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.

- biol-bs-edbl Change of Program
- chem-ba-edch Change of Program
- engl-ba-eden Change of Program
- hist-ba-eds Change of Program
- math-bs-edmt Change of Program
- phys-ba-edph Change of Program
- poli-ba-edps Change of Program
- socy-bs-edsc-2015 Change of Program

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:
   
   [Signature]
   
   Date: 10/20/15

2. Signature of Academic Dean:
   
   [Signature]
   
   Date: 10/20/15

3. Signature of Provost:
   
   [Signature]
   
   Date: 11/20/15

4. Signature of Business Affairs (only for course fees):
   
   [Signature]
   
   Date: ____________

   □ fee approved on ____________

   □ BOT approval pending

5. Signature of Curriculum Committee Chair:
   
   [Signature]
   
   Date: 11-20-15

6. Signature of Budget Committee Chair (only for new programs):
   
   [Signature]
   
   Date: ____________

7. Signature of Academic Planning Committee Chair (only for new programs):
   
   [Signature]
   
   Date: ____________

10-22-15 01:48 RCD
8. Signature of Faculty Senate Secretary:

__________________________________ Date: ______________

Date Approved by Faculty Senate: ______________
Memorandum

From: Dr. Bob Perkins, Interim Chair
Date: October 7, 2015
Re: Secondary Cognate Program Changes

The Secondary Program is submitting the attached changes for the secondary cognate in English, Math, Science (Biology, Chemistry and Physics) and Social Studies (History, Political Science and Sociology). For all programs, there are two changes being proposed.

1. Because the South Carolina legislature and the SC Department of Education are requiring all secondary initial certification programs (which our College of Charleston secondary cognate falls under) to have two 3 credit literacy courses, we are adding TEDU 325 to our existing EDFS 455 to make up the two courses. TEDU 325 is currently at the Academic Affairs level of curriculum review and for the purpose of this proposal attached to the Middle Grades Change of Program proposal. It is assumed the course will be an existing course by the time this reaches the Senate.

2. Secondary education students must take a technology class and currently use EDFS 326 to satisfy this requirement. This proposal would add TEDU 436 as an option to satisfy the technology requirement. TEDU 436 is currently at the Academic Affairs level of curriculum review and for the purpose of this proposal attached to the Middle Grades Change of Program proposal. It is assumed the course will be an existing course by the time this reaches the Senate.

Documents associated with these changes are:
- biol-bs-edbl Change of Program
- biol-bs-edbl-2015-program of study
- chem-ba-edch Change of Program
- chem-ba-edch-2015-program of study
- engl-ba-eden Change of Program
- engl-ba-eden-2015-program of study
- hist-ba-edhs Change of Program
- hist-ba-edhs-2015-program of study
- math-bs-edmt Change of Program
- math-bs-edmt-2015-program of study
- phys-ba-edph Change of Program
- phys-ba-edph-2015-program of study
- poli-ba-edps Change of Program
- poli-ba-edps-2015-program of study
• socy-bs-edsc-2015 Change of Program
• socy-bs-edsc-2015-program of study

Please contact me with any questions. Thanks
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.
- biol-bs-edbl Change of Program
- chem-ba-edeh Change of Program
- engl-ba-eden Change of Program
- hist-ba-edhs Change of Program
- math-bs-edmt Change of Program
- phys-ba-edph Change of Program
- poli-ba-edps Change of Program
- socy-bs-edsc-2015 Change of Program

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:

________________________________________________________________________ Date: ____________________

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: ____________________
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: Bob Perkins Phone: 953-8042 Email: perkinsr@cofc.edu

School: EHHP Department or Program: TEDU

Name and Acronym of Major: Secondary Education Cognate in Biology, EDBL

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

☐ 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)
   - ☐ 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): 97* (Biology 61+; Secondary Cognate 36)
Number of Proposed Credit Hours (for changed program): 100+ (Biology 51+; Secondary Cognate 39)
Catalog Year in which changes will take effect: FALL 2016

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-resources/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.

One required course will be added (TEDU 325) and another course will be an allowed to substitute for EDFS 320 (TEDU TEDU 436). NOTE: At the time this proposal was assembled, both of these courses had already been submitted with the

This form was last updated on 6/6/2013 and replaces all others. Page 1 of 5
of Program for Middle Grades degree as new courses but had not been fully approved yet. The assumption is that by the
time this Change of Program is processed, they will be "existing" courses.

