>2013-2014</td>
<td>60</td>
<td>360</td>
<td>60</td>
</tr>
</tbody>
</table>

Process Used to Project Enrollment The above estimate reflects expressed desire to enter the M.Ed. program by teachers in the Lowcountry. It is based on teacher survey results and discussion with area superintendents and principals. Demand for M.Ed. programs is high in the Lowcountry since the College of Charleston has not admitted new students into the Elementary M.Ed., Early Childhood M.Ed. or Special Education M.Ed. for two years. As a consolidated program, it will draw students who, in the past, were interested in our former offerings. Students in M.Ed. in Science and Math for Teachers and M.Ed. in Languages will share at least three courses with students in this program which does not affect enrollment but increase the class size in some courses.

Projected New Student Enrollment

The table below is the same as the previous table because all enrollments will be new. We do not anticipate any students transferring out of existing M.Ed. programs to enter the new M.Ed. Students enroll in the SMFT program because of interest in furthering their knowledge of math and science teaching; students enroll in the Languages M.Ed. to focus
on teaching languages. Students currently in the M.Eds in Elementary, Early Childhood or Special Education will have completed their course of study by the time the new program is offered.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FALL Headcount</th>
<th>FALL Credit Hours</th>
<th>SPRING Headcount</th>
<th>SPRING Credit Hours</th>
<th>SUMMER Headcount</th>
<th>SUMMER Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>20</td>
<td>120</td>
<td>20</td>
<td>120</td>
<td>20</td>
<td>120</td>
</tr>
<tr>
<td>2010-2011</td>
<td>40</td>
<td>240</td>
<td>40</td>
<td>240</td>
<td>40</td>
<td>240</td>
</tr>
<tr>
<td>2011-2012</td>
<td>40</td>
<td>240</td>
<td>40</td>
<td>240</td>
<td>40</td>
<td>240</td>
</tr>
<tr>
<td>2012-2013</td>
<td>40</td>
<td>240</td>
<td>40</td>
<td>240</td>
<td>40</td>
<td>240</td>
</tr>
<tr>
<td>2013-2014</td>
<td>60</td>
<td>360</td>
<td>60</td>
<td>360</td>
<td>60</td>
<td>360</td>
</tr>
</tbody>
</table>

**CURRICULUM**

**Sample Curriculum** The M.Ed. provides a common core to all students and a choice of two specializations. Through the core courses, all students develop:
- advanced theories that inform their teaching and work in diverse communities,
- the ability to use and critique multiple forms of research and inquiry,
- the knowledge and skills to communicate clearly with students, other educators, and parents, and
- an understanding about how curriculum and other policies are developed and enacted in national, state, and local contexts.

The courses in the specializations go in two directions. Teaching Children and Youth in the Contemporary Context focuses on developing a deep understanding of diverse children and youth and how the school, community, and societal context shape their engagement in learning and life, as well as their sense of accomplishment and belonging. The other specialization, Teachers as Change Agents explores teaching as both reflective practice and collaborative change making.

**Core Courses (15 credits)**
- EDFS 635: Educational Research
- MTLA xxx: Family and Community Involvement
- EDFS 632: Learning, Cognition and Motivation
- EDEE 667: Curriculum Theory and Application
- MTLA xxx: Class Race and Gender in Education

**Specialization in Teaching Children and Youth in the Contemporary Context (15 credits)**
- MTLA xxx Critical Issues in Contemporary Education
- EDFS 672: Linguistic/Cultural Diversity in Education
- MTLA xxx—Creating Effective Learning Communities

**Specialization in Teacher as Change Agent (15 credits)**
- MTLA xxx: Teacher as a Member of the Professional Community
- EDFS 705: Reflective Practice and Professional Development
- MTLA xxx: Teachers as Advocates for Children and Youth
Assessment of Student Learning Outcomes The College of Charleston Teacher Education Unit Assessment Plan includes assessment of advanced candidates within a comprehensive assessment system. The system charts growth of candidates from novice (at the beginning of initial certification programs) toward master (the goal of this M.Ed. program). The assessment system is aligned with the unit’s conceptual framework, NCATE standards, CHE, State Department of Education, and National Board for Professional Teaching Standards (NBPTS). More specifically, students will be assessed in relation to throughout the core and specialization courses:

- **Content Knowledge** – As certified teachers, students demonstrate sufficient knowledge of subject areas, pedagogy, and pedagogical content knowledge through their initial certification program coursework and by passing the Praxis exams. The TLA M.Ed. extends this knowledge to include a deeper understanding of theory and research, and specific knowledge in either specialization (i.e., knowledge of the social, cultural, historic, and political context in which students learn or knowledge of teacher professionalism and advocacy). This knowledge will be assessed at the course level through projects, research papers, tests, and presentations.

