To: Faculty Curriculum Committee

From: Meta VanSickle, Department Chair, Teacher Education

Date: 15 March 2014

Reason: Curriculum Committee Forms Submitted

The current literacy 2-course sequence in early childhood, elementary, and middle grades programs within Teacher Education at the College of Charleston was last updated in 2001. Under this configuration, all three programs require a shared course, EDEE 325: Language and Literacy Development in Semester 1, that covers birth-grade 8. Then, early childhood candidates take EDEE 375: Reading/Learning Strategies (PreK-3), and all elementary and only middle grades English language arts candidates take EDEE 377: Reading/Learning Strategies (Grades 2-8) during Semester II. Science, Social Studies and middle grades majors take only EDEE 325. This is the totalality of literacies courses required for early childhood, elementary and middle grades teacher education undergraduate students.

Proposed state legislature that is highly anticipated to pass during the current legislative term, Bill 3994 (Read to Succeed), mandates that all early childhood and elementary teacher education programs require 12 credits in literacies courses (inclusive of a field based course) and all middle grades programs require 6 credits in literacies courses including a foundational literacies course and an adolescent or disciplinary literacies course.

Additionally, literacy education professional organizations have been advocating for higher quality literacy instruction across the early childhood, elementary and middle grades during the past few years. The International Reading Association (IRA), the flagship literacy education organization in the United States, recommends that early childhood and elementary teacher candidates in initial certification programs need a minimum of 9-12 credit hours in literacy courses. IRA (2010) also states middle grades teacher candidates should have content area/disciplinary literacies and/or adolescent literacy course as part of their initial certification coursework. A survey of the teacher education programs in South Carolina, Georgia and North Carolina illustrated that the majority of undergraduate teacher education programs require 9-12 literacy course credits.

Finally, the move from use of state standards to Common Core State Standards (CCSS) has revealed some gaps across our existing literacy course sequence within each program. In an analysis of alignment between our current set of courses and the expectations set forth by the Common Core, it is obvious we need to include more content in the following areas:

- Disciplinary literacies
- Writing pedagogy and methods,
- Literature and informational texts
- Instruction for reading both print and nonprint texts
- Literacy assessments

In order to address these needs, we propose the following changes to the literacy course sequence in early childhood, elementary and middle grades programs so as to align more closely with best practices for teacher preparation in our initial teacher certification programs:

1) The addition of a writing/children’s literature course to early childhood (EDEE 331) and elementary grades (EDEE 333) programs;
2) The deletion of the elementary and middle grades reading course (EDEE 377) from elementary and middle grades programs replaced by the addition of reading course EDEE 378 to the elementary program and disciplinary literacies course EDMG 401 to the middle grades program;

3) The revision of the 3rd semester field experience course title and descriptions for early childhood (EDEE 415) and elementary grades (EDEE 416) teacher education students to include practicum-based literacy assessment;

4) The revision of the course title for EDEE 325 taken by all students to reflect current changes in the broader field regarding terminology and the revision of the course description to reflect updated research-based practice; and,

5) The revision of the course title for EDEE 375 to reflect current terminology in the field and the revision of the course description to reflect updated research-based best practice.

Enclosed please find 5 Curriculum Change Forms, 4 New Course Forms, and 3 Change Major/Program forms. These changes affect the Early Childhood Program, the Elementary Education Program, and the Middle Grades Program, all within Teacher Education. The changes are as follows:

- EDEE 325: changes for course name and description.
- EDEE 375: changes for course name and description.
- EDEE 377: course deactivation form
- EDEE 415: changes for course name and description.
- EDEE 416: changes for course name and description.

Enclosed are the following new course proposal forms (including syllabi):

- EDEE 331 Teaching Writing /Design with Children’s Literature and Multimodal Texts PK-3
- EDEE 333 Teaching Writing /Design with Children’s Literature and Multimodal Texts 2-6
- EDEE 378 Instructional Strategies for Teaching Reading 2-6
- EDMG 401 Adolescent/Disciplinary Literacies

Enclosed are the following Change Major/Program form:

- Change Major/Program form for Early Childhood
  To add EDEE 331 Teaching Writing/Design with Children’s Literature and Multimodal Texts PK-3 to the Early Childhood major and 3 minor changes to course title and description of EDEE 325, EDEE 375, and EDEE 415

- Change Major/Program form for Elementary Education
  To add two courses, EDEE 333 Teaching Writing/Design with Children’s Literature and Multimodal Texts 2-6 and EDEE 378 Instructional Strategies for Teaching Reading 2-6 to the Elementary Education major, 2 minor changes to course title and description of EDEE 325 and EDEE 416, and one course deletion of EDEE 377

- Change Major/Program form for Middle Grades
  To add new course EDMG 401 Adolescent/Disciplinary Literacies to the Middle Grades major
  To remove EDEE 377 from Middle Grades program of study
  A minor changes to course title and description of EDEE 325
FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

• In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
• You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

   EDEE 325, Course Form (change of course title and description)
   EDEE 375, Course Form (change of course title and description)
   EDEE 377, Course Form (change of course title and description)
   EDEE 415, Course Form (change of course title and description)
   EDEE 416, Course Form (change of course title and description)

Early Childhood Change of Major Form

   EDEE 331 Teaching writing/design with children’s literature and multimodal texts (PreK-Grade 3), New Course Form

Elementary Education Change of Major Form

   EDEE 333 Teaching writing/design with children’s literature and multimodal texts (Grades 2-6), New Course Form

Middle Grades Change of Major Form

   EDMG 401 Adolescent/Disciplinary Literacies, New Course Form

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   __________________________________________ Date: ______________

2. Signature of Academic Dean:

   __________________________________________ Date: ______________

3. Signature of Provost:

   __________________________________________ Date: ______________

4. Signature of Business Affairs (only for course fees):

   __________________________________________ Date: ______________ □ fee approved on __________ □ BOT approval pending

5. Signature of Curriculum Committee Chair:
6. Signature of Budget Committee Chair (only for new programs):

------------------------------------------ Date: __________________

7. Signature of Academic Planning Committee Chair (only for new programs):

------------------------------------------ Date: __________________

8. Signature of Faculty Senate Secretary:

------------------------------------------ Date: __________________

Date Approved by Faculty Senate: ________________
Instructions:

- Please fill out all of the portions of the form that are specified in section B. **You must do this before your request can move forward!**
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website.
- Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Meta VanSickle  Phone: 953-6357  Email: VanSickleM@cofc.edu

Department or Program: TEDU  School: EHHP

Name and Acronym of Major: Early Childhood EDEE

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.

[X] Change Request (fill out all sections)

☐ Add an existing course to requirements or electives

[X] Add a new course to requirements or electives (attach completed course form for each)

☐ Delete courses from requirements or electives

☐ Add or modify concentration*

☐ Add or modify cognate*

*Note: Only concentrations and cognates requiring 18 or more credit hours will be tracked in Banner and Degree Works and noted on the transcript.

☐ Terminate Program (fill out E, G, H, and I)

☐ Terminate degree

☐ Terminate major

☐ Terminate concentration

☐ Terminate cognate

C. GENERAL INFORMATION

Number of Current Credit Hours (for existing program): ____99_____

Number of Proposed Credit Hours (for changed program): ____102_____

Catalog Year in which changes will take effect: FALL ___2015_____

D. CURRICULUM. Please list every change you are making below AND attach the current Program of Study Worksheet for this major (https://registrar.cofc.edu/program-of-study-worksheets/index.php) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, corequisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus.
The Early Childhood Change Program form includes four changes: one course addition and three minor changes related to course name and description changes. These changes are noted below and outlined in red in the Major Program of Study below.

1. EDEE 331 Teaching Writing/Design with Children’s Literature and Multimodal Texts (PreK-3) (new course proposal submitted)

**DESCRIPTION**

Students will explore children’s print-based, visual, oral and digital texts, and contexts that support literacies learning. Students will draw upon these texts as mentors for teaching writing and designing. A variety of popular and academic genres, formats, and online tools relevant to teaching writing will be included.

Minor Changes:

2. EDEE 325 will change course title and description to become EDEE 325 Foundations of Language and Literacies (change course proposal form submitted)

This course explores the development of oral and written language, including stages of speaking and listening, spelling, and writing, and reading. Attention to factors such as family, community, and dialect upon language development will also be investigated.

3. EDEE 375 will change course title and description to become EDEE 375 Instructional Strategies for Emergent Literacies (PreK-3) (change course proposal form submitted)

This course surveys the development of a broadened definition of literacy and the instructional strategies for reading using print and nonprint texts for the development of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

4. EDEE 415 will change course title and description to become EDEE 415 Curriculum, Instruction and Literacy Assessment (PreK-3) (field experience) CHANGES (change of course proposal submitted):

Candidates will teach multiple subjects to diverse early childhood aged learners. Candidates will learn to administer and analyze literacy assessments to inform successful instruction of diverse learners. Candidates will examine teachers’ roles in establishing and maintaining a positive classroom learning environment, and learn to assess performance using the South Carolina teacher evaluation instrument.

Early Childhood Program of Study Worksheet for the major:

**Required Courses:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>PR</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 104</td>
<td>Public Speaking (3)</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMM 211</td>
<td>Oral Interpretation (3)</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>ANTH 101</td>
<td>Introduction to Anthropology (3)</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>PSYC 103</td>
<td>Introduction to Psychological Science (3)</td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCY 101</td>
<td>Introduction to Sociology (3)</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

Select two courses from the following:
Select one course from the following:

ENGL 216 Introduction to African American Literature (3) PR: ENGL 110 or equivalent
ENGL 313 African American Literature (3) PR: ENGL 110 or equivalent
HIST 201 United States to 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
HIST 202 United States Since 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
HIST 210 Special Topics in U.S. History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
HIST 211 American Urban History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
HIST 212 American Labor History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
HIST 213 American Jewish History: Colonial Times to the Present (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
HIST 214 American Ethnic History: 1607 to the Present (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
HIST 215 Native American History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
HIST 216 African American History to 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
HIST 217 African American History Since 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
HIST 218 The American West (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
HIST 219 Native Americans in Film (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
HIST 221 Women in the United States (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
HIST 222 History of South Carolina (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
HIST 224 History of the South to 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
HIST 225 History of the South Since 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
HIST 301 Colonial America, 1585-1763 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
HIST 302 Era of the American Revolution, 1763-1800 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
HIST 304 History of the United States: The Civil War & Reconstruction, 1845-1877 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
HIST 307 History of the United States: Cold War America, 1945-Present (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
HIST 310 Special Topics in U.S. History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

**HIST 312**  
Diplomatic History of the United States Since 1898 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

**HIST 320**  
Special Topics in Low Country History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

**HIST 323**  
Society and Culture of Early Charleston (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

Select two MATH courses at the 103-level or above totaling at least 6 credit hours:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 103</td>
<td>Contemporary Math with Applications (3)</td>
<td>PR: MATH 101 or placement</td>
</tr>
<tr>
<td>MATH 104</td>
<td>Elementary Statistics (3)</td>
<td>PR: MATH 101 or placement</td>
</tr>
<tr>
<td>MATH 105</td>
<td>Calculus for Business and the Social Sciences (3)</td>
<td>PR: MATH 101 or placement</td>
</tr>
<tr>
<td>MATH 111</td>
<td>Pre-Calculus Mathematics (4)</td>
<td>PR: C- or better in MATH 101 or placement</td>
</tr>
<tr>
<td>MATH 120</td>
<td>Introductory Calculus (4)</td>
<td>PR: C- or better in MATH 111 or placement</td>
</tr>
<tr>
<td>MATH 207</td>
<td>Discrete Structures I (3)</td>
<td>PR: MATH 105, 111 or 120</td>
</tr>
<tr>
<td>MATH 220</td>
<td>Calculus II (4)</td>
<td>PR: MATH 120 or HONS 115</td>
</tr>
<tr>
<td>MATH 250</td>
<td>Statistical Methods I (3)</td>
<td>PR: Either MATH 111, 120 or instructor permission</td>
</tr>
</tbody>
</table>

**Note:** For higher level MATH courses that can count for this requirement, please consult with the Teacher Education Department.

