Proposal for a New Course

NOTE: (1) All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

NOTE: (2) If the new course is to be accepted as fulfilling General Education requirements, a separate approval must be done through the General Education Committee.

Contact person Meta Email address vansicklem@cofc.edu Phone 6357

1. Department: TEDU

2. Course number and title: EDMG415 Middle School Organization and Curriculum
   Number of Credits: 3   Total hrs/week: 3
   Lecture: ☒   Lab: ☐   Recitation: ☐   Seminar: ☐
   For Independent study courses:
   Research: ☐   Field experience: ☐
   Clinical Practice: ☐   Internship: ☐
   Practicum: ☐   Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Spring, 2011

4. Catalog Description (please limit to 50 words):
   This course is designed as an overview of the basic aspects of middle grades education including middle level philosophy, student development and diversity, organizational attributes of middle grades settings, curriculum, instruction, assessment, instructional planning, classroom management, involvement of family and community, and professional development.

5. CIP Code: 131206 (This code must be determined for new courses. The codes can be found at http://nces.ed.gov/ipeds/cipcode/. If you are not sure what code to use, please consult with the Institutional Research).

6. Check if appropriate: ☒
   This course will be cross listed with: EDEE515 Middle School Organization and Curriculum
   Rationale for cross listing: EDEE515 can no longer be offered for both UG and MAT. The Provost's Office personnel request we create a course for UG. Both UG and MAT are initial certification courses thus the content will remain the same. The MAT course will include an additional research paper component.
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

7. a) Could another department or program also be a logical originator of this course (i.e. History of American Education could originate in both the Teacher Education and the
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History departments)? If yes, what department/program? Please contact the department chair/program director and request a note or email that they are aware of the proposed new course and include that note with the proposal.
No other department offers middle grades education courses.

b) Please explain overlap with any existing courses.

8. Prerequisites (or other restrictions):

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

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

Course Objectives

Upon completion of this course, teacher candidates will:
1. articulate the history of, and rationale for, middle schools. (ETC*3, Standard**VII)
2. demonstrate an understanding of the unique physical, intellectual, emotional, social, and character development of young adolescents and incorporate the variety of ways young adolescents exemplify diversity into course activities and assignments. (ETC 1, Standard I)
3. write reflectively about characteristics of effective middle grades teachers. (ETC 3, Standard IV)
4. articulate understanding of common and recommended structures of middle schools. (ETC 3, Standards IV and VII)
5. relate the philosophy of the National Middle School Association to the various influences on middle grades curriculum. (ETC 3, Standard II)
6. demonstrate a variety of instructional strategies, as well as articulate the theoretical bases for instructional choices. (ETC 2, Standards II and III)
7. articulate the necessity and complexities of assessment, from classroom to standardized. (ETC 2, Standard VI)
8. demonstrate knowledge of the many levels of instructional planning. (ETC 2, Standards II, III, IV)
9. recognize and analyze the relative effectiveness of philosophies and strategies of managing the learning environment. (ETC 1 and 2, Standards I and IV)
10. write reflectively about the importance of family and community involvement, as well as strategies for ensuring involvement. (ETC 3, Standards V and VII)

b) How does the course support the mission statement of the department and the organizing principles of the major?
We are an NCATE accredited institution. This course fulfills requirements for the Middle Grades program (NMSA) requirements. NMSA requires programs to
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clearly communicate when and how middle level principles, theories, and organizational components, etc. will be addressed and assessed. In short, programs must use middle level/NMSA language and concepts when drafting assessment documents.

10. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
Every aspect of this course is about the middle school. It will be taught by a middle grades specialist who has carefully identified the NMSA standards and aligned them with the objectives for the course. Each of the assignments are titled with Middle School in the name, for example, Middle School Focus Article to Creative Practice Presentation and so on. We have revised the scoring criteria and interdisciplinary unit directions to indicate that this project is specifically about middle school philosophy and pedagogy.

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

11. Method of teaching:
   Mixed methods

12. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
   It will split the enrollees into their appropriate section

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
   None, because the course will be cross-listed

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

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

   a) Staff:

   b) Budget:

   c) Library:
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14. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes   ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      see attached

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

   see attached
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16. Signature of Department Chair or Program Director:
   ________________________________________________________________
   Date: ________________________

17. Signature of Dean of School:
   ________________________________________________________________
   Date: ________________________

18. Signature of Provost:
   ________________________________________________________________
   Date: ________________________

19. Signature of Curriculum Committee Chair
   ________________________________________________________________
   Date: ________________________

20. Signature of Faculty Senate Secretary:
   ________________________________________________________________
   Date Approved by Senate: ________________________

   Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

**Course Description**

This course is designed as an overview of the basic aspects of middle grades education including middle level philosophy, student development and diversity, organizational attributes of middle grades settings, curriculum, instruction, assessment, instructional planning, classroom management, involvement of family and community, and professional development. This course is one of three accompanied by a 3-semester-hour field experience on Wednesdays, 8:00-10:45.