- **Ability to Plan and Implement Appropriate Teaching and Learning Experiences** – Students have multiple opportunities to demonstrate enhanced ability to plan and implement appropriate teaching and learning experiences throughout the program. For example, core courses provide opportunities to demonstrate the relationship of cognitive development to learning and how that knowledge shapes curriculum design. Core courses also provide opportunities to use newly gained knowledge of family and community dynamics and race, culture and gender issues to develop and advocate for improved teaching and learning experiences. The courses in the specializations allow them to build on these core experiences and demonstrate more nuanced application to improving their teaching or to guiding the profession toward more equitable teaching and learning.

- **Internship or Field Experience** -- Students have multiple opportunities to apply and gain knowledge through involvement in the field. All students develop and implement a family involvement project during the core series of courses. Opportunities to demonstrate and gain knowledge in the field continue during the specializations, especially in EDFS 711 Differentiating Instruction to Meet the Needs of Diverse Learners. In this course students design, implement and
evaluate projects that are either implemented in a classroom (for those in the Teaching Children and Youth specialization) or are modeled or taught to colleagues (for those in the Teacher as Change Agent specialization).

- **Effect on Student Learning or Environments** – Students will be able to demonstrate impact on student learning environments by analyzing issues that shape learning environments and developing projects to address the issues. All students take a course on differentiating instruction and a course on literacy. In each of these courses they will be asked to demonstrate how changing strategies improves student achievement. Students in the Teaching Children and Youth specialization enroll in a course specifically designed to enhance their ability to develop supportive learning environments.

The above are examples of assessments that take place within courses. The capstone experience provides an individualized opportunity to go in depth in these areas. Guided by faculty and the National Board for Professional Teaching Standards (NBPTS) standards, students will design and implement a research or demonstration project of their choosing. These projects are designed to primarily focus on at least one of the above areas while addressing all of them. For example, a student in the Teacher as Advocate specialization might examine state and local policies that affect learning environments. This student will gain content knowledge, will examine how teaching practices are affected by the policy, and will relate the project to actual field experiences.

**New Courses** Of the 15 courses in this degree, seven are completely new, six are modification of courses currently in the College of Charleston Graduate Catalog, and two courses are unchanged. Below are descriptions of the new courses to be added to the Graduate Catalog within the next five years.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Description</th>
<th>Projected Date of First Offer</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTLA xxx: Family and Community Involvement</td>
<td>This course is designed to help advanced level candidates better understand the benefits of school, family, and community involvement. Candidates, examine settings where this involvement positively impacts student learning, and design and implement a variety of involvement strategies</td>
<td>Fall 2009</td>
</tr>
<tr>
<td>MTLA xxx: Class Race and Gender in Education</td>
<td>This course examines contemporary significance of race/ethnicity, class and gender on the educational experience. Drawing on history, sociology, anthropology, philosophy and public policy, it considers the ways public educational institutions empower individuals while reproducing social inequalities. Candidates critically examine their own educational experiences in relationship to class, race and</td>
<td>Summer 2010</td>
</tr>
<tr>
<td>Course</td>
<td>Description</td>
<td>Semester</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>MTLA xxx Critical Issues in Contemporary Education</td>
<td>This course explores issues impacting children and youth, comparing those from urban, suburban, and rural settings. It introduces candidates to critical theory as a lens through which they can evaluate current school policies and practices.</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>MTLA xxx—Identifying and Sustaining Effective Learning Communities</td>
<td>Candidates identify characteristics of effective learning communities. They explore and critique classroom environments, teacher philosophy, and pedagogy in relation to the students they teach. They create a plan to sustain such a community in their practice.</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>MTLA xxx: Literacy Development of Early Learners</td>
<td>This course extends students' understanding of the fundamentals of literacy, including reading, writing, listening, speaking, and viewing. As teachers of young children (PK-3rd grade), students explore traditional and expanded notions of text. The course emphasizes the literacy process, factors affecting that process, and the principles and skills involved in the development of literacies within young children.</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>MTLA xxx: Teacher as a Member of the Professional Community</td>
<td>Candidates explore the role of teacher leadership in effecting change. They explore change theory and develop strategies needed to be change agents at multiple levels, e.g., building on sound instructional practices, collaboration, teamwork, peer coaching, and mentoring. They learn to strengthen community and family partnerships and communicate across diverse spheres.</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>MTLA xxx: Teachers as Advocates for Children and Youth</td>
<td>This course explores the effect of policy on the lives and learning of children and youth. It turns this understanding toward advocating for better school and classroom experiences for children and youth. Candidates examine their own practice as well as policies and procedures through the lens of advocacy.</td>
<td>Spring 2010</td>
</tr>
</tbody>
</table>
FACULTY