Select 12 credit hours from the following with a sequence of 8 credit hours in one area. At least 4 of the credit hours must be Biological Science (BIOL) and at least 4 of the credit hours must be Physical Science (ASTR, CHEM, GEOL, PHYS). Labs are required for all.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 129</td>
<td>Astronomy I (3)</td>
<td>PR: None; CO: ASTR 129L</td>
</tr>
<tr>
<td>ASTR 129L</td>
<td>Astronomy I Lab (1)</td>
<td>CO: ASTR 129</td>
</tr>
<tr>
<td>ASTR 130</td>
<td>Astronomy II (3)</td>
<td>PR: ASTR 129 and 129 lab; CO: ASTR 130L</td>
</tr>
<tr>
<td>ASTR 130L</td>
<td>Astronomy II Lab (1)</td>
<td>CO: ASTR 130</td>
</tr>
<tr>
<td>BIOL 101</td>
<td>Concepts and Applications in Biology I (4)</td>
<td>PR: None; CO: BIOL 101L</td>
</tr>
<tr>
<td>BIOL 101L</td>
<td>Concepts and Applications in Biology I Lab (0)</td>
<td>CO: BIOL 101</td>
</tr>
<tr>
<td>BIOL 102</td>
<td>Concepts and Applications in Biology II (4)</td>
<td>PR: BIOL 101 and 101 lab; CO: BIOL 102L</td>
</tr>
<tr>
<td>BIOL 102L</td>
<td>Concepts and Applications in Biology II Lab (0)</td>
<td>CO: BIOL 102</td>
</tr>
<tr>
<td>BIOL 111</td>
<td>Introduction to Cell and Molecular Biology (3)</td>
<td>PR: None; CO: BIOL 111L</td>
</tr>
<tr>
<td>BIOL 111L</td>
<td>Introduction to Cell and Molecular Biology Lab (1)</td>
<td>CO: BIOL 111</td>
</tr>
<tr>
<td>BIOL 112</td>
<td>Evolution, Form, and Function of Organisms (3)</td>
<td>PR: BIOL 111 and 111L; CO: BIOL 112L</td>
</tr>
<tr>
<td>BIOL 112L</td>
<td>Evolution, Form, and Function of Organisms Lab (1)</td>
<td>CO: BIOL 112</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>General Chemistry (3)</td>
<td>PR: None; CO: CHEM 101L</td>
</tr>
<tr>
<td>CHEM 101L</td>
<td>General Chemistry Lab (1)</td>
<td>CO: CHEM 101</td>
</tr>
<tr>
<td>CHEM 102</td>
<td>Organic and Biological Chemistry (3)</td>
<td>PR: CHEM 101 and 101L; CO: CHEM 102L</td>
</tr>
<tr>
<td>CHEM 102L</td>
<td>Organic and Biological Chemistry Lab (1)</td>
<td>CO: CHEM 102</td>
</tr>
<tr>
<td>CHEM 111</td>
<td>Principles of Chemistry (3)</td>
<td>PR or CO: Unless students exempt MATH 111 (via diagnostic testing) or have completed this as a pre-requisite, they are required to take MATH 111 as a corequisite. CO: CHEM 111L</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 111L</td>
<td>Principles of Chemistry Lab (1)</td>
<td>CO: CHEM 111</td>
</tr>
<tr>
<td>CHEM 112</td>
<td>Principles of Chemistry (3)</td>
<td>PR: CHEM 111 and 111L; CO: CHEM 112L</td>
</tr>
<tr>
<td>CHEM 112L</td>
<td>Principles of Chemistry Lab (1)</td>
<td>CO: CHEM 112</td>
</tr>
<tr>
<td>GEOL 101</td>
<td>Dynamic Earth (3)</td>
<td>PR: None; CO: GEOL 101L</td>
</tr>
<tr>
<td>GEOL 101L</td>
<td>Dynamic Earth Lab (1)</td>
<td>CO: GEOL 101</td>
</tr>
<tr>
<td>GEOL 103</td>
<td>Environmental Geology (3)</td>
<td>PR: None; CO: GEOL 103L</td>
</tr>
<tr>
<td>GEOL 103L</td>
<td>Environmental Geology Lab (1)</td>
<td>CO: GEOL 103</td>
</tr>
<tr>
<td>GEOL 105</td>
<td>Earth History (3)</td>
<td>PR: GEOL 101 and 101L or GEOL 103 and 103L; CO: GEOL 105L</td>
</tr>
<tr>
<td>GEOL 105L</td>
<td>Earth History Lab (1)</td>
<td>CO: GEOL 105</td>
</tr>
</tbody>
</table>
PHYS 101  
Introductory Physics I (3) PR: None; CO: PHYS 101L

PHYS 101L  
Introductory Physics Lab (1) CO: PHYS 101

PHYS 102  
Introductory Physics II (3) PR: PHYS 101 or PHYS 111 or HONS 157; CO: PHYS 102L

PHYS 102L  
Introductory Physics Lab (1) CO: PHYS 102

PHYS 111  
General Physics I (3) PR or CO: MATH 120 or equivalent or instructor permission; CO: PHYS 111L

PHYS 111L  
General Physics I Lab (1) CO: PHYS 111 or instructor permission

PHYS 112  
General Physics II (3) PR: PHYS 111 and 111L; CO: PHYS 112L; PR or CO: MATH 220 or equivalent or instructor permission

PHYS 112L  
General Physics II Lab (1) CO: PHYS 112L or instructor permission

Core Certification Course

EDFS 201*  
Foundations of Education (3) PR: Sophomore standing.

Note: *EDFS 201 is prerequisite to all other education courses with a grade of C or better.

Professional Program Semester 1

EDFS 303*  
Human Growth and Educational Process (3) PR: None

Note: *Candidates who have received credit for PSYC 224 (previously listed as PSYC 311) prior to beginning a teacher education program should not take EDFS 303 (credit will not be awarded).

EDEE 323  
Development of Mathematical Thinking (3) PR: None

EDEE 325  
Language and Literacy Development (3) PR: None

Course name change: EDEE 325 Foundations of Language and Literacies (3) (REQUIRED course)

EDFS 326  
Integrating Technology Into Teaching (3) PR: None

EDEE 327  
Learner Development and the Context of Learning (field experience) (3) PR: None

Professional Program Semester 2

EDEE 365  
Teaching Mathematics PK-3 (3) PR: None

EDEE 375*  
Reading/Learning Strategies PK-3 (3) PR: None

Course name change: EDEE 375 Instructional Strategies for Emergent Literacies PreK-3 (REQUIRED course)

EDEE 367  
Teaching Science PK-3 (3) PR: None

EDEE 371  
Teaching Social Studies PK-3 (3) PR: None

EDEE 363  
Introduction to Early Childhood Education (3) PR: Courses required by department in the first semester of proposed major (EDEE 326, EDFS 303, EDEE 323, EDEE 325, and EDEE 327)

EDEE 380  
Application of Curriculum & Instruction PK-3 (3) PR: None

Professional Program Semester 3

EDEE 403  
Visual & Performing Arts (3) PR: None

EDEE 409  
Meeting Needs of Diverse Learners (3) PR: None

EDEE 370  
Teaching Health & Physical Education (also offered Maymester) (3) PR: None

EDEE 407  
Creating Learning Environments (3) PR: None

EDEE 415*  
Curriculum, Instruction & Assessment PK-3 (field experience) (3) PR: EDEE 380

Course name change: EDEE 415 Curriculum, Instruction, and Literacy Assessment, PreK-3 (field experience)

EDEE 331  
Teaching Writing /Design with Children’s Literature and Multimodal Texts, PreK-3 (NEW REQUIRED COURSE)

Professional Program Semester 4

EDEE 455*  
Early Childhood Clinical Practice (12) PR: EDEE 416
E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it.

1. We are requesting the addition of EDEE 331 Teaching Writing/Design with Children’s Literature and Multimodal Texts (PreK-3) (new course proposal submitted)

This course will focus specifically on the teaching of writing, children’s literature, and multimodal texts. This content is currently addressed briefly in the existing course, EDEE 375 Reading/Learning Strategies PK-3 that also covers a number of other literacy methods including comprehension, fluency, vocabulary, phonics, etc. The teaching of writing and children’s literature requires extended study given the implementation of the English Language Arts Common Core State Standards (CCSS) in grades K-12 in 45 states in the U.S. The CCSS focus on writing and close reading specifically requires teacher education students have extensive preparation in the teaching of writing and children’s literature. Additionally, the International Reading Association, the flagship literacy organization, recommends teacher preparation programs offer 9-12 literacy credits in Early Childhood programs. Our Early Childhood program currently only offers 6 credits in literacy preparation. Adding this new course to our program would address the need to increase the literacy coursework of our students to be compatible with national organization recommendations and competitive with similar higher education institutions in the southeast and across the country.

Three minor changes are also included:

2. EDEE 325 will change course title and description to become EDEE 325 Foundations of Language and Literacies (change course proposal form submitted). This change in course title and description reflects the a more clearly focused title denoting the plurality of language and literacies development, a clearer overview of the development of stages of oral and print literacy development, and an updated examination of literacies relevant to current literature.

3. EDEE 375 will change course title and description to become EDEE 375 Instructional Strategies for Emergent Literacies PreK-3 (change course proposal form submitted). This change in course title and description reflects a more clearly focused title denoting the centrality of emergent literacies, which is central to early childhood certification and for teaching certification and an updated examination of the uses of literacies across print and nonprint text, which is in keeping with the current research in literacy education.

4. EDEE 415 will change course title and description to become EDEE 415 Curriculum, Instruction, and Literacy Assessment, PreK-3 (field experience) (change of course proposal submitted). Students in the early childhood program currently take this field experience course. Although “assessment” is in the current title, the focus has been on pre-service teacher education students assessing themselves. In addition to assessing themselves, this change would provide focus for the content of the course to include implementing literacy assessments that would inform instruction with early childhood students in classrooms. Training in implementing literacy assessments in the field is an area that national literacy organizations, state legislature, and local districts currently place a significant emphasis. This emphasis would address a gaping hole in our current early childhood literacy preparation.

These four changes reflect changes in the field of literacy studies, and will bring the Early Childhood program into alignment with best practices in literacy education and in response to national literacy organization professional standards and proposed legislation at the state level for increased literacy knowledge for teacher education candidates.

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.
<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the major or program?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>Early Childhood Teacher Education Candidates write and teach an effective unit of instruction</td>
<td>Each candidate's ability to plan and teach a unit of instruction will be assessed via the Candidate Work Sample. Each Candidate Work Sample includes five major sections (Unit topic/title, contextual factors, unit plan, analysis of student learning and reflection). This assignment is completed during the clinical internship semester and is evaluated by the clinical supervisor using a rubric. Students receive scores of &quot;Below Target (1),&quot; &quot;Target (2),&quot; or &quot;Exceeds Target (3)&quot; on each row.</td>
</tr>
<tr>
<td>Early Childhood Teacher Education Candidates will plan and teach effective lessons.</td>
<td>This outcome is measured in the second field course. Each candidate completes a field notebook that includes original lesson plans, completed ADEPT forms, revised lesson plans and reflections for each of four lessons they teach. One lesson is taught in each content area (literacy, math, science and social studies). The field notebook is evaluated at the end of the semester by the course instructor using a rubric. Candidates score &quot;Below Target (1)&quot;, &quot;Target (2),&quot; or &quot;Above Target&quot; on each row.</td>
</tr>
<tr>
<td>Early Childhood Teacher Education Candidates demonstrate their knowledge and understanding of key principles of child development, including the influence of family.</td>
<td>This outcome is measured with the Developmental Case Study. Students complete this assignment early in the program. Candidates choose a child from their field class and assess his/her developmental strengths and needs based on observation and assessment data collected. They also develop a relationship with the child's family and discuss how the child's family may influence the child's learning and development. The assignment is evaluated by the course instructor using a rubric. Candidates receive &quot;Below Target (1),&quot; &quot;Target (2),&quot; or &quot;Above Target (3)&quot; on each row.</td>
</tr>
</tbody>
</table>
G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a program, please describe the effect on all programs that will be impacted; if you are adding or changing a program, please explain any overlap with existing programs at the College.

The overall program changes will minimally affect other programs and courses.

Through adding EDEE 331 Teaching Writing /Design with Children’s Literature and Multimodal Texts, PreK- 3, the current course, EDEE 375, Reading/Learning Strategies, PK-3rd grade, will have more time and space to address reading strategies more deeply—including comprehension, fluency, vocabulary, and phonics instruction.

This course will be offered during the 3rd semester of students’ program sequence increasing students’ course enrollment credits from 15 to 18 credits for that semester, which will increase students’ program requirements by 3 credits. The recent designation of EDFS 201 Foundations of Education to a Humanities course fulfills both 3 Humanities credit hours and a 3 early childhood education credits required to graduate. When taking the EDFS 201 course change into account with the addition of EDEE 331, there is a zero net change in credits required to graduate for early childhood education majors.

The changes to EDEE 325 and EDEE 375 will not impact other programs or courses. These changes are in title and description only, and will be taught by the current faculty.

The course title and description change to EDEE 415 will not affect other programs and courses. Faculty with expertise in early childhood literacy assessments will be able to teach this course.

H. COSTS ASSOCIATED WITH THE REQUESTED ACTION. List all of the new costs or cost savings (including new faculty/staff requests, library, or equipment) associated with your request.

There are no costs associated with these proposed major changes. Existing faculty can cover these changes in the program.

I. CHECKLIST

☐ I have completed all relevant parts of the form.
X☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

X☐ I have attached a Course Form for each newly-created or modified course.

☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

X☐ I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog.

X☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
FACULTY CURRICULUM COMMITTEE  
COURSE FORM

Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Meta VanSickle  Phone: 953-6357  Email: vansicklem@cofc.eu

Department or Program: TEDU  School: EHHP

Subject Acronym and Course Number: EDEE 325

Catalog Year in which changes will take effect: FALL_2014

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
X☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)

☐ Course Number (you must submit a course deactivation request for the old course number)
X☐ Course Name
X☐ Course Description

☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This change in course title and description reflects the following:

1) a more clearly focused title denoting the plurality of language and literacies development
2) a clearer overview of the development of stages of oral and print literacy development
3) an updated examination of literacies relevant to current literature

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

Changes are in course title and description only.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: TEDU   School: EHHP   Subject Acronym: EDEE   Course Number: 325

Credit hours:  _3_ lecture  _0_ lab  _0_ seminar  _0_ independent study
Contact hours: _45_ lecture  _0_ lab  _0_ seminar  _0_ independent study

Course title: EDEE 325 Language and Literacy Development

Course description (maximum 50 words, exactly as it appears in the catalog):

This course explores the nature of language, its functions within language settings and its history of development within cultures and individuals. The impact of family, community, and dialects upon communication will be investigated. The critical role of story in helping children to communicate effectively is a component of this program.

Restrictions (pre-requisites, co-requisites, majors only, etc.): majors only

Cross-listing, if any: none

Is this course repeatable? □ yes  X □ no  If yes, how many total credit hours may the student earn? _____

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: TEDU   School: EHHP   Subject Acronym: EDEE   Course Number: 325

Credit hours:  _3_ lecture  _0_ lab  _0_ seminar  _0_ independent study
Contact hours: _45_ lecture  _0_ lab  _0_ seminar  _0_ independent study

Course title: EDEE 325: Foundations of Language and Literacies

Course description (maximum 50 words, exactly as it appears in the catalog):

This course explores the development of oral and written language, including stages of speaking and listening, spelling, writing, and reading. Attention to factors such as family, community, and dialect upon language development will also be investigated.

Restrictions (pre-requisites, co-requisites, majors only, etc.): majors only

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes  □ no
If so, which course? _____________

If equivalent, will the newly-created course replace the existing course? □ yes  □ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ______ N/A_________
Note: Cross-listed courses are equivalent.