TEDU 325: Foundations of Language and Literacies Development Grades 5-12 (new course proposal submitted with the
Middle grades Program changes submitted previously but not approved as of this form being prepared)

This course explores theories of language and literacies development focusing on adolescence (ages 10-18). This course
outlines the development of oral and written language (speaking, listening, reading, writing, spelling, and designing).
Candidates will develop an advanced understanding of factors of acquisition of English as a second language, culture, and
dialect upon development.

TEDU 436 Using Instructional Technology in Problem-Based Learning (new course proposal submitted with the
Middle grades Program changes submitted previously but not approved as of this form being prepared) (3) PR. None

This course will combine students' previous experiences using technology with current classroom technologies within a
Project-Based Learning (PBL) environment. Emphasis will be on technologies available through hardware as well as services
on the World Wide Web and these will be incorporated in students' future classrooms using teaching best practices.

E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you
are making it.
TEDU 325 is being added to the requirements for this program based on the Read to Succeed (R2S) legislation passed by
the SC legislature, signed by the Governor and implemented by the SC Department of Education. This legislation
requires that secondary preservice teacher education programs have two courses in literacy and these courses need to be
approved by the R2S Office. Our secondary programs already had EDFS 455 - Literacy and Assessment in the Content
Areas which will serve as the second course. TEDU 325 will serve as a foundation of literacy course and the two
combined will be submitted to the SC Department of Education R2S office for approval to satisfy the required six credit
hours in literacy.

TEDU 436 is being added as a possible choice for students related to educational technology. Currently, students are
required to take EDFS 326 and this would change the requirement to EDFS 326 or TEDU 436 which provides options.
TEDU 436 adds the concept of Project Based Learning to the educational technology toolbox.

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>1. Candidates for certification in secondary education must pass PRAXIS II tests in their content area as well as the Principles of Learning and Teaching (PLT): Grades 7-12 (0524) to become certified to teach secondary education in the state of South Carolina. PRAXIS II looks at content overall. The PLT looks at learning and the learner. PRAXIS II and the PLT are national exams administered through ETS and required by the SC</td>
<td>Results of PRAXIS II and the PLT are used to measure whether students have necessary content knowledge.</td>
</tr>
</tbody>
</table>

This form was last updated on 6/6/2013 and replaces all others.
2. Candidates in secondary education must possess pedagogical and professional knowledge to be licensed to teach in SC. The candidate’s Long Range Plan for the classroom that they did clinical practice (student teaching) in is used to demonstrate pedagogical knowledge. A long-range plan (LRP) is, in effect, an extended course syllabus. Much like a course syllabus, the LRP provides a description of the intended outcomes for the learners, the content and anticipated timelines, the ways in which the outcomes will be measured, and the criteria for judging student progress and achievement. The LRP extends beyond a traditional course syllabus, however, by including descriptions of the context—i.e., characteristics of the learners as well as behavioral expectations for the learners.

3. Candidates in secondary education are required to show evidence of student learning during their clinical practice teaching semester. The Candidate Work Sample (CWS) submitted during Clinical Practice (student teaching) is used. Candidates must administer a pre-test, collect formative data in assessing unit activities, and administer a post-test. This provides data of actual student performance to show the candidate has had an impact on student learning. The CWS is a unit of curriculum that includes a comprehensive set of tasks constructed to assess a teacher education candidate’s ability to plan, teach, and assess all learners. The candidates are responsible for the CWS unit taught from start to finish. The CWS should be designed to meet the needs of all learners in a class, satisfying appropriate national, state, and local curriculum standards. The CWS must be of sufficient length to provide the opportunity for comprehensive candidate assessment—typically a two (2) to six (6) week thematic unit of instruction with at least five (5) lesson plans and a maximum of 25 pages (without attachments).