<table>
<thead>
<tr>
<th>List of Staff by Rank</th>
<th>Highest Degree Earner</th>
<th>Field of Study</th>
<th>Teaching in Field (Yes/No)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor #1</td>
<td>PhD</td>
<td>Special Education (Educational Research)</td>
<td>Yes</td>
</tr>
<tr>
<td>Professor #2</td>
<td>PhD</td>
<td>Curriculum, Teaching &amp; Psychological Studies</td>
<td>Yes</td>
</tr>
<tr>
<td>Professor #3</td>
<td>PhD</td>
<td>Curriculum and Instruction (Literacy)</td>
<td>Yes</td>
</tr>
<tr>
<td>Associate Professor #1</td>
<td>PhD</td>
<td>Foreign Language Methodology (ESL)</td>
<td>Yes</td>
</tr>
<tr>
<td>Associate Professor #2</td>
<td>PhD</td>
<td>Cultural Studies</td>
<td>Yes</td>
</tr>
<tr>
<td>Associate Professor #3</td>
<td>PhD</td>
<td>Education (Anthropology)</td>
<td>Yes</td>
</tr>
<tr>
<td>Associate Professor #4</td>
<td>EdD.</td>
<td>Curriculum and Instruction</td>
<td>Yes</td>
</tr>
<tr>
<td>Associate Professor #5</td>
<td>PhD</td>
<td>Reading Education (Adolescent Literacy)</td>
<td>Yes</td>
</tr>
<tr>
<td>Associate Professor #6</td>
<td>PhD</td>
<td>Elementary Education (Learning Disabilities)</td>
<td>Yes</td>
</tr>
<tr>
<td>Associate Professor #7</td>
<td>PhD</td>
<td>Teacher Education and Leadership</td>
<td>Yes</td>
</tr>
<tr>
<td>Associate Professor #8</td>
<td>PhD</td>
<td>Social Foundations of Educational Policy</td>
<td>Yes</td>
</tr>
<tr>
<td>Associate Professor #9</td>
<td>EdD.</td>
<td>Curriculum and Instruction (Computer Education)</td>
<td>Yes</td>
</tr>
<tr>
<td>Associate Professor #10</td>
<td>EdD</td>
<td>Educational Leadership and Policy</td>
<td>Yes</td>
</tr>
<tr>
<td>Assistant Professor #1</td>
<td>PhD</td>
<td>Special Education</td>
<td>Yes</td>
</tr>
<tr>
<td>Assistant Professor #2</td>
<td>PhD</td>
<td>Theory and Practice in Teacher Education</td>
<td>Yes</td>
</tr>
<tr>
<td>Assistant Professor #3</td>
<td>PhD</td>
<td>Curriculum and Instruction</td>
<td>Yes</td>
</tr>
<tr>
<td>Assistant Professor #4</td>
<td>PhD</td>
<td>Curriculum and Instruction</td>
<td>Yes</td>
</tr>
<tr>
<td>Assistant Professor #5</td>
<td>EdD</td>
<td>Curriculum and Teaching (Literacy)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Enumeration and Discussion of Qualifications of New Faculty We do not anticipate needing to hire new faculty since this program serves as a consolidation of existing programs that we were able to staff adequately.
Changes in Assignment Implementation of this M. Ed. program will result in teaching assignments comparable to when the M.Ed. degrees in Elementary, Early Childhood and Special Education were actively admitting students. Increased opportunities for summer teaching will be available through this degree. Faculty members are expected to remain actively engaged in teaching, research, and service in undergraduate and MAT programs. Load for faculty teaching in the program will be three courses per semester, and the load will be reduced for one faculty member who serves as the program director. Because this is a consolidation of programs and many courses will be offered in the summer, the program will not require new faculty to fulfill faculty members’ current assignments.