Is this course repeatable? □ yes  X □ no  If yes, how many total credit hours may the student earn? _____

Is there an activity, lab, or other fee associated with this course? □ yes  X □ no  What is the fee? $______
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no costs associated with this course change proposal.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? □ yes X□ no

If yes, please attach a ChangeMinor and/or Change Major/Program Form as appropriate.

J. CHECKLIST.

X□ I have completed all relevant parts of the form.
☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. **You must do this before your request can move forward!**
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Meta VanSickle  Phone: 953-6357  Email: VanSickleM@cofc.edu

Department or Program: TEDU  School: EHHP

Subject Acronym and Course Number: EDEE 375

Catalog Year in which changes will take effect: FALL 2014________________

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This change in course title and description reflects the following:

1) a more clearly focused title denoting the centrality of emergent literacies, which is a critical component of early childhood certification and for teaching certification

2) an updated examination of the uses of literacies across print and nonprint text

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

Students in the Early Childhood program take this course during the second semester. Other programs and courses will not be affected.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: TEDU  School: EHHP  Subject Acronym: EDEE  Course Number: 375

Credit hours: _3_ lecture _0_ lab _0_ seminar _0_ independent study
Contact hours: _45_ lecture _0_ lab _0_ seminar _0_ independent study

Course title: EDEE 375 Reading/Learning Strategies PK-3 (3) PR: None

Course description (maximum 50 words, exactly as it appears in the catalog):

This course provides a study of reading, writing and communication in grades PK–3. It emphasizes basic literacy, content area literacy, factors affecting those processes, and principles and skills involved in the development of reading and writing in grades PK–3.

Restrictions (pre-requisites, co-requisites, majors only, etc.): majors only

Cross-listing, if any: none

Is this course repeatable? ☑ yes  ☐ no  If yes, how many total credit hours may the student earn? _____

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: TEDU  School: EHHP  Subject Acronym: EDEE  Course Number: 375

Credit hours: _3_ lecture _0_ lab _0_ seminar _0_ independent study
Contact hours: _45_ lecture _0_ lab _0_ seminar _0_ independent study

Course title: EDEE 375 Instructional strategies for Emergent Literacies PK-3

Course description (maximum 50 words, exactly as it appears in the catalog):

This course surveys the development of a broadened definition of literacy and the instructional strategies for reading using print and nonprint texts for the development of phonemic awareness, phonics, fluency, vocabulary, and comprehension in grades PreK-3.

Restrictions (pre-requisites, co-requisites, majors only, etc.): majors only

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☑ yes  ☐ no
If so, which course? _____________

If equivalent, will the newly-created course replace the existing course? ☑ yes  ☐ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ______ N/A ______
Note: Cross-listed courses are equivalent.

Is this course repeatable? ☑ yes  ☐ no  If yes, how many total credit hours may the student earn? _____

Is there an activity, lab, or other fee associated with this course? ☑ yes  ☐ no  What is the fee? $_______
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no costs associated with this course change proposal.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
</tbody>
</table>

1. 

2. 

3. 

4. 

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? [ ] yes [X] no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

J. CHECKLIST.
☐ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. **You must do this before your request can move forward!**
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Meta VanSickle  Phone: 953-6357  Email: VanSickleM@cofc.edu

Department or Program: TEDU  School: EHHP

Subject Acronym and Course Number: EDEE 415

Catalog Year in which changes will take effect: FALL 2014

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This change in course title and description reflects the following:

Students in the early childhood program currently take this field experience course in their third semester in their program of study. Although “assessment” is in the current title, the focus has been on pre-service teacher education students assessing their teaching of children living in poverty. In addition to assessing their teaching, this change would provide focus for the content of the course to include implementing literacy assessments that would inform instruction with diverse early childhood students in classrooms. Training in implementing literacy assessments in the field (in school settings) is an area on which national literacy organizations, state legislature, and local districts currently place a significant emphasis.

IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

Currently, this field-based course is taught by various faculty and adjuncts. The emphasis on literacy assessments means that this course will need to be taught by an instructor with the necessary expertise.
D. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: TEDU   School: EHHP   Subject Acronym: EDEE   Course Number: 415

Credit hours: _3_ lecture _0_ lab _0_ seminar _0_ independent study
Contact hours: _45_ lecture _0_ lab _0_ seminar _0_ independent study

Course title: EDEE 415 Curriculum, Instruction, and Assessment PK-3 (field experience)

Course description (maximum 50 words, exactly as it appears in the catalog):

This course provides candidates an opportunity to teach multiple subjects to diverse early childhood learners. Candidates also examine the early childhood teachers’ role in establishing and maintaining a positive learning environment in the classroom, and they learn to assess their own performance and that of other teachers using the South Carolina teacher evaluation instrument, ADEPT.

Restrictions (pre-requisites, co-requisites, majors only, etc.): majors only

Cross-listing, if any: none

Is this course repeatable? ☐ yes   X ☐ no   If yes, how many total credit hours may the student earn? _____

E. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: TEDU   School: EHHP   Subject Acronym: EDEE   Course Number: 377

Credit hours: _3_ lecture _0_ lab _0_ seminar _0_ independent study
Contact hours: _45_ lecture _0_ lab _0_ seminar _0_ independent study

Course title: EDEE 415 Curriculum, Instruction, and Literacy Assessment PK-3 (field experience)

Course description (maximum 50 words, exactly as it appears in the catalog):

Candidates will teach multiple subjects to diverse early childhood aged learners. Candidates will learn to administer and analyze literacy assessments to inform successful instruction of diverse learners. Candidates will examine teachers’ roles in establishing and maintaining a positive classroom learning environment, and learn to assess performance using the South Carolina teacher evaluation instrument.

Restrictions (pre-requisites, co-requisites, majors only, etc.): majors only

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☐ yes   X ☐ no
If so, which course? ______________

If equivalent, will the newly-created course replace the existing course? ☐ yes   ☐ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): _____ N/A _______
Note: Cross-listed courses are equivalent.

Is this course repeatable? □ yes  □ X no  If yes, how many total credit hours may the student earn? ____

Is there an activity, lab, or other fee associated with this course? □ yes  □ X no  What is the fee? $______
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

F. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no costs associated with this course change proposal.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
</tbody>
</table>

1.  

2.  

3.  

4.  

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? □ yes  □ X no  

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

This form was last updated on 11/19/13 and replaces all others.
J. CHECKLIST.

☐ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Meta VanSickle  Phone: 953-6357  Email: VanSickleM@cofc.edu

Department or Program: TEDU  School: School of Education, Health and Human Performance

Subject Acronym and Course Number: EDEE 331

Catalog Year in which changes will take effect: FALL_2014____________

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

We are proposing to add a course that focuses specifically on the teaching of writing, children’s literature, and multimodal texts. This content is currently addressed briefly in the existing course, Readings/Learning Strategies, PK-3 (EDEE 375), which also covers a number of other literacy methods including comprehension, fluency, vocabulary, phonics, etc. The teaching of writing and children’s literature requires extended study given the implementation of the English Language Arts Common Core State Standards (CCSS) in grades K-12. The CCSS focus on writing and close reading specifically requires teacher education students to have extensive preparation in the teaching of writing and children’s literature. Additionally, the International Reading Association, the flagship literacy organization, recommends teacher preparation programs offer 9-12 literacy credits in Early Childhood programs. Our Early Childhood program currently only offers 6 credits in literacy preparation. Adding this new course to our program would address the need to increase the literacy coursework of our students to be compatible with national organization recommendations and competitive with similar higher education institutions in the southeast and across the country.

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This form was last updated on 11/19/13 and replaces all others.
Through adding this course, EDEE 375, Reading Strategies in PK-3, will have more time and space to address reading strategies more deeply—including comprehension, fluency, vocabulary, and phonics instruction.

The course will be offered during the 3rd semester of students’ program sequence and will increase students’ course enrollment credits from 15 to 18 credits during that semester, increasing the overall program requirement by 3 credits. Although the program credits appear to increase, the recent designation of an early childhood required course, EDFS 201 Foundations of Education, to a Humanities course, now fulfills 3 additional Humanities credits, which resulted in a 3 credit decrease to early childhood education students’ program course credits required to graduate. When taking the EDFS 201 course change into account with the addition of EDEE 331, there is a zero net change in program credits required for early childhood education majors.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department:  School:  Subject Acronym:  Course Number:

Credit hours:  __ lecture __ lab __ seminar __ independent study
Contact hours:  __ lecture __ lab __ seminar __ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable?  ☐ yes  ☐ no   If yes, how many total credit hours may the student earn? _____

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: TEDU  School: SOEHHP  Subject Acronym: EDEE  Course Number: EDEE 331

Credit hours:  3_ lecture  _0_ lab  _0_ seminar __ independent study
Contact hours:  _45_ lecture  0__ lab  _0_ seminar __ independent study

Course title: Teaching Writing / Design with Children’s Literature and Multimodal Texts, PK-3

Course description (maximum 50 words, exactly as it appears in the catalog):

Students will explore children’s print-based, visual, oral and digital texts, and contexts that support literacies learning. Students will draw upon these texts as mentors for teaching writing and designing. A variety of popular and academic genres, formats, and online tools relevant to teaching writing will be included.

Restrictions (pre-requisites, co-requisites, majors only, etc.):  majors only

If this is a newly-created course, is it intended to be the equivalent of an existing course?  ☐ yes  X ☐ no
If so, which course? ______________

If equivalent, will the newly-created course replace the existing course?  ☐ yes  ☐ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ______________
Note: Cross-listed courses are equivalent.

Is this course repeatable?  ☐ yes  X ☐ no   If yes, how many total credit hours may the student earn? _____

Is there an activity, lab, or other fee associated with this course?  ☐ yes  X ☐ no  What is the fee? $______
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no costs associated with this new course proposal. Existing faculty can teach this course.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>a. How will each outcome be measured? b. Who will be assessed, when, and how often? c. How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will become familiar with a variety of children’s literature.</td>
<td>Children’s Literature Digital Story Anthology</td>
</tr>
<tr>
<td>a. Students will select and read a variety of children’s literature and construct a digital annotated bibliography of children’s literature using digital storytelling software or app (e.g. PhotoStory, VoiceThread, Animoto, iMovie, StoryRobe, etc.).</td>
<td>a. Students will be assessed using a rubric.</td>
</tr>
<tr>
<td>b. Students will receive 80% of students should receive a B or better.</td>
<td></td>
</tr>
<tr>
<td>2. Students will learn to use a variety of digital tools that can be used in instruction with early childhood literacy learners.</td>
<td>Visual and Digital Tools Review Chart</td>
</tr>
<tr>
<td>a. Students will explore and evaluate a variety of iPad apps, web sites, and online tools on a chart that grows throughout the semester.</td>
<td>a. Students will be assessed using a rubric.</td>
</tr>
<tr>
<td>b. Students will receive 80% of students should receive a B or better.</td>
<td></td>
</tr>
<tr>
<td>3. Students will make explicit curricular and instructional connections between course material and their literacies teaching.</td>
<td>Attendance, Preparedness and Participation</td>
</tr>
<tr>
<td>a. Literacy and teaching are social processes. Students will be expected to come to each class prepared (having read and reflected upon assigned readings and completed designated assignments) and actively participate in class through sharing reflections and responding to and building upon classmates’ ideas. Participation in a face-to-face weekly book club to discuss picture books, series books, and nonfiction texts relevant to early childhood literacy learners is included in this</td>
<td></td>
</tr>
</tbody>
</table>
grade.
b. Students will be assessed and receive a point every class period.
c. Students who are present and prepared will receive 100%. Students who are present but not prepared or arrive to class late will receive 50%. Students who are not present will receive 0%.

Writing/Design Project and Partnership

a. Students will take part in digital writing workshop where you will go through writing/design process including choosing a topic, exploring the genre/context of the project, selecting a mentor text and publishing the writing/design project. Throughout the process students will share their work with a writing partner who will provide feedback.
b. Students will be assessed with a rubric.
c. 80% of students should receive a B or better.

Writing/Design Sequence of Mini-lessons

a. Students will map out a sequence of five mini-lessons for teaching and assessing writing/design in each of the following grades: kindergarten, 1st, 2nd and 3rd.
b. Students will be assessed using a rubric.
c. 80% of students should receive a B or better.

Quizzes

a. Quizzes will cover content learned over the course. All quizzes are content-based (from readings, videos, podcasts, in-class discussions, handouts, etc.).
b. Four quizzes will be given during the semester.
c. 80% of students should receive a B or better on each quiz.
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course will be offered as part of a comprehensive literacy coursework preparation course set for teaching literacies in early childhood. This course aligns with learning outcomes of developing expertise of early childhood content and pedagogical knowledge. It specifically addresses the areas of writing/designing and reading literature and multimodal texts. The content will be new to students. It will be introduced and demonstrated throughout the course. The readings, assignments and projects will reinforce students’ learning throughout the course. This course will complement EDEE 375, Instructional Strategies for Emergent Literacies, PK-3 (which is being proposed to replace course title EDEE 375, Reading/Learning Strategies PK-3).

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? X  yes  no

This proposed program change will be added to the degree advising sheet. A change major form has been submitted with this proposal.

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

Attached.

J. CHECKLIST.

X☐ I have completed all relevant parts of the form.

X☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

X☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
Sample Syllabus for EDEE 331

Course title: Teaching Writing /Design with Children’s Literature and Multimodal Texts, PK- 3

Students will explore children’s print-based, visual, oral and digital texts, and contexts that support literacies learning. Students will draw upon these texts as mentors for teaching writing and designing. A variety of popular and academic genres, formats, and online tools relevant to teaching writing will be included.

Course Objectives:

Students will:

- Become familiar with a variety of children’s literature.
- Learn to use a variety of digital tools that can be used in instruction with early childhood literacy learners.
- Make explicit curricular and instructional connections between course material and their teaching of writing/designing.

Sample Texts


Relevant literacy education organizations such as the International Reading Association, National Council of Teachers of English and American Association of School Librarians websites and FB pages

Digital composing tools and apps such as Animoto, Photostory, iMovie, Blogspot, Storyrobe, etc.