| Department of Education for certification.                                                                 |
| An established rubric is used to assess the Long Range Plan. This assessment rating scale is Unacceptable (1), Acceptable (2) and Target (3). |
| 3. Candidates in secondary education are required to show evidence of student learning during their clinical practice teaching semester. The Candidate Work Sample (CWS) submitted during Clinical Practice (student teaching) is used. Candidates must administer a pre-test, collect formative data in assessing unit activities, and administer a post-test. This provides data of actual student performance to show the candidate has had an impact on student learning. The CWS is a unit of curriculum that includes a comprehensive set of tasks constructed to assess a teacher education candidate’s ability to plan, teach, and assess all learners. The candidates are responsible for the CWS unit taught from start to finish. The CWS should be designed to meet the needs of all learners in a class, satisfying appropriate national, state, and local curriculum standards. The CWS must be of sufficient length to provide the opportunity for comprehensive candidate assessment—typically a two (2) to six (6) week thematic unit of instruction with at least five (5) lesson plans and a maximum of 25 pages (without attachments). |
| There is an established rubric for the Candidate Work Sample that will be used. It is expected that all candidates will have a positive effect demonstrated by the graphs in the Candidate Work Sample. This assessment rating scale is Unacceptable (1), Acceptable (2) and Target (3). |

4.
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.

There will be little to no direct impact on other programs. TEDU 325 is a course in Middle Grades to replace a course Middle Grades students took along with Early Childhood and Elementary students (EDEE 325) but that course was deemed not to have the necessary content for older adolescence due to focus on Early Childhood and Elementary students. Based on students in EDEE 325 currently, this should allow a one section reduction of EDEE 325 being offered fall and spring. However, there are not a lot of Middle Grades students taking TEDU 325 so there should be enough space to allow secondary students in the course which will allow TEDU 325 to make on a regular rotation.

TEDU 436 has currently been offered in the summer as a special topics course but would allow for a section to replace a section of EDFS 326 in Fall and/or spring causing no net change.

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.

TEDU 325 is a new course being added to both the Middle Grades and Secondary programs but will be replacing a section of EDEE 325 that Middle Grades previously took. It is anticipated that there will be no new costs associated with these changes.

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.

This form was last updated on 6/6/2013 and replaces all others.
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.

☐☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
Biology Major and Secondary Education Cognate Major Requirements
Catalog Year: 2015-16
Degree: Bachelor of Science
Credit Hours: 97+ (Biology 61; Secondary Cognate 36)

Teacher Education Track (Grades 9-12)

Students interested in teacher certification in biology must complete the following courses and the secondary education cognate major requirements. See the School of Education, Health and Human Performance section of the undergraduate catalog for a listing of the required secondary education cognate major courses. Students should apply for acceptance to this program no later than the second semester of their sophomore year. Requirements for this program include admission to and successful completion of the approved teacher education program. Students must successfully complete all requirements for certification in secondary education.

Notes: When declaring teacher certification in biology through the Program of Study Management System (POSMS), students must first select “Declare or Add a Major” and then “Secondary Education Cognate” from the major list. Once this selection is made, a second menu box will appear with a list of the associated majors. Select the biology major and follow the on-screen instructions.

“PR” indicates a pre-requisite. “CO” indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general-edu for more information.

Required Courses:

☐ 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

OR

☐ HONS 151 Honors Biology I (3) PR: None; CO: HONS 151L
☐ HONS 151L Honors Biology Lab (1) CO: HONS 151

☐ 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 112L

OR

☐ HONS 152 Honors Biology II (3) PR: HONS 151 and 151L; CO: HONS 152L
☐ HONS 152L Honors Biology II Lab (1) CO: HONS 152

☐ BIOL 211 Biodiversity, Ecology, and Conservation Biology (4) PR: BIOL 111 and 111L or HONS 151 and 151L or BIOL 112 and 112L or HONS 152 and 152L; CO: BIOL 211D
☐ BIOL 211D Biodiversity, Ecology, and Conservation Biology Discussion (0) CO: BIOL 211

☐ BIOL 305 Genetics (3) PR: BIOL 111 and 111L or HONS 151 and 151L or BIOL 112 and 112L or HONS 152 and 152L; PR or CO: BIOL 211 and 211D and MATH 250 or instructor permission

19 additional credit hours in courses at the 300-level or above including:

Complete one of the following courses:

☐ ______________

BIOL 312 Molecular Biology (3) PR: One year of Chemistry and BIOL 111 and 111L or HONS 151 and 151L or BIOL 112 and 112L or HONS 152 and 152L; BIOL 211 and 211D and BIOL 305 or CHEM 232 and 232L; PR or CO: MATH 250

BIOL 313 Cell Biology (3) PR: One year of Chemistry and BIOL 111 and 111L or HONS 151 and 151L or BIOL 112 and 112L or HONS 152 and 152L; and BIOL 211 and 211D or CHEM 232 and 232L; PR or CO: MATH 250; BIOL 305 or CHEM 232 and 232L

Complete one of the following laboratories:

☐ ______________
BIOL 305L GeneticsLab(1)Pr: BIOL 111 and 111L or HONS 151 and 151L and BIOL 112 and 112L or HONS 152 and 152L; Pr or CO: BIOL 211 and 211D, BIOL 305 and MATH 250

BIOL 312L Molecular Biology Laboratory(1) Pr or CO: BIOL 312 and MATH 250. Students cannot use both BIOL 412 and BIOL 312L towards their major requirements.

BIOL 313L Cell Biology Laboratory(1) Pr or CO: BIOL 313 and MATH 250

Complete one of the following courses:

☐ ____________

BIOL 304 Plant Physiology(4) Pr: BIOL 111 and 111L or HONS 151 and 151L and BIOL 112 and 112L or HONS 152 and 152L and BIOL 211 and 211D and one year of chemistry; Pr or CO: BIOL 305 and MATH 250

BIOL 321 General and Comparative Physiology(4) Pr: One year of Chemistry and BIOL 111 and 111L or HONS 151 and 151L and BIOL 112 and 112L or HONS 152 and 152L; BIOL 211 and 211D and BIOL 305 or CHEM 232 and 232L; Pr or CO: MATH 250 or equivalent course in statistics or instructor permission

Complete at least one course from the following:

☐ ____________

BIOL 300 Botany(4) Pr: BIOL 111 and 111L or HONS 151 and 151L and BIOL 112 and 112L or HONS 152 and 152L and BIOL 211 and 211D; Pr or CO: BIOL 305 and MATH 250

BIOL 302 Plant Anatomy(4) Pr: BIOL 111 and 111L or HONS 151 and 151L and BIOL 112 and 112L or HONS 152 and 152L and BIOL 211 and 211D; Pr or CO: BIOL 305 and MATH 250

BIOL 303 Phycology(4) Pr: BIOL 111 and 111L or HONS 151 and 151L and BIOL 112 and 112L or HONS 152 and 152L and BIOL 211 and 211D; Pr or CO: BIOL 305 and MATH 250

BIOL 304* Plant Physiology(4) Pr: BIOL 111 and 111L or HONS 151 and 151L and BIOL 112 and 112L or HONS 152 and 152L and BIOL 211 and 211D and one year of chemistry; Pr or CO: BIOL 305 and MATH 250

Note: *BIOL 304 may be used to fulfill the other above requirements.

Complete at least four credit hours from the following:

☐ ____________

BIOL 310 General Microbiology(4) Pr: One year of Chemistry and BIOL 111 and 111L or HONS 151 and 151L and BIOL 112 and 112L or HONS 152 and 152L and BIOL 211 and 211D and BIOL 305 or CHEM 232 and 232L; Pr or CO: MATH 250

BIOL 322 Developmental Biology(4) Pr: BIOL 111 and 111L or HONS 151 and 151L and BIOL 112 and 112L or HONS 152 and 152L and BIOL 211 and 211D; Pr or CO: BIOL 305 and MATH 250

BIOL 323 Comparative Anatomy of Vertebrates(4) Pr: BIOL 111 and 111L or HONS 151 and 151L and BIOL 112 and 112L or HONS 152 and 152L and BIOL 211 and 211D; Pr or CO: BIOL 305 and MATH 250

BIOL 332 Vertebrate Zoology(4) Pr: BIOL 111 and 111L or HONS 151 and 151L and BIOL 112 and 112L or HONS 152 and 152L and BIOL 211 and 211D; Pr or CO: BIOL 305 and MATH 250

BIOL 333 Ornithology(4) Pr: BIOL 111 and 111L or HONS 151 and 151L and BIOL 112 and 112L or HONS 152 and 152L and BIOL 211 and 211D; Pr or CO: BIOL 305 and MATH 250