Faculty Development The current faculty have the expertise needed to offer the proposed courses. They are all active in their fields and will continue to engage in research, publish, attend and present at conferences, develop curriculum, write grants, and attend meetings and presentations that will enhance their teaching and scholarship. Faculty members who are not familiar with providing distance learning will be provided opportunities to learn to use necessary technology and to adapt their teaching strategies to synchronous and asynchronous on-line teaching.

Institutional Definition of Full-Time Equivalents (FTE) The Instructional Full Time Equivalents (FTE) for the College of Charleston undergraduate programs is set at 12 contact course hours = 1 FTE. For graduate programs, the FTE is determined to be 9 contact courses hours = 1 FTE.

Number and FTE for Faculty, Administrators and Staff

<table>
<thead>
<tr>
<th>UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Administration</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Faculty</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Staff</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**PHYSICAL PLANT**

There is sufficient space at the College of Charleston campus, the Lowcountry Graduate Center and local school facilities to offer the program. Courses will be offered in the evenings and nights and will not conflict with prime undergraduate teaching times. Given that we anticipate cohorts of teachers from school districts, it will likely be beneficial to the teachers if we go out to them with course offerings when possible.

**EQUIPMENT**

The equipment needs for this program are those commonly used for instruction and research. We anticipate possible equipment updates to enhance our ability to provide online teaching and learning but these expenses are modest (see budget).

**LIBRARY RESOURCES**

**Quantitative Comparison of Institution’s Current Holdings**
The Marlene and Nathan Addlestone Library serves as the main library for the College of Charleston. The 150,000 sq. foot facility seats 1200 patrons, provides 266 computers for student use, and currently houses a collection of more than half a million volumes. Education holdings in the Library consist of over 29,000 monographs covering all aspects of education and over 240 print journal subscriptions (see list below). Additionally, over 1,100 online education journals are accessible. In addition to traditional print resources faculty and students have access to over 200 online resources including the *Education Full Text, ERIC, Gateway to 21st Century Skills* and the *Encyclopedia of Education*. The library provides access to over 42,000 online journals and newspapers with coverage for some stretching back into the eighteenth century. All members of the College of Charleston community may use the interlibrary loan service at no cost to acquire books and journal articles not owned by the library. The library has cooperative agreements and reciprocal borrowing privileges with all higher education institutions in South Carolina and a rapid delivery of materials through Pascal Delivers, a statewide consortium.

**Qualitative Assessment of Current Holdings**
The library resources which currently exist at the College of Charleston are adequate to support the implementation of the M. Ed. in Teaching, Learning, and Advocacy. Resources in education are supplemented by those in anthropology, sociology, gender studies, history, African American Studies, and policy studies. We also have the advantage of the holdings and resources of the Avery Research Center. The School of Education, Health and Human Performance maintains a curriculum lab in its building which is available to all faculty and students.

The College of Charleston consistently upgrades its library holdings in all areas covered by this degree. An examination of titles held, journals available electronically and on site, and other on line materials revealed no gaps in library resources needed to support this
degree. During the last review, the NCATE accreditation visitation team found that our library resources were adequate and we have continued to add resources since that time. Additionally, the SPAs and CHE found the library resources to be adequate.

The statewide higher education electronic library extends the College of Charleston’s holdings and brings substantial resources for our use. This is a very cost-effective way for higher education institutions to share the cost of library resources.

Quantitative Estimate of Acquisitions Needed and Estimated Cost New acquisitions will be made as part of the School of Education, Health and Human Performance regular acquisition process and will incur no additional costs.

ACCREDITATION, APPROVAL, LICENSURE OR CERTIFICATION

Accreditation and Approval. The proposed degree does not require accreditation or approval by any other state agency because it does not result in licensure or certification. It will require approval by the Southern Association of Colleges and Schools (SACS). The next NCATE review for Teacher Education at the College of Charleston is scheduled during Fall Semester 2011. When programs are reviewed in 2010, the revised M. Ed will submit a program review using the revised CHE standards for advanced programs. The M.Ed. program is included in the College of Charleston’s Unit Assessment System and driven by the conceptual framework detailed in the end note 1.