Calkins, L. *Units of study for primary writing: A yearlong curriculum (k-2).* Portsmouth: Heinemann.

Variety of children’s literature from different genre and cultural contexts:

Picture book authors:
Mo Willems
Jan Brett
Gail Gibbons

Book Series:
*Junie B. Jones by Barbara Park*
Articles from journals such as the *Reading Teacher*

**Sample Assignments to meet Standards**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children’s Literature Digital Story Anthology (15%)</strong></td>
<td></td>
</tr>
<tr>
<td>Students will select and read a variety of children’s literature and construct a digital annotated bibliography of children’s literature using digital storytelling software or app (e.g. PhotoStory, VoiceThread, Animoto, iMovie, StoryRobe, etc.). A rubric will be used to evaluate this project.</td>
<td></td>
</tr>
<tr>
<td><strong>Visual and Digital Tools Review Chart (15%)</strong></td>
<td></td>
</tr>
<tr>
<td>Students will explore and evaluate a variety of iPad apps, web sites, and online tools on a chart that grows throughout the semester. A rubric will be used to evaluate this project.</td>
<td></td>
</tr>
<tr>
<td><strong>Weekly Attendance, Preparedness and Participation (15%)</strong></td>
<td></td>
</tr>
<tr>
<td>Literacy and teaching are social processes. Students will be expected to come to each class prepared (having read and reflected upon assigned readings and completed designated assignments) and actively participate in class through sharing reflections and responding to and building upon classmates’ ideas. Participation in a face-to-face weekly book club to discuss picture books, series books, and nonfiction texts relevant to early childhood literacy learners is included in this grade.</td>
<td></td>
</tr>
<tr>
<td><strong>Writing/Design Project and Partnership (15%)</strong></td>
<td></td>
</tr>
<tr>
<td>Students will take part in digital writing workshop where you will go through writing/design process including choosing a topic, exploring the genre/context of your project, selecting a mentor text and publishing your writing/design project. Throughout the process you will share your work with a writing partner who will provide feedback. A rubric will be used to evaluate this project.</td>
<td></td>
</tr>
<tr>
<td><strong>Writing/Design Sequence of Mini-lessons (20%)</strong></td>
<td></td>
</tr>
<tr>
<td>Students will map out a sequence of five mini-lessons for teaching and assessing writing/design in each of the following grades: kindergarten, 1st, 2nd and 3rd. A rubric will be used to evaluate this project.</td>
<td></td>
</tr>
<tr>
<td><strong>Quizzes (20%)</strong></td>
<td></td>
</tr>
<tr>
<td>Four quizzes (each worth 5%) will cover content learned over the course. All quizzes are content-based (from readings, videos, podcasts, in-class discussions, handouts, etc.). They require that you recall, synthesize and apply research, theory, and practice of concept, information and terminology addressed in EDEE 331. Neither study guides nor make-up quizzes will be given. See course calendar for specific quiz dates.</td>
<td></td>
</tr>
</tbody>
</table>
FACULTY CURRICULUM COMMITTEE
CHANGE/DELETE PROGRAM FORM
Elementary Education

Instructions:
- Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website.
- Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Meta VanSickle  Phone: 953-6357  Email: VanSickleM@cofc.edu

Department or Program: TEDU  School: EHHP

Name and Acronym of Major: Elementary Education EDEE

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.

X Change Request (fill out all sections)
   ☐ Add an existing course to requirements or electives
   X ☐ Add a new course to requirements or electives (attach completed course form for each)
   ☐ Delete courses from requirements or electives
   ☐ Add or modify concentration*
   ☐ Add or modify cognate*

*Note: Only concentrations and cognates requiring 18 or more credit hours will be tracked in Banner and Degree Works and noted on the transcript.

☐ Terminate Program (fill out E, G, H, and I)
   ☐ Terminate degree
   ☐ Terminate major
   ☐ Terminate concentration
   ☐ Terminate cognate

C. GENERAL INFORMATION

Number of Current Credit Hours (for existing program): _____99_______
Number of Proposed Credit Hours (for changed program): _____102_______
Catalog Year in which changes will take effect: FALL __2015________

D. CURRICULUM. Please list every change you are making below AND attach the current Program of Study Worksheet for this major (http://registrar.cofc.edu/program-of-study-worksheets/index.php) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, corequisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus.
The Elementary Education Change Program form includes four changes: one course addition and three minor changes related to course name and description changes. These changes are noted below and outlined in red in the Major Program of Study below.

1. **EDEE 333** Teaching Writing/Design with Children’s Literature and Multimodal Texts 2-6 (new course proposal submitted)

   Students will explore children's print-based, visual, oral and digital texts, and contexts that support literacies learning. Students will draw upon these texts as mentors for teaching writing and designing. A variety of popular and academic genres, formats, and online tools relevant to teaching writing will be included.

Minor Changes:

2. **EDEE 325** will change course title and description to become **EDEE 325 Foundations of Language and Literacies** (change course proposal form submitted)

   This course explores the development of oral and written language, including stages of speaking and listening, spelling, writing, and reading. Attention to factors such as family, community, and dialect upon language development will also be investigated.

3. **EDEE 377** will change course title and description to become **EDEE 377 Instructional Strategies for Teaching Reading 2-6** (change course proposal form submitted)

   This course surveys the development of a broadened definition of literacy and instructional strategies using print and nonprint texts for the development of reading using phonics, fluency, vocabulary, and comprehension.

4. **EDEE 416** will change course title and description to become **EDEE 416 Literacy Assessment and Application 2-6** (field experience) (change of course proposal submitted)

   Candidates will teach multiple subjects to diverse elementary aged learners. Candidates will learn to administer and analyze literacy assessments to inform successful instruction of diverse learners. Candidates will examine teachers’ roles in establishing and maintaining a positive classroom learning environment, and learn to assess performance using the South Carolina teacher evaluation instrument.

Elementary Education Program of Study Worksheet for the major:

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>PR</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 104</td>
<td>Public Speaking (3)</td>
<td>None</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMM 211</td>
<td>Oral Interpretation (3)</td>
<td>None</td>
</tr>
<tr>
<td>ANTH 101</td>
<td>Introduction to Anthropology (3)</td>
<td>None</td>
</tr>
<tr>
<td>PSYC 103</td>
<td>Introduction to Psychological Science (3)</td>
<td>None</td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOCY 101</td>
<td>Introduction to Sociology (3)</td>
<td>None</td>
</tr>
</tbody>
</table>

Select two courses from the following:
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 101</td>
<td>History of Art: Prehistoric Through Medieval (3) PR: None</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 102</td>
<td>History of Art: Renaissance Through Modern (3) PR: None</td>
<td></td>
</tr>
<tr>
<td>MUSC 131</td>
<td>Music Appreciation (3) PR: None</td>
<td></td>
</tr>
<tr>
<td>THTR 176</td>
<td>Introduction to Theatre (3) PR: None</td>
<td></td>
</tr>
</tbody>
</table>

Select one course from the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 216</td>
<td>Introduction to African American Literature (3) PR: ENGL 110 or equivalent</td>
<td></td>
</tr>
<tr>
<td>ENGL 313</td>
<td>African American Literature (3) PR: ENGL 110 or equivalent</td>
<td></td>
</tr>
<tr>
<td>HIST 201</td>
<td>United States to 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofc.edu/general-edu">http://registrar.cofc.edu/general-edu</a>).</td>
<td></td>
</tr>
<tr>
<td>HIST 202</td>
<td>United States Since 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofc.edu/general-edu">http://registrar.cofc.edu/general-edu</a>).</td>
<td></td>
</tr>
<tr>
<td>HIST 210</td>
<td>Special Topics in U.S. History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofc.edu/general-edu">http://registrar.cofc.edu/general-edu</a>).</td>
<td></td>
</tr>
<tr>
<td>HIST 211</td>
<td>American Urban History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofc.edu/general-edu">http://registrar.cofc.edu/general-edu</a>).</td>
<td></td>
</tr>
<tr>
<td>HIST 212</td>
<td>American Labor History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofc.edu/general-edu">http://registrar.cofc.edu/general-edu</a>).</td>
<td></td>
</tr>
<tr>
<td>HIST 213</td>
<td>American Jewish History: Colonial Times to the Present (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofc.edu/general-edu">http://registrar.cofc.edu/general-edu</a>).</td>
<td></td>
</tr>
<tr>
<td>HIST 214</td>
<td>American Ethnic History: 1607 to the Present (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofc.edu/general-edu">http://registrar.cofc.edu/general-edu</a>).</td>
<td></td>
</tr>
<tr>
<td>HIST 215</td>
<td>Native American History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofc.edu/general-edu">http://registrar.cofc.edu/general-edu</a>).</td>
<td></td>
</tr>
<tr>
<td>HIST 216</td>
<td>Africa American History to 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofc.edu/general-edu">http://registrar.cofc.edu/general-edu</a>).</td>
<td></td>
</tr>
<tr>
<td>HIST 217</td>
<td>African American History Since 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofc.edu/general-edu">http://registrar.cofc.edu/general-edu</a>).</td>
<td></td>
</tr>
<tr>
<td>HIST 218</td>
<td>The American West (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofc.edu/general-edu">http://registrar.cofc.edu/general-edu</a>).</td>
<td></td>
</tr>
<tr>
<td>HIST 219</td>
<td>Native Americans in Film (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofc.edu/general-edu">http://registrar.cofc.edu/general-edu</a>).</td>
<td></td>
</tr>
<tr>
<td>HIST 221</td>
<td>Women in the United States (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofc.edu/general-edu">http://registrar.cofc.edu/general-edu</a>).</td>
<td></td>
</tr>
<tr>
<td>HIST 222</td>
<td>History of South Carolina (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofc.edu/general-edu">http://registrar.cofc.edu/general-edu</a>).</td>
<td></td>
</tr>
<tr>
<td>HIST 224</td>
<td>History of the South to 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofc.edu/general-edu">http://registrar.cofc.edu/general-edu</a>).</td>
<td></td>
</tr>
<tr>
<td>HIST 225</td>
<td>History of the South Since 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofc.edu/general-edu">http://registrar.cofc.edu/general-edu</a>).</td>
<td></td>
</tr>
<tr>
<td>HIST 301</td>
<td>Colonial America, 1585-1763 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofc.edu/general-edu">http://registrar.cofc.edu/general-edu</a>).</td>
<td></td>
</tr>
</tbody>
</table>
HIST 302  Era of the American Revolution, 1763-1800 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 304  History of the United States: The Civil War & Reconstruction, 1845-1877 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 307  History of the United States: Cold War America, 1945-Present (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 310  Special Topics in U.S. History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 312  Diplomatic History of the United States Since 1898 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 320  Special Topics in Low Country History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 323  Society and Culture of Early Charleston (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

Select two MATH courses at the 103-level or above totaling at least 6 credit hours:

MATH 103  Contemporary Math with Applications (3) PR: MATH 101 or placement
MATH 104  Elementary Statistics (3) PR: MATH 101 or placement
MATH 105  Calculus for Business and the Social Sciences (3) PR: MATH 101 or placement
MATH 111  Pre-Calculus Mathematics (4) PR: C- or better in MATH 101 or placement
MATH 120  Introductory Calculus (4) PR: C- or better in MATH 111 or placement
MATH 207  Discrete Structures I (3) PR: MATH 105, 111 or 120
MATH 220  Calculus II (4) PR: MATH 120 or HONS 115
MATH 250  Statistical Methods I (3) PR: Either MATH 111, 120 or instructor permission

Note: For higher level MATH courses that can count for this requirement, please consult with the Teacher Education Department.

Select 12 credit hours from the following with a sequence of 8 credit hours in one area. At least 4 of the credit hours must be Biological Science (BIOL) and at least 4 of the credit hours must be Physical Science (ASTR, CHEM, GEOL, PHYS). Labs are required for all.

ASTR 129  Astronomy I (3) PR: None; CO: ASTR 129L
ASTR 129L  Astronomy I Lab (1) CO: ASTR 129
ASTR 130  Astronomy II (3) PR: ASTR 129 and 129 lab; CO: ASTR 130L
ASTR 130L  Astronomy II Lab (1) CO: ASTR 130
BIOL 101  Concepts and Applications in Biology I (4) PR: None; CO: BIOL 101L
BIOL 101L  Concepts and Applications in Biology I Lab (0) CO: BIOL 101
BIOL 102  Concepts and Applications in Biology II (4) PR: BIOL 101 and 101 lab; CO: BIOL 102L
BIOL 102L  Concepts and Applications in Biology II Lab (0) CO: BIOL 102
BIOL 111  Introduction to Cell and Molecular Biology (3) PR: None; CO: BIOL 111L