BIOL 334 Herpetology(4) Pr: BIOL 111 and 111L or HONS 151 and 151L and BIOL 112 and 112L or HONS 152 and 152L and BIOL 211 and 211D; Pr or CO: BIOL 305 and MATH 250

BIOL 335 Biology of Fishes(4) Pr: BIOL 111 and 111L or HONS 151 and 151L and BIOL 112 and 112L or HONS 152 and 152L and BIOL 211 and 211D; Pr or CO: BIOL 305 and MATH 250
Biol 336  Parasitology (4) PR: Biol 111 and 111L or Hon 151 and 151L and Biol 112 and 112L or Hon 152 and 152L and Biol 211 and 211D and Biol 305; or Co: Math 250

Biol 337  Invertebrate Zoology (4) PR: Biol 111 and 111L or Hon 151 and 151L and Biol 112 and 112L or Hon 152 and 152L and Biol 211 and 211D; or Co: Biol 305 and Math 250

Biol 338  Entomology (4) PR: Biol 111 and 111L or Hon 151 and 151L and Biol 112 and 112L or Hon 152 and 152L and Biol 211 and 211D; or Co: Biol 305 and Math 250

Biol 343  Animal Behavior (3) PR: Biol 111 and 111L or Hon 151 and 151L and Biol 112 and 112L or Hon 152 and 152L and Biol 211 and 211D and Biol 305; or Co: Math 250

Biol 343L  Animal Behavior (1) PR: Biol 111 and 111L or Hon 151 and 151L and Biol 112 and 112L or Hon 152 and 152L and Biol 211 and 211D and Biol 305; or Co: Biol 343, and Math 250

☐ Select 3-7 credit hours of any 300-level course listed above or from the following:

Biol 314  Immunology (3) PR: Biol 111 and 111L or Hon 151 and 151L and Biol 112 and 112L or Hon 152 and 152L and Biol 211 and 211D and Biol 305 and one year of Chemistry; or Co: Math 250

Biol 340  Zoogeography (3) PR: Biol 111 and 111L or Hon 151 and 151L and Biol 112 and 112L or Hon 152 and 152L and Biol 211 and 211D; or Co: Biol 305 and Math 250

Biol 341  General Ecology (4) PR: Biol 111 and 111L or Hon 151 and 151L and Biol 112 and 112L or Hon 152 and 152L and Biol 211 and 211D; or Co: Biol 305 and Math 250

Biol 342  Oceanography (4) PR: Biol 111 and 111L or Hon 151 and 151L and Biol 112 and 112L or Hon 152 and 152L and Biol 211 and 211D; or Co: Biol 305 and Math 250; one year of college-level Math and one year of college-level Chemistry

Biol 350  Evolution (3) PR: Biol 111 and 111L or Hon 151 and 151L and Biol 112 and 112L or Hon 152 and 152L and Biol 211 and 211D and Biol 305; or Co: Math 250

Biol 354  Techniques in Neuroscience (4) PR: Biol 351 or Psy 351; Math 250 or Psy 211 and Psy 220 or Psy 250; and instructor permission

Biol 356  Comparative Biomechanics (4) PR: Biol 111/111L or Hon 151/151L and Biol 112/112L or Hon 152/152L, and Biol 211; or Co: Biol 305, Math 250 and Phys 101/101L or 111L; or instructor permission.

Biol 359  Study Abroad in Neuroscience (4) PR: Permission of Instructor

Biol 406  Conservation Biology (3) PR: Biol 111 and 111L or Hon 151 and 151L and Biol 112 and 112L or Hon 152 and 152L and Biol 211 and 211D and Biol 305 and Biol 341 or permission of Instructor; or Co: Math 250

Biol 410  Applied and Environmental Microbiology (4) PR: Biol 111 and 111L or Hon 151 and 151L and Biol 112 and 112L or Hon 152 and 152L and Biol 211 and 211D; Biol 310 and one year of Chemistry; or Co: Biol 305 and Math 250

Biol 420  General and Comparative Endocrinology (4) PR: Biol 111 and 111L or Hon 151 and 151L and Biol 112 and 112L or Hon 152 and 152L and Biol 211 and 211D; or Co: Biol 305 and Math 250 and one course in physiology or instructor permission