**Course Objectives**

Upon completion of this course, teacher candidates will:

1. Articulate the history of, and rationale for, middle schools. (ETC*3, Standard**VII)
2. Demonstrate an understanding of the unique physical, intellectual, emotional, social, and character development of young adolescents and incorporate the variety of ways young adolescents exemplify diversity into course activities and assignments. (ETC 1, Standard I)
3. Write reflectively about characteristics of effective middle grades teachers. (ETC 3, Standard IV)
4. Articulate understanding of common and recommended structures of middle schools. (ETC 3, Standards IV and VII)
5. Relate the philosophy of the National Middle School Association to the various influences on middle grades curriculum. (ETC 3, Standard II)
6. Demonstrate a variety of instructional strategies, as well as articulate the theoretical bases for instructional choices. (ETC 2, Standards II and III)
7. Articulate the necessity and complexities of assessment, from classroom to standardized forms. (ETC 2, Standard VI)
8. Demonstrate knowledge of the many levels of instructional planning. (ETC 2, Standards II, III, IV)
9. Recognize and analyze the relative effectiveness of philosophies and strategies of managing the learning environment. (ETC 1 and 2, Standards I and IV)
10. Write reflectively about the importance of family and community involvement, as well as strategies for ensuring involvement. (ETC 3, Standards V and VII)

*Elements of Teacher Competency

** School of Education Standard*
Course Requirements
All written assignments must be word processed, double spaced, and in 12-point type, with the exception of the personal journal entries, end-of-chapter writing activities, and 2 professional practice exercises.

1. Diversity Profiles: During field experiences candidates will develop brief profiles of two students to include, but not be limited to, the elements listed below. Candidates will use pseudonyms for the students profiled, but will reveal the actual student when asked by the instructor. A profile form will be completed for each student. The elements to be considered include gender; race/ethnicity; with whom the student lives (parent/guardian, siblings, etc.); academic achievement information available through teachers/ school/ students; physical description; attitude(s) toward school; favorite/least favorite subjects; and other interesting/important information collected or observed. Following the basic information on the form, a brief narrative should describe candidate’s relationship with the student profiled.

2. Interdisciplinary Unit Outline: In teams, candidates will create an interdisciplinary unit based on a concept and including at least two core subject areas and one related arts area. The design will include plans to address each of the basic interdisciplinary unit elements in Chapter 10 of the text. Examples will be available and a checklist/rubric will be used to assess the project.
Each unit will consist of the following:
   - **Unit Overview:** This is a description of the three-week unit, including the main theme, overall objective(s), timeline, and content standards for each of the subject areas the unit covers. Since this unit is “interdisciplinary” in nature, it must tie the main theme and objectives to at least two other subject areas.
   - **Literature Tie:** This is an introduction to the piece of literature that will supplement the texts and unit. This section will provide the publishing information, author and illustrator bio, story synopsis, rationale for choosing this piece of literature, and summary of how and when it will be used throughout the unit.
   - **Consideration of Characteristics of Young Adolescent Learners:** The unit provides strong evidence of adolescent personal concerns, needs, interests, and experiences with local and global issues.
   - **Lesson Plans:** This is a set of five sequential lesson plans. Groups will use template for lesson plans.
   - **Curriculum Goals/ Objectives:** This part of the unit contains questions that are specifically linked to the daily assignments and projects. The unit/lesson goals and objectives should coincide with South Carolina/NMSA Standards.
   - **Graphic Organizer:** Unit contains a graphic organizer that demonstrates activities, resources, and connections among content and skill areas.
   - **Diverse Instructional Strategies:** The unit should include a variety of highly effective content teaching strategies to stimulate various activities that coincide with lesson plans, goals, and/or objectives. There are accommodations and/or modifications made for the two types of special education students (students with learning disabilities and gift and talented).
   - **Internet Link:** This is a description of two Internet sites that will be incorporated into the unit. Give the site addresses and a plan for when and how the sites will be used with students in order to supplement the instruction.
Formative Assessment: Formative assessment is documented (i.e. observations, measurements, portfolios, checklists, performance and learning based rubrics, etc.).

Summative Assessment: The unit contains summative assessments (i.e. valid writings, research, reading, etc.) to measure student success.

Thinking Extension: This is a description of a synthesis-level project that students will complete at the end of the unit. This student-based project will allow students to tie all of the information together into a creative, thinking project. This project must include a rubric for evaluating the student products.

Instructional Wall Space Tie-In: This is a description for how the instructional wall space designed earlier will be tied into the unit and used by students to supplement the instruction. Provide a plan for when and how students will interact with the wall space and how it will be used as a teaching tool.