This form was last updated on 6/6/2013 and replaces all others.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
<th>Prerequisites/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 111L</td>
<td>Introduction to Cell and Molecular Biology Lab</td>
<td>1</td>
<td>CO: BIOL 111</td>
</tr>
<tr>
<td>BIOL 112</td>
<td>Evolution, Form, and Function of Organisms</td>
<td>3</td>
<td>PR: BIOL 111 and 111L; CO:</td>
</tr>
<tr>
<td>BIOL 112L</td>
<td>Evolution, Form, and Function of Organisms Lab</td>
<td>1</td>
<td>CO: BIOL 112</td>
</tr>
<tr>
<td>CHEM 101</td>
<td>General Chemistry</td>
<td>3</td>
<td>PR: None; CO: CHEM 101L</td>
</tr>
<tr>
<td>CHEM 101L</td>
<td>General Chemistry Lab</td>
<td>1</td>
<td>CO: CHEM 101</td>
</tr>
<tr>
<td>CHEM 102</td>
<td>Organic and Biological Chemistry</td>
<td>3</td>
<td>PR: CHEM 101 and 101L; CO:</td>
</tr>
<tr>
<td>CHEM 102L</td>
<td>Organic and Biological Chemistry Lab</td>
<td>1</td>
<td>CO: CHEM 102</td>
</tr>
<tr>
<td>CHEM 111</td>
<td>Principles of Chemistry</td>
<td>3</td>
<td>PR or CO: Unless students exempt MATH 111 (via diagnostic testing) or have completed course as a pre-requisite, they are required to take MATH 111 as a co-requisite. CO: CHEM 111L</td>
</tr>
<tr>
<td>CHEM 111L</td>
<td>Principles of Chemistry Lab</td>
<td>1</td>
<td>CO: CHEM 111</td>
</tr>
<tr>
<td>CHEM 112</td>
<td>Principles of Chemistry</td>
<td>3</td>
<td>PR: CHEM 111 and 111L; CO:</td>
</tr>
<tr>
<td>CHEM 112L</td>
<td>Principles of Chemistry Lab</td>
<td>1</td>
<td>CO: CHEM 112</td>
</tr>
<tr>
<td>GEOL 101</td>
<td>Dynamic Earth</td>
<td>3</td>
<td>PR: None; CO: GEOL 101L</td>
</tr>
<tr>
<td>GEOL 101L</td>
<td>Dynamic Earth Lab</td>
<td>1</td>
<td>CO: GEOL 101</td>
</tr>
<tr>
<td>GEOL 103</td>
<td>Environmental Geology</td>
<td>3</td>
<td>PR: None; CO: GEOL 103L</td>
</tr>
<tr>
<td>GEOL 103L</td>
<td>Environmental Geology Lab</td>
<td>1</td>
<td>CO: GEOL 103</td>
</tr>
<tr>
<td>GEOL 105</td>
<td>Earth History</td>
<td>3</td>
<td>PR: GEOL 101 and 101L or GEOL 103 and 103L; CO: GEOL 105L</td>
</tr>
<tr>
<td>GEOL 105L</td>
<td>Earth History Lab</td>
<td>1</td>
<td>CO: GEOL 105</td>
</tr>
<tr>
<td>PHYS 101</td>
<td>Introductory Physics I</td>
<td>3</td>
<td>PR: None; CO: PHYS 101L</td>
</tr>
<tr>
<td>PHYS 101L</td>
<td>Introductory Physics Lab</td>
<td>1</td>
<td>CO: PHYS 101</td>
</tr>
<tr>
<td>PHYS 102</td>
<td>Introductory Physics II</td>
<td>3</td>
<td>PR: PHYS 101 or PHYS 111 or HONS 157; CO: PHYS 102L</td>
</tr>
<tr>
<td>PHYS 102L</td>
<td>Introductory Physics Lab</td>
<td>1</td>
<td>CO: PHYS 102</td>
</tr>
<tr>
<td>PHYS 111</td>
<td>General Physics I</td>
<td>3</td>
<td>PR or CO: MATH 120 or equivalent or instructor permission; CO: PHYS 111L</td>
</tr>
<tr>
<td>PHYS 111L</td>
<td>General Physics I Lab</td>
<td>1</td>
<td>CO: PHYS 111 or instructor permission</td>
</tr>
<tr>
<td>PHYS 112</td>
<td>General Physics II</td>
<td>3</td>
<td>PR: PHYS 111 and 111L; CO:</td>
</tr>
<tr>
<td>PHYS 112L</td>
<td>General Physics II Lab</td>
<td>1</td>
<td>CO: PHYS 112; PR or CO: MATH 220 or equivalent or instructor permission</td>
</tr>
</tbody>
</table>

Core Certification Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
<th>Prerequisites/Co-requisites</th>
</tr>
</thead>
</table>

Note: *EDFS 201* is prerequisite to all other education courses with a grade of C or better.

Professional Program Semester 1

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
<th>Prerequisites/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFS 303*</td>
<td>Human Growth and Educational Process</td>
<td>3</td>
<td>PR: None</td>
</tr>
</tbody>
</table>

Note: *Candidates who have received credit for PSYC 224 (previously listed as PSYC 311) prior to beginning a teacher education program should not take EDFS 303 (credit will not be awarded).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Hours</th>
<th>Prerequisites/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEE 323</td>
<td>The Development of Mathematical Thinking</td>
<td>3</td>
<td>PR: None</td>
</tr>
<tr>
<td>EDEE 325</td>
<td>Language and Literacy Development</td>
<td>3</td>
<td>PR: None</td>
</tr>
</tbody>
</table>

Course name change: EDEE 325 Foundations of Language and Literacies (REQUIRED course)

This form was last updated on 6/6/2013 and replaces all others.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDFS 326</td>
<td>Integrating Technology Into Teaching (3)</td>
<td>PR: None</td>
</tr>
<tr>
<td>EDEE 327</td>
<td>Learner Development and the Context of Learning (field experience) (3)</td>
<td>PR: None</td>
</tr>
</tbody>
</table>

Professional Program Semester 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEE 366</td>
<td>Teaching Mathematics 2-8 (3)</td>
<td>PR: None</td>
</tr>
<tr>
<td>EDEE 377</td>
<td>Reading/Learning Strategies 2-8 (3)</td>
<td>PR: None</td>
</tr>
</tbody>
</table>

Course name change: EDEE 377 Instructional Strategies for Teaching Reading 2-6

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEE 368</td>
<td>Teaching Science 2-8 (3)</td>
<td>PR: None</td>
</tr>
<tr>
<td>EDEE 373</td>
<td>Teaching Social Studies 2-8 (3)</td>
<td>PR: None</td>
</tr>
<tr>
<td>EDEE 374</td>
<td>Elementary Education: Balancing Students and Curriculum (3)</td>
<td>PR: Admissions into the teacher education program</td>
</tr>
<tr>
<td>EDEE 382</td>
<td>Application of Curriculum &amp; Instruction 2-6 (field experience) (3)</td>
<td>PR: None</td>
</tr>
</tbody>
</table>

Professional Program Semester 3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEE 333</td>
<td>Teaching Writing/Design with Children’s Literature and Multimodal Texts 2-6 (NEW REQUIRED course)</td>
<td></td>
</tr>
<tr>
<td>EDEE 403</td>
<td>Visual and Performing Arts (3)</td>
<td>PR: None</td>
</tr>
<tr>
<td>EDEE 409</td>
<td>Meeting Needs of Diverse Learners (3)</td>
<td>PR: None</td>
</tr>
<tr>
<td>EDEE 370</td>
<td>Teaching Health &amp; Physical Education (3)</td>
<td>PR: None</td>
</tr>
<tr>
<td>EDEE 407</td>
<td>Creating Learning Environments (3)</td>
<td>PR: None</td>
</tr>
<tr>
<td>EDEE 416</td>
<td>Curriculum, Instruction &amp; Assessment 2-6 (field experience) (3)</td>
<td>PR: None</td>
</tr>
</tbody>
</table>

Course name change: EDEE 416 Curriculum, Instruction, and Literacy Assessment 2-6 (field experience)

Professional Program Semester 4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDEE 457*</td>
<td>Elementary Grades Clinical Practice (12)</td>
<td>PR: EDEE 416</td>
</tr>
</tbody>
</table>

E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it.

We are requesting the addition of EDEE 333 Teaching Writing/Design with Children’s Literature and Multimodal Texts 2-6 (new course proposal submitted):

Students will explore children’s print-based, visual, oral and digital texts, and contexts that support literacies learning. Students will draw upon these texts as mentors for teaching writing and designing. A variety of popular and academic genres, formats, and online tools relevant to teaching writing will be included.

This course will focus specifically on the teaching of writing, children’s literature, and multimodal texts. This content is currently addressed briefly in the existing course, EDEE 377 Teaching Reading/Learning Strategies 2-8, which also covers a number of other literacy methods including comprehension, fluency, vocabulary, phonics, etc. The teaching of writing and
children’s literature requires extended study given the implementation of the English Language Arts Common Core State Standards (CCSS) in grades K-12. The CCSS focus on writing and close reading specifically requires teacher education students have extensive preparation in the teaching of writing and children’s literature. Additionally, the International Reading Association, the flagship literacy organization, recommends teacher preparation programs offer 9-12 literacy credits in Elementary programs. Our Elementary program currently only offers 6 credits in literacy preparation. Adding this new course to our program would address the need to increase the literacy coursework of our students to be compatible with national organization recommendations.

Three minor changes are also included:

1. **EDEE 325** will change course title and description to become **EDEE 325 Foundations of Language and Literacies** (change course proposal form submitted). This change in course title and description reflects the a more clearly focused title denoting the plurality of language and literacies development, a clearer overview of the development of stages of oral and print literacy development relevant to certification areas via dedicated sections, and an updated examination of literacies relevant to current literature.

2. **EDEE 377** will change course title and description to become **EDEE 377 Instructional Strategies for Teaching Reading 2-6** (change course proposal form submitted). This change in course title and description reflects a more clearly focused title denoting the centrality of the teaching of reading, critical for teaching certification requirements; clearer focus on the teaching of reading methods and related components, and an updated examination of a contemporary definition of literacy and of teaching reading using print and nonprint text relevant to current literature.

3. **EDEE 416** will change course title and description to become **EDEE 416 Curriculum, Instruction, and Literacy Assessment 2-6** (field experience) (change of course proposal submitted). This change in course title and description reflects a more clearly focused field experience course on implementing literacy instruction and assessment, which is key to understanding pedagogies relevant to assessment and instruction in elementary grades.

These four changes reflect changes in the field of literacy studies, and will bring the Elementary Childhood program into alignment with best practices in literacy education and in response to national literacy organization professional requirements and proposed legislation at the state level for increased literacy coursework and knowledge for teacher education candidates.

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the major or program?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td><strong>Development, Learning, and Motivation</strong>—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.</td>
<td><strong>PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:</strong> Assessment that demonstrates candidates can effectively plan classroom-based instruction. <strong>Praxis II Elementary Education: Practice &amp; Applications</strong> assesses content knowledge as well as pedagogical principles and practices.</td>
</tr>
<tr>
<td><strong>Integrating and applying knowledge for instruction</strong>—Candidates plan and implement instruction based on knowledge of students, learning theory, connections</td>
<td><strong>PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS:</strong> Assessment that demonstrates candidates can effectively plan classroom-based instruction.</td>
</tr>
</tbody>
</table>
Development of critical thinking and problem solving -
Candidates understand and use a variety of teaching strategies to encourage elementary students’ development of critical thinking and problem solving.

EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate effects on student learning. (Candidate Work Sample)

G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a program, please describe the effect on all programs that will be impacted; if you are adding or changing a program, please explain any overlap with existing programs at the College.

The overall program changes will minimally affect other programs and courses. Through adding EDEE 333, Teaching Writing /Design with Children’s Literature and Multimodal Texts, Grades 2-6, EDEE 377 Teaching Reading/Learning Strategies 2-8 (which is being proposed to become EDEE 377 Instructional Strategies for Teaching Reading 2-6) will have more time and space to address reading strategies more deeply including comprehension, fluency, vocabulary, and phonics instruction.

This course will be offered once a year during the 2nd or 3rd semester of students’ program sequence and will increase students’ course enrollment credits from 15 to 18 credits during that semester, which will increase students’ program requirements by 3 credits. The recent designation of EDFS 201 Foundations of Education to a Humanities course, fulfills both 3 Humanities credit hours and 3 elementary education students’ credit hours required to graduate. When taking the EDFS 201 course change into account with the addition of EDEE 331, there is a zero net change in credits required for elementary education majors to graduate.

The changes to EDEE 325 and EDEE 377 will not impact other programs or courses. These changes are in title and description only, and will be taught by the current faculty.

The course title and description change to EDEE 416 will not affect other programs and courses.

H. COSTS ASSOCIATED WITH THE REQUESTED ACTION. List all of the new costs or cost savings (including new faculty/staff requests, library, or equipment) associated with your request.

There are no costs associated with these proposed major changes. Existing faculty can cover these changes in the program.

I. CHECKLIST
☐ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ I have attached a Course Form for each newly-created or modified course.

☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☐ I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. **You must do this before your request can move forward!**
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Meta VanSickle Phone: 953-6357 Email: VanSickleM@cofc.edu

Department or Program: TEDU School: EHHP

Subject Acronym and Course Number: EDEE 378

Catalog Year in which changes will take effect: SPRING, 2015

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

X Add a New Course (complete parts C, D, F, G, H, I, J, K)

☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  ☐ Course Number (you must submit a course deactivation request for the old course number)
  ☐ Course Name
  ☐ Course Description
  ☐ Credit/Contact Hours
  ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)

☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)

☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This new course provides the following:

1) a course devoted to the centrality of the teaching of reading, which is central to teaching certification requirements
2) an examination of a contemporary definition of literacy and of teaching reading using print and nonprint text
3) clear focus on the teaching of reading methods and related components specific to teaching in grades 2-6

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

Over the past 10 years, students in the Elementary Education program and the Middle Grades program have taken EDEE 377 together in a shared section during the second semester of their programs of study. This new course will be dedicated to the work of teaching reading in grades 2-6, reflective of best practice and targeted to the Elementary Education majors’ area of certification. Students in the Middle Grades program will take their own dedicated reading course more applicable to grades 5-8.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: ___ School: ___ Subject Acronym: ___ Course Number: ___

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.): majors only

Cross-listing, if any: none

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ___

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: TEDU School: EHHP Subject Acronym: EDEE Course Number: 378

Credit hours: _3_ lecture _0_ lab _0_ seminar _0_ independent study
Contact hours: _45_ lecture _0_ lab _0_ seminar _0_ independent study

Course title: EDEE 378 Instructional Strategies for Teaching Reading 2-6

Course description (maximum 50 words, exactly as it appears in the catalog):

This course surveys the development of a broadened definition of literacy and instructional strategies using print and nonprint texts for the development of reading using phonics and patterns, fluency, vocabulary, and comprehension.

Restrictions (pre-requisites, co-requisites, majors only, etc.): 325 pre-requisite, majors only

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes □ no
If so, which course? ______ EDEE 377 _______

If equivalent, will the newly-created course replace the existing course? □ yes □ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ______ N/A _______
Note: Cross-listed courses are equivalent.