Biol 421  Topics in Physiology, Cell, and Molecular Biology of Marine Organisms (3) PR: Biol 312 or 313; Biol 321 and instructor permission; or Co: Math 250

Biol 423  Genomics (4) PR: Biol 305; Biol 312 or Biol 313; Math 250

Biol 444  Plant Ecology (4) PR: Biol 111 and 111L or Hon 151 and 151L and Biol 112 and 112L or Hon 152 and 152L and Biol 211 and 211D and Biol 341 or instructor permission; or Co: Biol 305 and Math 250

Biol 445  Systematic Biology (3) PR: Biol 111 and 111L or Hon 151 and 151L and Biol 112 and 112L or Hon 152 and 152L and Biol 211 and 211D and Biol 305; junior standing and at least one upper division course in organismal Biology; or Co: Math 250

Biol 450  Problems in Biology (1-4) PR: Biol 111 and 111L or Hon 151 and 151L and Biol 112 and 112L or Hon 152 and 152L and Biol 211 and 211D and Biol 305; 3.00 GPA or higher in science courses; Junior standing and instructor and department chair permission; or Co: Math 250
BIOL 451 Problems in Marine Biology (1-4) PR: BIOL 111 and 111L or HONS 151 and 151L and BIOL 112 and 112L or HONS 152 and 152L and BIOL 211 and 211D and BIOL 305; 3.00 GPA or higher in science courses; junior standing and instructor and department chair permission; PR or CO: MATH 250

BIOL 452 Seminar (1) PR: BIOL 111 and 111L or HONS 151 and 151L and BIOL 112 and 112L or HONS 152 and 152L and BIOL 211 and 211D; 2.50 GPA or higher in BIOL; junior standing and 15 credit hours of BIOL completed; PR or CO: BIOL 305 and MATH 250

BIOL 453 Special Topics (1-4) PR: BIOL 111 and 111L or HONS 151 and 151L and BIOL 112 and 112L or HONS 152 and 152L and BIOL 211 and 211D and instructor permission; PR or CO: BIOL 305 and MATH 250

Mathematics Requirement

- MATH 120 Introductory Calculus (4) PR: Placement or C-or better in MATH 111
- MATH 250 Statistical Methods (3) PR: MATH 105 with a C-grade or better or MATH 111 or MATH 120 or permission of instructor

Physics Requirement

- PHYS 101 Introductory Physics (3) PR: None; CO or PR: PHYS 101L
- PHYS 101L Introductory Physics Lab (1) CO: PHYS 101

AND

- 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

OR

- 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

AND

- PHYS 112 General Physics II (3) PR: PHYS 111 or HONS 157; CO or PR: MATH 220 or equivalent or instructor permission; CO: PHYS 112L
- PHYS 112L General Physics II Lab (1) CO: PHYS 112

Chemistry Requirement

- CHEM 111 Principles of Chemistry (3) PR or CO: unless student exempt MATH 111 (viadnagnostictesting) or have completed this course as a prerequisite, theyare required to take MATH 111 as a co-requisite; CO: CHEM 111L
- CHEM 111L Principles of Chemistry Lab (1) CO: CHEM 111

AND

- CHEM 112 Principles of Chemistry (3) PR: CHEM 111 and 111L or HONS 153 and 153L; CO: CHEM 112L (MATH 120 strongly recommended)
- CHEM 112L Principles of Chemistry Lab (1) CO: CHEM 112

AND

- CHEM 102 Organic and Biological Chemistry (3) PR: CHEM 101 and 101L or CHEM 111 and 111L; CO: CHEM 102L
- CHEM 102L Organic and Biological Chemistry Lab (1) CO: CHEM 102

OR

- CHEM 231 Organic Chemistry (3) PR: CHEM 112 and CHEM 112L or HONS 154 and HONS 154L; CO: CHEM 231L
- CHEM 231L Introduction to Organic Chemistry Laboratory Techniques (1) CO: CHEM 231

Notes:

- MATH 250 is a prerequisite for all 300-level BIOL courses.
- CHEM 220/220L are recommended courses.
- Honors students can take the alternate sequence of HONS 191/HONS 191L, HONS 192/HONS 192L, HONS 293/HONS 293L, and HONS 294/HONS 294L in lieu of CHEM 111/111L, CHEM 112/112L, CHEM 231/231L, and CHEM 232/CHM 232L.
- Honors students can take the alternate sequence of HONS 157/HONS 157L, and HONS 158/HONS 158L in lieu of PHYS 111/111L and PHYS 112/112L.
Secondary Cognate Major Requirements

"PR" indicates a pre-requisite. "CO" indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general-edu for more information.