Alignment with National Board for Professional Teaching Standards As an advanced degree, the TLA M.Ed. assumes that teachers have basic proficiency and assists them in an effort to reach mastery. The criteria for advanced professionalism are clearly articulated in the National Board for Professional Teaching Standards (NBPTS). The College of Charleston used the NBPTS in developing our conceptual framework, resulting in a clear articulation between our conceptual framework and its elements of teacher competence, teaching and learning standards, dispositions, and assessment (See Appendix A). All course work addresses national professional standards (NBPTS), state standards (CHE), and School of Education, Health and Human Performance (EHHP) Elements of Teacher Competency (ETCs). Below is an alignment of the program with the Core Propositions of NBPTS, CHE, and the School of EHHP.

Alignment of State and National Standards with EHHP Conceptual Framework

<table>
<thead>
<tr>
<th>State and National Standards</th>
<th>EHHP Conceptual Framework</th>
<th>Course Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching and Learning Standards and Dispositions</td>
<td>Elements of Teacher Competency</td>
</tr>
<tr>
<td>Essential Professional Tools (South Carolina)</td>
<td>T &amp; L Standards I, VII Dispositions (see)</td>
<td>ETC 1, 3 MTLA xxx: Family and Community Involvement</td>
</tr>
</tbody>
</table>

13
| 2. Knowledge and Application of Ethical Principles | T & L Standard VII Dispositions | ETC 3 | MTLA xxx: Class Race and Gender in Education  
EDFS 672: Linguistic/Cultural Diversity in Education  
MTLA xxx Critical Issues in Contemporary Education  
MTLA xxx: Teacher as a Member of the Professional Community |
|-------------------------------------------------|---------------------------------|-------|-----------------------------------------------|
| 3. Communication Skills | T & L Standard V Dispositions  
ETC 3 | [all courses]  
EDFS 702: Research and Development Project (capstone) |
| 4. Mastery of Relevant Theory and Research | T & L Standards I, II, III Dispositions  
ETC 1, 2, 3 | [all courses] |
| 5. Skills in Identifying and Using Professional Resources | T & L Standards II, III Dispositions  
ETC 2, 3 | [all courses] |
ETC 2, 3 | EDFS 635: Educational Research  
EDFS 632: Learning, Cognition and Motivation  
EDFS 702: Research and Development Project |
| 7. Skills in Collaborating, Teaching, and/or Mentoring | T & L Standards III, IV, V Dispositions  
ETC 3 | MTLA xxx: Teacher as a Member of the Professional Community  
EDFS 705: Reflective Practice and Professional Development |
| 8. Advocacy Skills | T & L Standards IV, V, VII Dispositions  
ETC 1, 3 | MTLA xxx Critical Issues in Contemporary Education  
MTLA xxx: Teachers as Advocates for Children and Youth |
| 9. Leadership Skills | T & L Standards IV, V, VII Dispositions  
ETC 3 | MTLA xxx Critical Issues in Contemporary Education  
MTLA xxx: Teacher as a Member of the Professional Community |

**NBPTS Core Proposition**

| 1. Teachers are Committed to Students and Learning | T & L Standards I, III Dispositions  
ETC 1 | EDFS 632: Learning, Cognition and Motivation  
MTLA xxx: Class Race and Gender in Education  
EDFS 702: Research and Development Project |
<table>
<thead>
<tr>
<th>2. Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students</th>
<th>T &amp; L Standards II, III Dispositions</th>
<th>ETC 2</th>
<th>MTLA xxx: Teachers as Advocates for Children and Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Teachers are Responsible for Managing and Monitoring Student Learning</td>
<td>T &amp; L Standards III, V, VI Dispositions</td>
<td>ETC 2</td>
<td>EDEE 667: Curriculum Theory and Application</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MTLA xxx: Literacy Development of Early Learners or EDEE 678: Success in Literacy for Older Readers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDFS 711 Differentiating Instruction to Meet the Needs of Diverse Learners</td>
</tr>
<tr>
<td>4. Teachers Think Systematically about Their Practice and Learn from Experience</td>
<td>T &amp; L Standards I, III, IV Dispositions</td>
<td>ETC 1, 2, 3</td>
<td>EDFS 635: Educational Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDFS 632: Learning, Cognition and Motivation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDFS 702: Research and Development Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>EDFS 705: Reflective Practice and Professional Development</td>
</tr>
<tr>
<td>5. Teachers are Members of Learning Communities</td>
<td>T &amp; L Standards IV, V, VII Dispositions</td>
<td>ETC 3</td>
<td>MTLA xxx: Family and Community Involvement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MTLA xxx Critical Issues in Contemporary Education</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>MTLA xxx: Teacher as a Member of the Professional Community</td>
</tr>
</tbody>
</table>