Creative Expression: This is a set of plans that will provide instruction that emphasizes students’ creative expression. This section will describe how Art, Music, Dance, Health, etc. will be explored during the unit instruction.

Presentation: Each group will plan a twenty-minute presentation that will take the audience on a journey through their interdisciplinary unit. The groups will guide the class through the daily lessons and help them explore the connections their unit makes to other subject areas. Each group will involve the audience in portions of the presentation in order to keep the audience focused. The presentation will introduce the Internet sites, the use of the instructional wall space, and the Thinking Extension Project.

3. Middle Level Philosophy Paper: Teacher candidates will develop a middle school and adolescent philosophy paper. The first paper will be accompanied by an outline. This first paper will be submitted with a revised paper later in the course. An explanation of the changes and why the changes were made will be submitted. The paper must describe the following adolescent aspects and then provide an example of how the candidate would implement the adolescent aspects.

   Young Adolescent Development
   Young Adolescent Learning
   Middle Level Organization
   Middle Level Teaching
   Middle Level Curriculum
   Middle Level Assessment

4. Reading Reflections and Online Discussion. After reading selected chapters or articles, reflect on five new insights gleaned from the reading and how these new insights might apply to your practice. These reading reflections will be posted online and are due by the beginning of class. You must also respond to two other students’ postings with insight and reflection (not I agree or one word responses).

5. Middle School Focus Article to Creative Practice Presentation. One presentation: Each presentation will be based on the journal articles collected. The objective of each presentation
is to create some idea, product, or practice that can be used in the classroom that was
synthesized from the information gathered from the journal articles.

6. **Teacher Interviews**: In pairs, candidates will interview two teachers on different grade
levels using the interview questions in the Group Activity section of chapters 5, 7, 9, and 10.
One interview will include the questions at the end of chapters 5 and 7; the other will include
questions from chapters 9 and 10. A synthesis of teacher responses will be written for each
interview session.

7. **Family Letter**: Candidates will write a letter that could be sent home addressing one of
the following upcoming events/issues:
   - Back-to School Night
   - Family Conference
   - Special family event (like Family Math Night)
   - Possibility of uniforms
   - Field trip involving possible controversy
   - Need for volunteers for a specific project
   - Death of a classmate
   - Announcing afterschool homework assistance availability
   - Request for chaperones for a specific event
   - Changing from "junior high" organization to the middle level concept of teaming
   - Implementation of a new discipline system
   - Requesting donations of some items for a particular purpose

   Candidates will work together to decide who will write on which topics, making sure
each is addressed by someone. Candidates will help edit each other’s letters. After
instructor has made comments on the letters, candidates will revise them and submit final
copies. Each class member will receive copies of the letters for future reference.

8. **Class Participation Activities** – The class sessions will include a number of group
activities. The students will be asked to participate in these activities and general class
discussions. On occasion, these activities will count for credit. A student must be present for
these activities to earn the credit; if the student is absent, then credit cannot be earned.
Examples of activities include an individual or group report on a topic, or a group activity,
such as focus article activities and online postings where the students participate through
discussion and role playing.

9. **School Organization Project**: Teacher candidates will have to prepare a booklet and a
PPT presentation based upon the establishment of a brand new middle school. This case study
will be a presentation to the school board, families, and community members about the
design and reason for the construction of a new middle school. All content must be supported
by the literature from the journals and books you have read.

   You are a first year teacher at Higgins Middle School (HMS). HMS has been organized
as a grades 7-8 middle school for 15 years. However, it is organized and operates more
like a traditional junior or senior high school than a developmentally responsive middle
school (e.g., departmentalization, extensive rigid tracking practices, no advisory program). The decision has been made to add sixth grade to the school which will be housed in a new addition. School district administrators and the school board see this reorganization as an opportune time to make your middle school more developmentally responsive. After careful study, they have become aware that middle schools that create and implement certain programs and practices authentically are schools where students make higher scores on standardized tests, have higher self esteem, and exhibit fewer behavior problems. What better time than during the reorganization efforts to make this school what it could and should be?

District administrators also understand that the most effective way to reform a school is not through a “mandate from above” without authentic participation in planning from those most directly involved in schools—teachers, principals, and other professional personnel. Because the administration is aware that you have a Middle Grades Education degree from College of Charleston, you and one of your colleagues have been asked to prepare a booklet and PowerPoint presentation that summarizes what is known about highly successful middle schools and how this knowledge will be used in the new school. This booklet will be distributed to educators and community members. It will also be utilized at a series of meetings for parents and other stakeholders as a way to educate them about the new middle school plan. The booklet and presentation should include succinct descriptions about what is known about the key elements of successful middle schools and other information that will be useful. (Additional details and examples will be provided in class).