Students interested in teacher certification in secondary education must complete a content major, additional coursework required for certification (if applicable), and the secondary education cognate major requirements. Content majors are available in biology (Bachelor of Science Teaching Option), chemistry (Bachelor of Arts), English (Bachelor of Arts), history (Bachelor of Arts), for certification in social studies, mathematics (Bachelor of Science teacher education track), and physics (Bachelor of Arts). Students must successfully complete all requirements for certification in secondary education.

Required Courses

☐ COMM 104  Public Speaking (3) PR: None

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

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

☐ EDFS 303  Human Growth and Development and the Educational Process (3) PR: None

☐ TEDU 325: Foundations of Language and Literacies Development Grades 5-12 (3)

☐ EDFS 326*  Integrating Technology Into Teaching (3)

OR

☐ TEDU 436  Using Instructional Technology in Problem-Based Learning (3)

☐ EDFS 330*  Classroom and Behavior Management (3) PR: Junior or above

☐ EDFS 345  Introduction to the Education of Exceptional Children and Youth (3) PR: EDFS 303.

☐ EDFS 455  Literacy and Assessment in the Content Areas (3)

☐ EDFS 456  Teaching Strategies in the Content Areas (English, Math, Science, Social Studies) (3)

Note: *Students must enroll in the secondary section for each of the courses marked with an asterisk. (See associated department chair to register for courses.) Each course requires a school-based field experience. Students will need a 3-hour block of time per week between the hours of 7 a.m. and 2 p.m. Monday through Friday, to complete each school-based experience.

Clinical Practice Internship Requirement

☐ EDFS 460*  Clinical Practice in the Content Area (12) PR: Admission to a teacher education program and completion of all education requirements. This course is graded pass/fail. A grade of "P" carries only earned hours. It does not carry quality hours or quality points.

Note: *Students seeking recommendation for South Carolina certification in Secondary Education must complete the program of study above and meet the admission, retention, and exit requirements of the program and the School of Education, Health, and Human Performance. Recommendation from the South Carolina Department of Education for certification in South Carolina is contingent upon successful completion of Clinical Practice, and achievement of passing scores on the necessary Praxis II test(s) for recommendation. Students who do not take Clinical Practice may not earn a degree in Secondary Education and will not be recommended for certification. See your faculty advisor for additional information.

Notes:

- You should apply for admission (this is NOT declaring your major) to the Teacher Education Program the semester you are enrolled in. EDFS 201 Foundations of Education. Requirements for admission:
  - Minimum overall GPA of 2.75 and 60 earned credit hours.
  - Passingscore on the 3 components of the Praxis I (Pre-Professional Skills Test) (Reading, Writing, and Mathematics) as designated by the South Carolina Department of Education OR qualifying SAT or ACT scores.
Disposition forms from (a) a general education faculty member, (b) your EDFS 201 professor, and (c) someone who has observed you working with children.
- If a student has transferred credit for a course that is equivalent to EDFS 201, they must meet with the Teacher Education department chair and complete 1 hour of work.

- A grade of C or better in EDFS 201 Foundations of Education.

- Your admission process must be completed before beginning the professional program.

- You must complete a major in the content area and the cognate major to be forwarded to the State Department of Education for certification.
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: Bob Perkins  
Phone: 953-8042  
Email: perkinsr@cofc.edu

School: EHHP  
Department or Program: TEDU

Name and Acronym of Major: Secondary Education Cognate in Chemistry, EDCH

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

☐ 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)
  □ 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): 85+ (Chemistry 42+; Secondary Cognate 44)
Number of Proposed Credit Hours (for changed program): 89+ (Chemistry 42+; Secondary Cognate 47)
Catalog Year in which changes will take effect: FALL 2016

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-resources/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.