**ARTICULATION**

**Collaboration with Other State Institutions** The College of Charleston has several active articulation agreements in place for provision of graduate programs and has used this network of colleagues to develop and implement this program. Currently, College of Charleston is jointly with The Citadel to plan to offer the MAT in Middle Grades Education, and we work jointly with The Citadel and University of South Carolina Columbia to offer the EdD in Educational Administration. We are discussing a partnership with Clemson University to participate in bringing their PhD in Curriculum and Instruction to the Lowcountry. These partnerships and conversations are facilitated by the Lowcountry Graduate Center, a facility designed to efficiently and effectively offer graduate programs in the Lowcountry. With expanded course delivery options via
on-line course work, it will be easier to work jointly with other interested institutions, particularly Francis Marion and Coastal Carolina University. Whereas this degree is unique, we are interested in partnering with other institutions in its delivery.

**ESTIMATED COST**

**NEW COSTS TO THE INSTITUTION AND SOURCES OF FINANCING**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>1&lt;sup&gt;ST&lt;/sup&gt;</th>
<th>2&lt;sup&gt;ND&lt;/sup&gt;</th>
<th>3&lt;sup&gt;RD&lt;/sup&gt;</th>
<th>4&lt;sup&gt;TH&lt;/sup&gt;</th>
<th>5&lt;sup&gt;TH&lt;/sup&gt;</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Administration</td>
<td>10,360</td>
<td>10,360</td>
<td>10,360</td>
<td>10,360</td>
<td>10,360</td>
<td>$51,800</td>
</tr>
<tr>
<td>Faculty Salaries</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Assistants</td>
<td>12,400</td>
<td>12,400</td>
<td>12,400</td>
<td>12,400</td>
<td>12,400</td>
<td>$62,000</td>
</tr>
<tr>
<td>Clerical/Support Personnel</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Supplies and Materials</td>
<td>200</td>
<td>300</td>
<td>500</td>
<td>500</td>
<td>500</td>
<td>$2,000</td>
</tr>
<tr>
<td>Library Resources</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
<td>1000</td>
<td>$5,000</td>
</tr>
<tr>
<td>Equipment</td>
<td>1,500</td>
<td>1,500</td>
<td>1,500</td>
<td>1,500</td>
<td>1,500</td>
<td>$7,500</td>
</tr>
<tr>
<td>Facilities</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other (Recruitment, distance learning training, travel to schools)</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
<td>$15,000</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>$28,460</td>
<td>$28,560</td>
<td>$28,760</td>
<td>$28,760</td>
<td>$28,760</td>
<td>$143,300</td>
</tr>
</tbody>
</table>

**sources of financing by year**

<table>
<thead>
<tr>
<th>Source of Financing</th>
<th>1&lt;sup&gt;ST&lt;/sup&gt;</th>
<th>2&lt;sup&gt;ND&lt;/sup&gt;</th>
<th>3&lt;sup&gt;RD&lt;/sup&gt;</th>
<th>4&lt;sup&gt;TH&lt;/sup&gt;</th>
<th>5&lt;sup&gt;TH&lt;/sup&gt;</th>
<th>TOTALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated FTE Revenue Generated from the State (See Note 1 Below)</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
</tr>
<tr>
<td>Tuition Funding (New students only)</td>
<td>$88,589</td>
<td>$177,178</td>
<td>$177,178</td>
<td>$177,178</td>
<td>$265,766</td>
<td>$885,889</td>
</tr>
<tr>
<td>Other State Funding (Legislative Approp.)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Rereallocation of Existing Funds</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>--------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Federal Funding</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Funding (Endowment, Auxiliary, etc.)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>$88,589</strong></td>
<td><strong>$177,178</strong></td>
<td><strong>$177,178</strong></td>
<td><strong>$177,178</strong></td>
<td><strong>$265,766</strong></td>
<td><strong>$885,889</strong></td>
</tr>
</tbody>
</table>