Is this course repeatable? □ yes □ no If yes, how many total credit hours may the student earn? ___

Is there an activity, lab, or other fee associated with this course? □ yes □ no
What is the fee? $_____
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

This form was last updated on 11/19/13 and replaces all others.
G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no costs associated with this course change proposal.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
</tbody>
</table>
| 1. Make explicit curricular connections between course materials and the teaching of reading in ELA and across the disciplines for elementary grades students; | (a) Readings and curriculum planning writing assignment evaluated by rubric  
(b) Students, informally through observation of discussion and three times formally through quizzes  
(c) 80% of students should make a B or better on the assessments |
| 2. Develop an understanding of the content and teaching of phonics, spelling and vocabulary; | (a) Readings, homework assignments and quizzes  
(b) Students, informally through observation of in-class practice and three times formally through quizzes  
(c) 80% of students should make a B or better on the assessments |
| 3. Design lesson plans and an instructional unit that incorporate methods learned in class and address reading standards. | (a) Readings and lesson plan writing assignments evaluated by rubric  
(b) Students with rubrics three times during semester  
(c) 80% of students should make a B or better on the assessments |

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course aligns with learning outcomes of developing expertise of elementary grades content and pedagogical knowledge. It specifically addresses the development of reading in elementary grades inclusive of comprehension, word study, vocabulary and fluency, which is central to elementary grades certification and teacher education preparation. The content will be new to students. It will be introduced and demonstrated throughout the course. The readings, assignments, and examinations will reinforce students’ learning throughout the course. It will also be reinforced in EDEE 333: Teaching Writing /Design with Children’s Literature and Multimodal Texts 2-6 and in EDEE 416 Curriculum, Instruction, and Literacy Assessment 2-6 (field experience).
I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration?  X yes □ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

Attached.

J. CHECKLIST.

X□ I have completed all relevant parts of the form.

X□ I have attached a cover letter that describes my request and lists all the documents I am submitting.

X □ (For new courses only) I have attached a syllabus.

□ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

□ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

X □ I have submitted one Signature Form that lists all of the different forms I am submitting.
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. **You must do this before your request can move forward!**
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Meta VanSickle       Phone: 953-6357       Email: VanSickleM@cofc.edu

Department or Program: TEDU       School: EHHP

Subject Acronym and Course Number: EDEE 377

Catalog Year in which changes will take effect: SPRING 2015

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

- [ ] Add a New Course (complete parts C, D, F, G, H, I, J, K)
- [ ] Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
  - [ ] Course Number (you must submit a course deactivation request for the old course number)
  - [ ] Course Name
  - [ ] Course Description
  - [ ] Credit/Contact Hours
  - [ ] Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
- [X] Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
- [ ] Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This course will be deactivated and replaced by EDEE 378 that will focus just on elementary grades preservice teachers and will address the following necessary changes:

1) a more clearly focused title denoting the centrality of the teaching of reading, which is central to teaching certification requirements

2) an updated examination of a contemporary definition of literacy and of teaching reading using print and nonprint text

3) clearer focus on the teaching of reading methods and related components specific to teaching in grades 2-6 (rather than 2-8)

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

Over the past 10 years, students in the Elementary Education program and the Middle Grades program have taken this course together in a shared section during the second semester of their programs of study. The proposed change will allow...
this course to be dedicated to the work of teaching reading in grades 2-6, reflective of best practice and targeted to the Elementary Education majors’ area of certification. Students in the Middle Grades program will take their own dedicated reading course more applicable to grades 5-8.

E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: TEDU  School: EHHP  Subject Acronym: EDEE  Course Number: 377

Credit hours: _3_ lecture _0_ lab _0_ seminar _0_ independent study
Contact hours: _45_ lecture _0_ lab _0_ seminar _0_ independent study

Course title: EDEE 377 Reading/Learning Strategies 2-8 (3)

Course description (maximum 50 words, exactly as it appears in the catalog):

This course provides a study of reading, writing and communication in grades 2–8. It emphasizes basic literacy, content area literacy, factors affecting those processes, and principles and skills involved in the development of reading and writing in grades 2–8.

Restrictions (pre-requisites, co-requisites, majors only, etc.): majors only

Cross-listing, if any: none

Is this course repeatable? □ yes  □ no  If yes, how many total credit hours may the student earn? _____

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department:  School:  Subject Acronym:  Course Number:  

Credit hours:  _  lecture  _  lab  _  seminar  _  independent study
Contact hours:  _  lecture  _  lab  _  seminar  _  independent study

Course title:
Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes  □ no
If so, which course? _____________

If equivalent, will the newly-created course replace the existing course? □ yes  □ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ______ ______
Note: Cross-listed courses are equivalent.

Is this course repeatable? □ yes  □ no  If yes, how many total credit hours may the student earn? _____

Is there an activity, lab, or other fee associated with this course? □ yes  □ no  What is the fee? $______
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no costs associated with this course deactivation.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☒ yes ☐ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.
☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

X ☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. **You must do this before your request can move forward!**
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Meta VanSickle  Phone: 953-6357  Email: VanSickleM@cofc.edu

Department or Program: TEDU  School: EHHP

Subject Acronym and Course Number: EDEE 416

Catalog Year in which changes will take effect: FALL 2014

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
☒ Course Number (you must submit a course deactivation request for the old course number)
☒ Course Name
☒ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

This change in course title and description reflects the following:

Students in the elementary program currently take this field experience course in the third semester of their program of study. Although “assessment” is in the current title, the focus has been on pre-service teacher education students assessing their teaching of children living in poverty. In addition to assessing themselves, this change would provide focus for the content of the course to include implementing literacy assessments that would inform instruction with elementary students in classrooms. Training in implementing literacy assessments in the field is an area that national literacy organizations, state legislature, and local districts currently place a significant emphasis.

IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

Currently, this field-based course is taught by various faculty and adjuncts. The emphasis on literacy assessments means that this course will need to be taught by an instructor with the appropriate expertise.

This form was last updated on 11/19/13 and replaces all others.
EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: TEDU   School: EHHP   Subject Acronym: EDEE   Course Number: 416

Credit hours: _3_ lecture _0_ lab _0_ seminar _0_ independent study
Contact hours: _45_ lecture _0_ lab _0_ seminar _0_ independent study

Course title: EDEE 416 Curriculum, Instruction, and Assessment 2-6 (field experience)

Course description (maximum 50 words, exactly as it appears in the catalog):

This course provides candidates an opportunity to teach multiple subjects to diverse elementary aged learners. Candidates also examine the elementary teachers’ role in establishing and maintaining a positive learning environment in the classroom, and they learn to assess their own performance and that of other teachers using the South Carolina teacher evaluation instrument, ADEPT.

Restrictions (pre-requisites, co-requisites, majors only, etc.): majors only

Cross-listing, if any: none

Is this course repeatable? □ yes   X□ no   If yes, how many total credit hours may the student earn? _____

D. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: TEDU   School: EHHP   Subject Acronym: EDEE   Course Number: 416

Credit hours: _3_ lecture _0_ lab _0_ seminar _0_ independent study
Contact hours: _45_ lecture _0_ lab _0_ seminar _0_ independent study

Course title: EDEE 416 Curriculum, Instruction, and Literacy Assessment 2-6 (field experience)

Course description (maximum 50 words, exactly as it appears in the catalog):

Candidates will teach multiple subjects to diverse elementary aged learners. Candidates will learn to administer and analyze literacy assessments to inform successful instruction of diverse learners. Candidates will examine teachers’ roles in establishing and maintaining a positive classroom learning environment, and learn to assess performance using the South Carolina teacher evaluation instrument.

Restrictions (pre-requisites, co-requisites, majors only, etc.): majors only

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes   X□ no
If so, which course? _____________

If equivalent, will the newly-created course replace the existing course? □ yes   □ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): _______ N/A_________
Note: Cross-listed courses are equivalent.
Is this course repeatable? ☐ yes ☐ no If yes, how many total credit hours may the student earn? ____

Is there an activity, lab, or other fee associated with this course? ☐ yes ☐ no What is the fee? $______
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

E. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no costs associated with this course change proposal.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? ☐ yes ☐ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.
J. CHECKLIST.

☐ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
FACULTY CURRICULUM COMMITTEE  
COURSE FORM

Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Meta VanSickle  Phone: 953-6357  Email: VanSickleM@cofc.edu
Department or Program: TEDU  School: School of Education, Health and Human Performance
Subject Acronym and Course Number: EDEE 333
Catalog Year in which changes will take effect: FALL _2014___________

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
   ☐ Course Number (you must submit a course deactivation request for the old course number)
   ☐ Course Name
   ☐ Course Description
   ☐ Credit/Contact Hours
   ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

We are proposing to add a course that focuses specifically on the teaching of writing, children’s literature, and multimodal texts. This content is currently addressed briefly in the existing course, EDEE 377 Reading/Learning Strategies 2-8, which also covers a number of other literacy methods focused on the teaching of reading, including comprehension, fluency, vocabulary, phonics, etc. The teaching of writing and children’s literature requires extended study given the implementation of the English Language Arts Common Core State Standards (CCSS) in grades K-12. The CCSS focus on writing and close reading specifically requires teacher education students have extensive preparation in the teaching of writing and children’s literature. Additionally, the International Reading Association, the flagship literacy organization, recommends teacher preparation programs offer 9-12 literacy credits in Elementary programs. Our Elementary program currently only offers 6 credits in literacy preparation. Adding this new course to our program would address the need to increase the literacy coursework of our students to be compatible with national organization recommendations.

IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.
Through adding this writing course, EDEE 377, Reading/Learning Strategies 2-8 (which is being proposed to become EDEE 377 Instructional Strategies for Teaching Reading 2-6) will have more time and space to address reading strategies more deeply—including comprehension, fluency, vocabulary, and phonics instruction.

This course will be offered during the 3rd semester of students’ program sequence and will increase students’ course enrollment credits from 15 to 18 credits during this semester. This would add an additional 3 credits to students’ programs. Although the program credits appear to increase, the recent designation of an elementary education required course, EDFS 201 Foundations of Education, as a Humanities course, fulfills 3 additional Humanities credits which resulted in a 3 credit decrease to elementary education students’ credits required to graduate. When taking the EDFS 201 course change into account with the addition of EDEE 331, there is a zero net change in credits required to graduate.

D. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: School: Subject Acronym: Course Number:

Credit hours: __ lecture __ lab __ seminar __ independent study
Contact hours: __ lecture __ lab __ seminar __ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any:

Is this course repeatable? □ yes □ no   If yes, how many total credit hours may the student earn? _____

E. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: TEDU School: SOEHHP Subject Acronym: EDEE Course Number: EDEE 333

Credit hours: 3__ lecture _0_ lab _0_ seminar _0_ independent study
Contact hours: _45_ lecture _0_ lab _0_ seminar _0_ independent study

Course title: Teaching Writing /Design with Children’s Literature and Multimodal Texts 2-6

Course description (maximum 50 words, exactly as it appears in the catalog):

Students will explore children’s print-based, visual, oral and digital texts, and contexts that support literacies learning. Students will draw upon these texts as mentors for teaching writing and designing. A variety of popular and academic genres, formats, and online tools relevant to teaching writing will be included.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes X□ no
If so, which course? _____________

If equivalent, will the newly-created course replace the existing course? □ yes □ no  
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): ________________
Note: Cross-listed courses are equivalent.

Is this course repeatable? □ yes X□ no  If yes, how many total credit hours may the student earn? _____

Is there an activity, lab, or other fee associated with this course? □ yes □ no  What is the fee? $______
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

**F. COSTS.** List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

No costs incurred. Existing faculty will teach the course.

**G. STUDENT LEARNING OUTCOMES AND ASSESSMENT.**

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>a. How will each outcome be measured? b. Who will be assessed, when, and how often? c. How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will become familiar with a variety of children’s literature.</td>
<td><em>Children’s Literature Digital Story Anthology</em></td>
</tr>
<tr>
<td></td>
<td>a. Students will select and read a variety of children’s literature and construct a digital annotated bibliography of children’s literature using digital storytelling software or app (e.g. PhotoStory, VoiceThread, Animoto, iMovie, StoryRobe, etc.).</td>
</tr>
<tr>
<td></td>
<td>b. Students will be assessed using a rubric.</td>
</tr>
<tr>
<td></td>
<td>c. 80% of students should receive a B or better.</td>
</tr>
<tr>
<td>2. Students will learn to use a variety of digital tools that can be used in instruction with middle grades literacy learners.</td>
<td><em>Visual and Digital Tools Review Chart</em></td>
</tr>
<tr>
<td></td>
<td>a. Students will explore and evaluate a variety of iPad apps, web sites, and online tools on a chart that grows throughout the semester.</td>
</tr>
<tr>
<td></td>
<td>b. Students will be assessed using a rubric.</td>
</tr>
<tr>
<td></td>
<td>c. 80% of students should receive a B or better.</td>
</tr>
<tr>
<td>3. Engage in writing process from topic selection through publication.</td>
<td><em>Writing/Design Project and Partnership</em></td>
</tr>
<tr>
<td></td>
<td>a. Students will take part in digital writing workshop where you will go through writing/design process</td>
</tr>
</tbody>
</table>
4. Students will make explicit curricular and instructional connections between course material and their literacies teaching.

**Attendance, Preparedness and Participation**

- **a.** Literacy and teaching are social processes. Students will be expected to come to each class prepared (having read, viewed, listened to and reflected upon assigned texts and completed designated assignments) and actively participate in class through sharing reflections and responding to and building upon classmates’ ideas.

- **b.** Students will be assessed and receive a point every class period.

- **c.** Students who are present and prepared will receive 100%. Students who are present but not prepared or arrive to class late will receive 50%. Students who are not present will receive 0%.

**Quizzes**

- **a.** Quizzes will cover content learned over the course. All quizzes are content-based (from readings, videos, podcasts, in-class discussions, handouts, etc.). They require that students recall, synthesize and apply research, theory, and practice of concept, information and terminology addressed in EDEE 333.

- **b.** Four quizzes will be given during the semester.

- **c.** 80% of students will be expected to receive a B or better on each quiz.