**Attendance:** It is the candidate’s responsibility to attend all classes. Absence for whatever reason, late arrival, or early departure, will expose you to a less than desirable learning experience. Make sure you optimize each learning opportunity. In accordance with the School of Education policy, more than 2 absences (being that this class meets one day a week), regardless of the reason, will result in withdrawal from the course. Late arrival within the first 10 minutes will be a tardy; arrival after 10 minutes will be considered an absence. Three tardies will count as an absence.

**School of Education Philosophy:** Our shared philosophy of teaching and learning enables us to work as a unit and is embodied in a set of beliefs and values shared within the School of Education; these beliefs and values are observed and measured as dispositions. The beliefs and values (our **dispositions**) are the following:

We believe that all students can learn.
We value and respect individual differences.
We value positive human interactions.
We exhibit and encourage intellectual curiosity, enthusiasm for learning, and a willingness to learn new ideas.
We are committed to inquiry, reflection, and self-assessment.
We value collaborative and cooperative work.
We are sensitive to community and cultural contexts.
We engage in responsible and ethical practice.
We develop professional mastery over time.
Three Elements of Teacher Competency (ETC) - These define the key components of “making the teaching and learning connection.” Through the elements we collectively acknowledge that effective teachers make the teaching and learning connection by understanding and valuing the learner, knowing what and how to teach and assess and how to create an environment in which learning occurs, and understanding themselves as professionals.

1. Understanding and valuing the learner involves acquiring a deep understanding of all aspects of human development as well as the social and cultural context in which learners develop. It also involves acquiring an appreciation and respect for each student’s potential.

2. Knowing what and how to teach and assess and how to create an environment in which learning occurs involves thorough and deep knowledge of content (including the standards developed for each content area) and how to teach and assess content while respecting learners’ diversity. Knowing how to teach and assess involves developing multiple instructional strategies, technologies, and assessment tools and using them flexibly. Knowing how to create an environment in which learning occurs, rests on knowledge of the physical and affective components of the classroom.

3. Understanding self as a professional involves being self-reflective and developing the dispositions that characterize the teaching profession. These dispositions are consistent with the beliefs and values described above.

School of Education 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 connection to the larger society.

Written and Oral Communication: You are expected to use correct grammar at all times. Points will be deducted on written assignments for grammatical errors. All references must follow the American Psychological Association (APA) Guidelines for Term Papers. Electronic guidelines may be found on WebCT. The Writing Lab is located on the first floor of Addlestone Library (M-R: 9 to 9 and F: 9 to noon). Further, it is imperative that you use correct grammar in all oral communication, especially during field experience. Classroom teachers, your student peers and I will all collaborate to eliminate all oral grammatical errors, using an approach of constructive criticism.

Evaluation Scale

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<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>4.0</td>
<td>D+</td>
<td>67-69%</td>
<td>1.3</td>
</tr>
<tr>
<td>Grade</td>
<td>Percentage</td>
<td>GPA</td>
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<tr>
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<td>D</td>
<td>63-66%</td>
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<td>D-</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
<td>1.7</td>
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</table>

**CofC Honor System:** Academic honesty and integrity are highly regarded in this class and are assessed on several levels. As a student at the College of Charleston you have agreed to uphold the policies outlined in the Student Handbook: A guide to civil and honorable conduct both in your coursework and as a representative of the College in field experiences and clinical practice situations. Violations to the Code of Conduct outlined on pages 10-11 in the Student Handbook will be reported to the Honor Board.

Additionally, violations may affect course grade. As EDEE is a dual program, in that we recommend candidates for teacher certification, professors reserve the right to document violations that would impact student certification (e.g., attendance problems in field experiences and clinical practice, professionalism in schools).

**ADA Accommodations:** In compliance with the Americans 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.

**Course Assessments:**

- Diversity Profiles: 20
- Interdisciplinary Unit: 50
- Middle Level Philosophy Paper: 25
- Reading Reflections and online postings: 10
- Research Focus Articles Review: 5 pts. each (8 total)
- Middle School Focus Article Presentation: 20
- Teacher Interviews: 20
- Family Letter: 10
- Class Participation Activities: 20
- School Organization Project: 50
To Whom It May Concern:  

September 8, 2010

As the chair of the Teacher Education Curriculum Committee, I am writing a letter of support for the creation of the new course EDMG415 Middle School Organization and Curriculum. The Teacher Education Curriculum Committee met on Friday, September 3rd and discussed the rationale for and expectations of the new course. After reviewing the documents pertaining to the creation of EDMG415, we unanimously agreed to support the creation of EDMG415 and its cross listing with EDEE515.

Thank you for your time and consideration.

Sincerely,

Dr. Mary Elizabeth Lloyd
Department of Teacher Education