Note 1: While the addition of new enrollments may generate an increase in the calculated need of the College in the MRR (Mission Resource Requirement) formula, given the current economic conditions and outlook, there is no expectation of additional state funding. The tuition funding assumes constant 2007-2008 dollars retained in Education & General operations.
INSTITUTIONAL APPROVAL

Meta Van Sickle, Chair
Department of Teacher Education

Frances C. Welch, Dean
School of Education, Health and Human Performance

Amanda Rath, Chair
Faculty Committee on Graduate Education, Continuing Education and Special Programs

Amy McCandless, Dean
Graduate School

Dr. Joseph Kelly, Speaker
Faculty Senate

Elise B. Jorgens, Executive Vice President for Academic Affairs and Provost
College of Charleston

P. George Benson, President
College of Charleston

Mr. Robert W. Marlowe, Chairman
College of Charleston Board of Trustees

8-12-08
8-12-08
8-19-08
9/22/08
School of Education, Health and Human Performance Conceptual Framework

The School of Education, Health and Human Performance develops educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex. Our vision is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who make the teaching – learning connection.

Highly competent teachers make the teaching – learning connection through three Elements of Teacher Competence (ETC)
- ETC 1: Understand and valuing the learner;
- ETC 2: Knowing what and how to teach and assess and how to create an environment in which learning occurs;
- ETC 3: Understanding ourselves as professionals

The Elements of Teacher Competency encompass seven Teaching and Learning Standards
- I. Evidence theoretical and practical understanding of the way learners develop;
- II. Demonstrate understanding and application of the critical attributes and pedagogy of the major content area;
- III. Evidence a variety of strategies that optimize student learning;
- IV. Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession.
- V. Communicate effectively with students, parents, colleagues, and the community;
- VI. Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning;
- VII. Show an understanding of the culture and organization of schools and school systems and their connection to the larger society.

We have identified a set of dispositions that reflect our values in action:
- We believe that all students can learn
- We value and respect individual differences.
- We value positive human interactions.
- We exhibit and encourage intellectual curiosity and enthusiasm about learning, and a willingness to learn new ideas.
- We are committed to inquiry, reflection and self-assessment.
- We are sensitive to community and cultural context.
- We engage in responsible and ethical practice.
New Course Proposals and Changes for the Faculty Senate October 7th Meeting

Proposal for a New Graduate Program - M Ed in Teaching, Learning and Advocacy

Proposals for a New Graduate Course - M Ed in Teaching, Learning and Advocacy
MTLA XXX - Class, Race, and Gender in Education
MTLA XXX - Critical Issues in Contemporary Education
MTLA XXX - Family and Community Involvement
MTLA XXX - Identifying and Sustaining Effective Learning Communities
MTLA XXX - Literacy Development of Early Learners
MTLA XXX - Teacher As a Member of the Professional Community
MTLA XXX - Teachers As Advocates for Children & Youth

Proposals to Change a Graduate Course - M Ed in Teaching, Learning and Advocacy
EDEE 667 - Curriculum Theory and Application (Title and Course Description Change)
EDEE 678 - Methods and Materials in Reading Instruction (Title and Course Description Change)
EDFS 672 - Linguistic/Cultural Diversity in Education (Course Description Change)
EDFS 702 - Research and Development Project (Course Credit Hour Change)
EDFS 705 - Evaluation of Developmental Field Based Experience (Title and Description Change)
EDFS 711 - Educational Procedures for Exceptional Children in the Regular Classroom (Title and Description Change)

Proposal for a New Graduate Course - MAT in Performing Arts
EDFS 794 - Clinical Practice in Music, Theater or Dance Education

Proposal for a New Graduate Course - M Ed in Languages
LALE 700 - Thesis or Action Research

Proposals for a New Graduate Course - MS in Mathematics
MATH 550 - Linear Models
MATH 589 - Special Topics in Probability and Statistics

Proposals to Change a Graduate Program - Certificate in Statistics (Requirements Change)
The Graduate School – College of Charleston  
Faculty Committee on Graduate and Continuing Education  
Proposal to Change a Graduate Program

1. Department: __Mathematics__________________________

2. Graduate Program: __Certificate in Statistics__________________________

3. Program Change(s) will go into effect: ___Fall 2009______________________

4. Change(s) Desired:
   Present Requirement: Certificate Requirements: 9 credit hours
                        Admission Requirements: 3 semesters of Calculus,
                        1 each of Differential Equations, Linear Algebra,
                        Abstract Algebra, and Real Analysis
   Requirement Change: Certificate Requirements: 15 credit hours
                        3 semesters of Calculus, 1 each of
                        Linear Algebra, and Statistics.