**Writing/Design Unit of Study**

- **a.** Students will map out a unit of study for teaching and assessing writing/design across a three-week
b. Students will be assessed and receive a point every class period.

c. Students who are present and prepared will receive 100%. Students who are present but not prepared or arrive to class late will receive 50%. Students who are not present will receive 0%.

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course will be offered as part of a comprehensive literacy coursework preparation course set for teaching literacies in elementary grades. This course aligns with learning outcomes of developing expertise of elementary grades content and pedagogical knowledge. It specifically addresses the areas of writing/designing and reading literature and multimodal texts. The content will be new to students. It will be introduced and demonstrated throughout the course. The readings, assignments and projects will reinforce students’ learning throughout the course. This course will complement EDEE 377, Instructional Strategies for Teaching Reading 2-6 that is being proposed as a course/title change to replace EDEE 377 Reading/Learning Strategies 2-8.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? X yes □ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

This proposed program change will be added to the degree advising sheet. A change major form has been submitted with this proposal.

J. CHECKLIST.

□ I have completed all relevant parts of the form.

□ I have attached a cover letter that describes my request and lists all the documents I am submitting.

□ (For new courses only) I have attached a syllabus.

□ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

□ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.
X [ ] I have submitted one Signature Form that lists all of the different forms I am submitting.
Sample Syllabus for EDEE 333

Teaching Writing /Design with Children’s Literature and Multimodal Texts 2-6

Course description:
Students will explore children’s print-based, visual, oral and digital texts and contexts that support literacies learning. Students will draw upon these texts as mentors for teaching writing and designing. A variety of popular and academic genre, formats and online tools relevant to teaching writing will be included.

Course Objectives:

Students will:

- Become familiar with a variety of children’s literature.
- Learn to use a variety of digital tools that can be used in instruction with elementary-aged literacy learners.
- Engage in writing process from topic selection through publication.
- Make explicit curricular and instructional connections between course material and their teaching of writing/designing.

Sample Texts

The No-Nonsense Guide to Teaching Writing by Judy Davis and Sharon Hill

Relevant literacy education organizations such as the International Reading Association, National Council of Teachers of English and American Association of School Librarians websites and FB pages

Digital composing tools and apps such as Animoto, Photostory, iMovie, Blogspot, Storyrobe, etc.


The Reading and Writing Project CCSS Units of Study

Variety of children’s literature from different genre and cultural contexts:

Picture book authors:
Eve Bunting
Angela Johnson
Patricia Polacco
Cynthia Rylant

Book Series:
The Diary of a Wimpy Kid by Jeff Kinney
The Name of this Book is Secret by Pseudonymous Bosch
Captain Underpants by Dave Pilkey
The Lightning Thief by Rick Riordan

Chapter book authors:
Wendy Mass
Lauren Child

Articles from journals such as the *Reading Teacher*

**Sample Assignments to meet Standards**

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Children’s Literature Digital Story Anthology (15%)</strong></td>
<td></td>
</tr>
<tr>
<td>Students will select and read a variety of children’s literature and construct a digital annotated bibliography of children’s literature using digital storytelling software or app (e.g. PhotoStory, VoiceThread, Animoto, iMovie, StoryRobe, etc.).</td>
<td></td>
</tr>
<tr>
<td><strong>Visual and Digital Tools Review Chart (15%)</strong></td>
<td></td>
</tr>
<tr>
<td>Students will explore and evaluate a variety of iPad apps, web sites, and online tools on a chart that grows throughout the semester.</td>
<td></td>
</tr>
<tr>
<td><strong>Weekly Attendance, Preparedness and Participation (15%)</strong></td>
<td></td>
</tr>
<tr>
<td>Literacy and teaching are a social process. Students will be expected to come to each class prepared (having read, viewed, listened to and reflected upon assigned texts and completed designated assignments) and actively participate in class through sharing reflections and responding to and building upon classmates’ ideas. Participation in a face-to-face bi-weekly book club to discuss children’s literature relevant to elementary grades literacy learners will be included in this grade.</td>
<td></td>
</tr>
<tr>
<td><strong>Quizzes (20%)</strong></td>
<td></td>
</tr>
<tr>
<td>Four quizzes (each worth 5%) will cover content learned over the course. All quizzes are content-based (from readings, videos, podcasts, in-class discussions, handouts, etc.). They require that you recall, synthesize and apply research, theory, and practice of concept, information and terminology addressed in EDEE 333. Neither study guides nor make-up quizzes will be given. See course calendar for specific quiz dates.</td>
<td></td>
</tr>
<tr>
<td><strong>Writing/Design Project and Partnership (15%)</strong></td>
<td></td>
</tr>
<tr>
<td>Students will take part in digital writing workshop where they go through writing/design process including choosing topics, exploring the genre required in the Common Core State Standards, selecting mentor texts of CCSS genre, and publishing their writing/design projects. Throughout the process students will share their work with a writing partner who will provide feedback similar to writing partnerships in elementary grades.</td>
<td></td>
</tr>
<tr>
<td><strong>Writing/Design Unit of Study (15%)</strong></td>
<td></td>
</tr>
<tr>
<td>Students will map out a unit of study for teaching and assessing writing/design across a three-week period.</td>
<td></td>
</tr>
</tbody>
</table>
FACULTY CURRICULUM COMMITTEE
CHANGE/DELETE PROGRAM FORM

Instructions:
- Please fill out all of the portions of the form that are specified in section B. **You must do this before your request can move forward!**
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website.
- Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Meta VanSickle  Phone: 953-6357  Email: VanSickleM@cofc.edu

Department or Program: TEDU  School: EHHP

Name and Acronym of Major: Middle Grades (currently EDEE, but new courses added will be EDMG)

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.

- X Change Request (fill out all sections)
  - Add an existing course to requirements or electives
  - Add a new course to requirements or electives (attach completed course form for each)
  - X Delete courses from requirements or electives
  - □ Add or modify concentration*
  - □ Add or modify cognate*

  *Note: Only concentrations and cognates requiring 18 or more credit hours will be tracked in Banner and Degree Works and noted on the transcript.

- □ Terminate Program (fill out E, G, H, and I)
  - □ Terminate degree
  - □ Terminate major
  - □ Terminate concentration
  - □ Terminate cognate

C. GENERAL INFORMATION

Number of Current Credit Hours (for existing program): ______99+______
Number of Proposed Credit Hours (for changed program): _____99+_______
Catalog Year in which changes will take effect: FALL __2014________

D. CURRICULUM. Please list every change you are making below AND attach the current Program of Study Worksheet for this major (http://registrar.cofc.edu/program-of-study-worksheets/index.php) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, co-requisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus.

This form was last updated on 6/6/2013 and replaces all others.  
Page 1 of 8
The Middle Grades program proposal includes 4 changes to the program: one course additions, one course deletion, and one course title and description change. These are noted below and outlined in red in the Major Program of Study below.

1. **EDMG 401 Adolescent/Disciplinary Literacies** (new course proposal submitted)

   This course examines instructional strategies for discipline specific development of vocabulary and comprehension. Topics include literacy organizational models, content area strategies, and teaching using print and nonprint text.

2. **EDEE 377** will be removed from the Middle Grades program of study.

3. **EDEE 325** will change course title and description to become **EDEE 325 Foundations of Language and Literacies** (change course proposal form submitted)

   This course explores the development of oral and writing language, including stages of speaking and listening, spelling, writing, and reading. Attention to factors such as family, community, and dialect upon language development will also be investigated.

Middle Grades Program of Study Worksheet for the major:

**Required Courses:**

- **COMM 104** Public Speaking (3) PR: None
- **COMM 211** Oral Interpretation (3) PR: None
- **ANTH 101** Introduction to Anthropology (3) PR: None
- **PSYC 103** Introduction to Psychological Science (3) PR: None
- **OR**
- **SOCY 101** Introduction to Sociology (3) PR: None

Select two courses from the following:

- **ARTH 101** History of Art: Prehistoric Through Medieval (3) PR: None
- **ARTH 102** History of Art: Renaissance Through Modern (3) PR: None
- **MUSC 131** Music Appreciation (3) PR: None
- **THTR 176** Introduction to Theatre (3) PR: None

Select one course from the following:

- **ENGL 216** Introduction to African American Literature (3) PR: ENGL 110 or equivalent
- **ENGL 313** African American Literature (3) PR: ENGL 110 or equivalent
- **HIST 201** United States to 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
- **HIST 202** United States Since 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
- **HIST 210** Special Topics in U.S. History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
HIST 211  American Urban History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 212  American Labor History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 213  American Jewish History: Colonial Times to the Present (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 214  American Ethnic History: 1607 to the Present (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 215  Native American History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 216  Africa American History to 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 217  African American History Since 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 218  The American West (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 219  Native Americans in Film (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 221  Women in the United States (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 222  History of South Carolina (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 224  History of the South to 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 225  History of the South Since 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 301  Colonial America, 1585-1763 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 302  Era of the American Revolution, 1763-1800 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 304  History of the United States: The Civil War & Reconstruction, 1845-1877 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 307  History of the United States: Cold War America, 1945-Present (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 310  Special Topics in U.S. History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 312  Diplomatic History of the United States Since 1898 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).

HIST 320  Special Topics in Low Country History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).
HIST 323  Society and Culture of Early Charleston (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/gen).

Select two MATH courses at the 103-level or above totaling at least 6 credit hours:

MATH 103  Contemporary Math with Applications (3) PR: MATH 101 or placement
MATH 104  Elementary Statistics (3) PR: MATH 101 or placement
MATH 105  Calculus for Business and the Social Sciences (3) PR: MATH 101 or placement
MATH 111  Pre-Calculus Mathematics (4) PR: C- or better in MATH 101 or placement
MATH 120  Introductory Calculus (4) PR: C- or better in MATH 111 or placement
MATH 207  Discrete Structures I (3) PR: MATH 105, 111 or 120
MATH 220  Calculus II (4) PR: MATH 120 or HONS 115
MATH 250  Statistical Methods I (3) PR: Either MATH 111, 120 or instructor permission

Note: For higher level MATH courses that can count for this requirement, please consult with the Teacher Education Department.

Select 12 credit hours from the following with a sequence of 8 credit hours in one area. At least 4 of the credit hours must be Biological Science (BIOL) and at least 4 of the credit hours must be Physical Science (ASTR, CHEM, GEOL, PHYS). Labs are required for all.

ASTR 129  Astronomy I (3) PR: None; CO: ASTR 129L
ASTR 129L Astronomy I Lab (1) CO: ASTR 129
ASTR 130  Astronomy II (3) PR: ASTR 129 and 129 lab; CO: ASTR 130L
ASTR 130L Astronomy II Lab (1) CO: ASTR 130
BIOL 101  Concepts and Applications in Biology I (4) PR: None; CO: BIOL 101L
BIOL 101L Concepts and Applications in Biology I Lab (0) CO: BIOL 101
BIOL 102  Concepts and Applications in Biology II (4) PR: BIOL 101 and 101 lab; CO: BIOL 102L
BIOL 102L Concepts and Applications in Biology II Lab (0) CO: BIOL 102
BIOL 111  Introduction to Cell and Molecular Biology (3) PR: None; CO: BIOL 111L
BIOL 111L Introduction to Cell and Molecular Biology Lab (1) CO: BIOL 111
BIOL 112  Evolution, Form, and Function of Organisms (3) PR: BIOL 111 and 111L; CO: BIOL 112L
BIOL 112L Evolution, Form, and Function of Organisms Lab (1) CO: BIOL 112
CHEM 101  General Chemistry (3) PR: None; CO: CHEM 101L
CHEM 101L General Chemistry Lab (1) CO: CHEM 101
CHEM 102  Organic and Biological Chemistry (3) PR: CHEM 101 and 101L; CO: CHEM 102L
CHEM 102L Organic and Biological Chemistry Lab (1) CO: CHEM 102
CHEM 111  Principles of Chemistry (3) PR or CO: Unless students exempt MATH 111 (via diagnostic testing) or have completed an appropriate science course as a pre-requisite, they are required to take MATH 111 as a co-requisite. CO: CHEM 111L
CHEM 111L Principles of Chemistry Lab (1) CO: CHEM 111
CHEM 112  Principles of Chemistry (3) PR: CHEM 111 and 111L; CO: CHEM 112L
CHEM 112L Principles of Chemistry Lab (1) CO: CHEM 112
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Prerequisites/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 101</td>
<td>Dynamic Earth (3)</td>
<td>PR: None; CO: GEOL 101L</td>
</tr>
<tr>
<td>GEOL 101L</td>
<td>Dynamic Earth Lab (1)</td>
<td>CO: GEOL 101</td>
</tr>
<tr>
<td>GEOL 103</td>
<td>Environmental Geology (3)</td>
<td>PR: None; CO: GEOL 103L</td>
</tr>
<tr>
<td>GEOL 103L</td>
<td>Environmental Geology Lab (1)</td>
<td>CO: GEOL 103</td>
</tr>
<tr>
<td>GEOL 105</td>
<td>Earth History (3)</td>
<td>PR: GEOL 101 and 101L or GEOL 103 and 103L; CO: GEOL 105L</td>
</tr>
<tr>
<td>GEOL 105L</td>
<td>Earth History Lab (1)</td>
<td>CO: GEOL 105</td>
</tr>
<tr>
<td>PHYS 101</td>
<td>Introductory Physics I (3)</td>
<td>PR: None; CO: PHYS 101L</td>
</tr>
<tr>
<td>PHYS 101L</td>
<td>Introductory Physics Lab (1)</td>
<td>CO: PHYS 101</td>
</tr>
<tr>
<td>PHYS 102</td>
<td>Introductory Physics II (3)</td>
<td>PR: PHYS 101 or PHYS 111 or HONS 157; CO: PHYS 102L</td>
</tr>
<tr>
<td>PHYS 102L</td>
<td>Introductory Physics Lab (1)</td>
<td>CO: PHYS 102</td>
</tr>
<tr>
<td>PHYS 111</td>
<td>General Physics I (3)</td>
<td>PR or CO: MATH 120 or equivalent or instructor permission; CO: PHYS 111L</td>
</tr>
<tr>
<td>PHYS 111L</td>
<td>General Physics I Lab (1)</td>
<td>CO: PHYS 111 or instructor permission</td>
</tr>
<tr>
<td>PHYS 112</td>
<td>General Physics II (3)</td>
<td>PR: PHYS 111 and 111L; CO: PHYS 112L; PR or CO: MATH 220 or equivalent or instructor permission</td>
</tr>
<tr>
<td>PHYS 112L</td>
<td>General Physics II Lab (1)</td>
<td>CO: PHYS 112L or instructor permission</td>
</tr>
</tbody>
</table>

Core Certification Course

**EDFS 201** * Foundations of Education (3) PR: Sophomore standing.

Note: *EDFS 201 is prerequisite to all other education courses with a grade of C or better.

Professional Program Semester 1

**EDFS 303** * Human Growth and Educational Process (3) PR: None
**EDEE 323** The Development of Mathematical Thinking (3) PR: None
**EDEE 325** Language and Literacy Development (3) PR: None

**EDFS 325** Foundations of Language and Literacies (reflects name and description change)
**EDFS 326** Integrating Technology Into Teaching (3) PR: None
**EDEE 327** Learner Development and the Context of Learning (field experience) (3) PR: None

Professional Program Semester 2 (select two areas of concentration in a content area in consultation with your faculty advisor)*

**EDEE 366** Teaching Mathematics 2-8* (3) PR: None
**EDEE 368** Teaching Science 2-8* (3) PR: None
**EDEE 373** Teaching Social Studies 2-8* (3) PR: None
**EDEE 377** Reading/Learning Strategies 2-8* (3) PR: None (Removed from program of study)
**EDMG 401** Adolescent/Disciplinary Literacies 5-8 (3) PR: None (REPLACES EDEE 377)
**EDEE 384** Application of Curriculum & Instruction 5-8 (field experience) (3) PR: None
**EDEE 515** Middle School Organization and Curriculum (3) PR: EDEE 327

Note: *Students must consult with their faculty advisor regarding the planning and selection of their two areas of concentration in a content area (science, English Language Arts, math or social sciences)

Professional Program Semester 3

**EDEE 409** Meeting Needs of Diverse Learners (3) PR: None
**EDEE 407** Creating Learning Environments (3) PR: None
**EDEE 417** Curriculum, Instruction & Assessment, 5-8 (field experience) (3) PR: None
E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it.

We are requesting the removal of EDEE 377, Reading/Learning Strategies 2-8 from the program. This course will be replaced with EDMG 401, Adolescent/Disciplinary Literacies 5-8.

We are requesting the addition of EDMG 401, which will replace EDEE 377:

This course aligns with learning outcomes of developing expertise of middle grades content and pedagogical knowledge. It specifically addresses the development of disciplinary and content area literacies in teaching middle grades, which is central to middle grades certification and teacher education preparation. The content will be new to students. It will be introduced and demonstrated throughout the course. The readings, assignments, and examinations will reinforce students’ learning throughout the course.

The changes of title and description of EDEE 325 to become EDEE 325 Foundations of Language and Literacies reflects the a more clearly focused title denoting the plurality of language and literacies development, a clearer overview of the development of stages of oral and print literacy development, and an updated examination of literacies relevant to current literature (change course proposal form submitted).

These three changes reflect changes in the field of literacy studies, and will bring the Middle Grades program into alignment with best practices in literacy education and in response to proposal legislation at the state level for increased literacy knowledge for teacher education candidates.

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the major or program?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>Middle Grades Teacher Education Candidates are able to write and teach an effective unit of content in a middle school classroom.</td>
<td>During the clinical internship, candidates must create a Unit Plan based upon the content area of their placement and certification area. The criteria for this Unit Plan include concepts, alignment to standards, teaching strategies, development of thinking, and organization of activities. The assessment is done continuously each semester for each cohort and completed at the beginning of the semester. Students are rated on an overall rubric with a scale ranging from 1-3 with 1 being unacceptable, 2 being target, and 3 being exemplary.</td>
</tr>
</tbody>
</table>
Middle Grades Teacher Education Candidates are able to write a philosophy paper. The criteria for the paper include including how the concept of a middle school from the literature and practice and how adolescents develop from the literature and practice influence the candidates' philosophy towards middle level education.

Middle Grades Teacher Education Candidates are able to create a school organization project. Candidates develop their own middle school based upon their knowledge of middle grades education, curriculum, assessment, family, and students. The Middle Level School Organization Project is the culmination of the course on Middle School Organization and Curriculum. The criteria for the project include organizational components, curriculum, instruction, exceptional learners, and family and community involvement. The following is the rubric by which the candidates are assessed.

Middle Grades Teacher Education Candidates are able to explain the effects of teaching on student learning. During the clinical internship, candidates are to teach a section of their long range plan, if possible, and collect pre- and post-test content data from the students they teach. Analysis of the data should be completed with a paper reflecting on the ability of the candidate to re-teach and learn from the implementation of the lesson plans. During clinical practice, this activity, reflection, and paper are assessed using a Candidate Work Sample directions and rubric. There are 9 criteria that the candidates must complete for the adolescent-specific Candidate Work Sample including: unit overview description, contextual factors, objectives and correlated standards, pre and post assessments, data analysis, activities, strategies, materials and resources, analysis of student learning, reflection and self-assessment and literacy.

<table>
<thead>
<tr>
<th>Additional Outcomes or Comments:</th>
</tr>
</thead>
</table>

G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a program, please describe the effect on all programs that will be impacted; if you are adding or changing a program, please explain any overlap with existing programs at the College.

The overall program changes will minimally affect other programs and courses.

EDMG 401 will replace EDEE 377, which Middle Grades students currently take with Elementary Grades students. This means that fewer students will be enrolled in EDEE 377 because of the required change. The Elementary Education program is in support of this change, as it will allow both courses to more closely align with content needed for students’ areas of teacher preparation and certification. EDMG 401 will be offered once a year.
H. COSTS ASSOCIATED WITH THE REQUESTED ACTION. List all of the new costs or cost savings (including new faculty/staff requests, library, or equipment) associated with your request.

There are no costs associated with these proposed major changes. Existing faculty can cover these changes in the program.

I. CHECKLIST

☐ I have completed all relevant parts of the form.

☐ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ I have attached a Course Form for each newly-created or modified course.

☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☐ I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog.

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
• Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
• Fill out the parts of the form specified in part B. You must do this before your request can move forward!
• Remember that your changes will not be implemented until the next catalog year at the earliest.
• If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

A. CONTACT/COURSE INFORMATION.

Name: Meta VanSickle   Phone: 953-6357   Email: VanSickleM@cofc.edu

Department or Program: TEDU   School: EHHP

Subject Acronym and Course Number: EDMG 401

Catalog Year in which changes will take effect: FALL 2014

B. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

☐ Add a New Course (complete parts C, D, F, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

C. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

The addition of this course to the Middle Grades program addresses the need for literacy instruction applicable to middle grades education majors. With the national move to Common Core State Standards, the focus in literacy education for Middle Grades is on the development of disciplinary literacy knowledge and instruction. The addition of this course gives Middle Grades students a specific and focused course that addresses knowledge, skills, and pedagogy needed to be successful with teaching disciplinary literacies to adolescent students in grades 5-8. This course will provide all Middle Grades students, regardless of their area of concentration, the pedagogical knowledge to teach each discipline (math, science, ELA, and social studies) with such a focus. Thus, Middle Grades students will replace EDEE 377 Teaching Reading/Instructional Strategies 2-8 with this new course, and all Middle Grades majors will take it. (EDEE 377 will remain a course taken by Elementary Education majors.)

D. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap.

This course does not impact the Middle Grades program as this course will replace the prior course EDEE 377, which Middle Grades students take now with Elementary Grades students. It will be offered once a year during students’ 2nd or 3rd grade semester.
This course addition affects the Elementary Education program positively, as EDEE 377 will no longer need to cover middle school content. As such, EDEE 377 will become a dedicated course for Elementary Education majors so they can more closely attend to reading processes development for grades 2-6.

E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: School: Subject Acronym: Course Number:

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title:

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Cross-listing, if any: none

Is this course repeatable? ☐ yes ☒ no If yes, how many total credit hours may the student earn? _____

F. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: TEDU School: EHHP Subject Acronym: EDMG Course Number: 401

Credit hours: ___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___ lecture ___ lab ___ seminar ___ independent study

Course title: EDMG 401 Adolescent/Disciplinary Literacies

Course description (maximum 50 words, exactly as it appears in the catalog):

This course examines instructional strategies for discipline specific development of vocabulary and comprehension. Topics include literacy organizational models, content area strategies, and teaching using print and nonprint text.

Restrictions (pre-requisites, co-requisites, majors only, etc.): majors only

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☒ yes ☐ no
If so, which course? ___EDEE 377___________

If equivalent, will the newly-created course replace the existing course? ☐ yes ☒ no
Note: If yes, you must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department): No
Note: Cross-listed courses are equivalent.

Is this course repeatable? ☐ yes ☒ no If yes, how many total credit hours may the student earn? _____
Is there an activity, lab, or other fee associated with this course? □ yes  □ no  What is the fee? $______
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

There are no costs associated with this new course proposal. Existing faculty can teach this course.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>(a) How will each outcome be measured? (b) Who will be assessed, when, and how often? (c) How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>Differentiate between content area literacies teaching and disciplinary literacies teaching</td>
<td>(a) Readings and in-class writing assignments (b) Students, informally through observation and discussion and twice formally through examination (c) 80% of students should make a C or better on the assessments</td>
</tr>
<tr>
<td>Synthesize current research about content area literacies and disciplinary literacies</td>
<td>(a) Readings and written response papers (b) Students, informally through observation and discussion and formally through response paper rubric (c) 80% of students should make “meets expectations” or “exceeds expectations” on paper rubric</td>
</tr>
<tr>
<td>Explore disciplinary literacies practices in major disciplines- Science, Social Studies, Math, Arts, etc.</td>
<td>(a) Readings, video analyses (b) Students, informally through observation and discussion and twice formally on midterm and final examination (c) 70% of students should make a C or better on the midterm and 80% of students should make a B or better on the final assessment</td>
</tr>
<tr>
<td>Develop instruction for disciplinary literacies teaching relevant to individuals’ teaching contexts and current standards</td>
<td>(a) Readings and lesson planning (b) Students, twice assessed on literacy lesson plans throughout the semester with written feedback for lesson development (c) 80% of students should make “meets expectations” or “exceeds expectations” on lesson plan rubric</td>
</tr>
<tr>
<td>Gather and become familiar with a diversity of print and non-print texts that support disciplinary literacies teaching</td>
<td>(a) Readings and long-term out-of-class project (b) Students, informally through observation and discussion</td>
</tr>
</tbody>
</table>
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course aligns with learning outcomes of developing expertise of middle grades content and pedagogical knowledge. It specifically addresses the development of disciplinary and content area literacies in teaching middle grades, which is central to middle grades certification and teacher education preparation. The content will be new to students. It will be introduced and demonstrated throughout the course. The readings, assignments, and examinations will reinforce students’ learning throughout the course. It will also be reinforced in EDMG 335: Teaching Writing/Design with Adolescent Literature and Multimodal Texts 5-8 and in EDEE 417: Disciplinary Literacy Assessment and Application 5-8 (field experience).

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? [ ] yes [ ] no

This proposed program change will be added to the degree advising sheet, replacing EDEE 377 for middle grades majors. EDEE 377 will remain as a course for elementary majors. A change major form has been submitted with this proposal.

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

J. CHECKLIST.

[ ] I have completed all relevant parts of the form.

[ ] I have attached a cover letter that describes my request and lists all the documents I am submitting.

[ ] (For new courses only) I have attached a syllabus.

[ ] (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

[ ] (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

[ ] I have submitted one Signature Form that lists all of the different forms I am submitting.

This form was last updated on 11/19/13 and replaces all others.
**Sample Syllabus for EDMG 401**  
Adolescent/Disciplinary Literacies 5-8

**Course description:** This course examines instructional strategies for discipline specific development of vocabulary and comprehension. Topics include literacy organizational models, content area strategies, and teaching using print and nonprint text.

**Course Objectives:**
Students will:
- Differentiate between content area literacies teaching and disciplinary literacies teaching
- Synthesize current research about content area literacies and disciplinary literacies
- Explore disciplinary literacies practices in major disciplines- Science, Social Studies, Math, Arts, etc.
- Develop instruction for disciplinary literacies teaching relevant to individuals’ teaching contexts and current standards
- Gather and become familiar with a diversity of print and non-print texts that support disciplinary literacies teaching
- Develop strategies for teaching across the content areas

**Sample Texts**


**Sample Assignments to meet Standards**

Disciplinary Literacies Digital Story Project:  
Make a digital story demonstrating what it means to engage as a scientist, mathematician, historian, geographer, economist, or politician. Share examples of texts and tools that you could use in disciplinary teaching relevant to the grade level you teach.
Critical Textbook Analysis (15%):
Analyze a disciplinary textbook that you use in your teaching to determine reading level, perspectives shared, strengths and weaknesses and areas that you believe need supplemental texts support. A rubric will be used to evaluate analysis.

Reading Response Text Club (15%):
Participate in weekly online discussion with small group from course responding to course readings.

Common Core State Standards Curriculum Project (15%):
Develop a unit of study that explicitly addresses teaching of the CCSS that you can use in your disciplinary teaching. Incorporating course content, develop a specific 2-4 week unit of study including strategies/tools and relevant text sets. A rubric will be used to evaluate project.

Attendance, Preparedness and Participation (15%):
Literacy and teaching are a social process. You will be expected to come to each class prepared (having read and reflected upon assigned readings and completed designated assignments) and actively participate in class through sharing your reflections and responding to and building upon your classmates’ ideas.

Tests (40%):
A midterm and a final provide you with an opportunity to demonstrate your content knowledge in an application/scenario-based assessment.