5. Justification for change:

   We would like to bring our Certificate in Statistics requirements for admission and completion in line with other programs offered nationwide.

6. Signature of Program Director: [Signature] Date: [Signature Date]

7. Date approved by the Department: [Approval Date]

8. Signature of Department Chair: [Signature] Date: [Signature Date]

9. Signature of School Dean: [Signature] Date: [Signature Date]

10. Signature of Provost: [Signature] Date: [Signature Date]

RETURN FORM TO THE GRADUATE SCHOOL OFFICE FOR FURTHER PROCESSING

11. Signature of Chair of the Faculty Committee on Graduate and Continuing Education. Date: [Signature Date]

12. Signature of Chair of Graduate Council: [Signature] Date: [Signature Date]

13. Signature of the Faculty Secretary: [Signature] Date: [Signature Date]

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH  
(Form approved by FCGCE on April, 2001 and replaces all others)
At least eight people have expressed interest in being admitted into this program during the past two academic years, but after further inquiry it came to be known that they did not have the prerequisites to meet the current admission requirements. The current admission requirements consist of seven courses, namely three courses in Calculus, one each in abstract algebra, differential equations, linear algebra and real analysis. Last year we had at least three graduate students who received our Certificate in Statistics, but they all had been enrolled in our Master of Science in Mathematics program. During the last four years there have been only three applicants to our Certificate in Statistics program. The proposed changes to the Certificate in Statistics program should bring NO ADDITIONAL COST to the University of Charleston, S.C. Further, since the courses in question, with the exception of occasionally Math 530, consistently have enrollments below their caps, each student enrolled in the Certificate Program will defray the cost of the MS program.

Eligibility

- A minimum GPA of 3.0 in mathematics courses.
- Two letters of recommendation from former professors or immediate superiors in recent employment.
- Completion of an undergraduate calculus sequence up to and including multivariable calculus, linear algebra and an undergraduate statistics course. Students may be admitted provisionally if they have had all of the listed courses above but are lacking Linear Algebra. Their provisional status will be waved after they have completed this course with a grade of a B or better.
- An official copy of a transcript from each institution of higher learning attended, including documentation of graduation from an accredited four year college or university.

Degree Requirements

The Graduate Certificate Program in Statistics requires a minimum of 15.0 hours of graduate course work which must include the following three courses:

MATH 530 Mathematical Statistics I.
MATH 531 Mathematical Statistics II.
MATH 550 Linear Models.

The remaining graduate courses must be approved by the Mathematics Steering Committee. These will normally be chosen from the following list:

Course Descriptions

MATH 530 Mathematical Statistics I (3). Topics include probability, probability functions, probability densities, mathematical expectation, sums of random variables, and sampling distributions. Prerequisites: MATH 221 (Calculus III). F

MATH 531 Mathematical Statistics II (3). Topics include decision theory, estimation, hypothesis testing, regression, correlation, and analysis of variance. Prerequisites: MATH 530. S

MATH 550 Linear Models (3). This course provides an introduction to the theory of linear models for analyzing data. Topics include analysis of variance and regression models, as well as Bayesian estimation, hypothesis testing, multiple comparisons, and experimental design models. Additional topics such as balanced incomplete block designs, testing for lack of fit, testing for independence, and variance component estimation are also treated. The approach taken is based on projections, orthogonality, and other vector space concepts. Prerequisites: Linear Algebra (Math 203) and Statistical Methods (Math 350).

MATH 589 Special Topics in Probability and Statistics (3). This course is a one-semester introduction to an advanced topic in Probability and Statistics with generally only undergraduate mathematics prerequisites. Note: Since the course content of this course is variable, it may be repeated for credit. Prerequisites: TBA.
MATH 650 Statistical Quality Control (3). This course is an introduction to the basic methods of statistical process control. Topics include control charts, cumulative sum control charts, lots acceptance sampling plans, and related topics. Prerequisites: MATH 350 (Statistical Methods II) or permission of the instructor.

MATH 651 Design of Experiments (3). This course is an introduction to how and why scientific experiments should be designed. The most commonly used designs and their variations along with the resulting analysis will be covered. Prerequisites: MATH 350 (Statistical Methods II) or permission of the instructor.