One required course will be added (TEDU 325) and another course will be allowed to substitute for EDFS 326 (TEDU 436). NOTE: At the time this proposal was assembled, both of these courses had already been submitted with the Change

This form was last updated on 6/6/2013 and replaces all others.
of Program for Middle Grades degree as new courses but had not been fully approved yet. The assumption is that by the time this Change of Program is processed, they will be “existing” courses.

**TEDU 325: Foundations of Language and Literacies Development Grades 5-12** (new course proposal submitted with the Middle grades Program changes submitted previously but not approved as of this form being prepared)

This course explores theories of language and literacies development focusing on adolescence (ages 10-18). This course outlines the development of oral and written language (speaking, listening, reading, writing, spelling, and designing). Candidates will develop an advanced understanding of factors of acquisition of English as a second language, culture, and dialect upon development.

**TEDU 436 Using Instructional Technology in Problem-Based Learning** (new course proposal submitted with the Middle grades Program changes submitted previously but not approved as of this form being prepared) (3) **PR. None**

This course will combine students’ previous experiences using technology with current classroom technologies within a Project-Based Learning (PBL) environment. Emphasis will be on technologies available through hardware as well as services on the World Wide Web and these will be incorporated in students’ future classrooms using teaching best practices.

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

**TEDU 325** is being added to the requirements for this program based on the Read to Succeed (R2S) legislation passed by the SC legislature, signed by the Governor and implemented by the SC Department of Education. This legislation requires that secondary preservice teacher education programs have two courses in literacy and these courses need to be approved by the R2S Office. Our secondary programs already had EDFS 455 - Literacy and Assessment in the Content Areas which will serve as the second course. **TEDU 325** will serve as a foundation of literacy course and the two combined will be submitted to the SC Department of Education R2S Office for approval to satisfy the required six credit hours in literacy.

**TEDU 436** is being added as a possible choice for students related to educational technology. Currently, students are required to take EDFS 326 and this would change the requirement to EDFS 326 OR TEDU 436 which provides options. TEDU 436 adds the concept of Project Based Learning to the educational technology tool box.

**F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.**

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This form was last updated on 6/6/2013 and replaces all others.  
Page 2 of 5
2. Candidates in secondary education must possess pedagogical and professional knowledge to be licensed to teach in SC. The candidate’s Long Range Plan for the classroom that they did clinical practice (student teaching) in is used to demonstrate pedagogical knowledge. A long-range plan (LRP) is, in effect, an extended course syllabus. Much like a course syllabus, the LRP provides a description of the intended outcomes for the learners, the content and anticipated timelines, the ways in which the outcomes will be measured, and the criteria for judging student progress and achievement. The LRP extends beyond a traditional course syllabus, however, by including descriptions of the context—i.e., characteristics of the learners as well as behavioral expectations for the learners.

3. Candidates in secondary education are required to show evidence of student learning during their clinical practice teaching semester. The Candidate Work Sample (CWS) submitted during Clinical Practice (student teaching) is used. Candidates must administer a pre-test, collect formative data in assessing unit activities, and administer a post-test. This provides data of actual student performance to show the candidate has had an impact on student learning. The CWS is a unit of curriculum that includes a comprehensive set of tasks constructed to assess a teacher education candidate's ability to plan, teach, and assess all learners. The candidates are responsible for the CWS unit taught from start to finish. The CWS should be designed to meet the needs of all learners in a class, satisfying appropriate national, state, and local curriculum standards. The CWS must be of sufficient length to provide the opportunity for comprehensive candidate assessment—typically a two (2) to six (6) week thematic unit of instruction with at least five (5) lesson plans and a maximum of 25 pages (without attachments).

<table>
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<tr>
<th>An established rubric is used to assess the Long Range Plan. This assessment rating scale is Unacceptable (1), Acceptable (2) and Target (3).</th>
</tr>
</thead>
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<tr>
<td>There is an established rubric for the Candidate Work Sample that will be used. It is expected that all candidates will have a positive effect demonstrated by the graphs in the Candidate Work Sample. This assessment rating scale is Unacceptable (1), Acceptable (2) and Target (3).</td>
</tr>
</tbody>
</table>

4.
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.

There will be little to no direct impact on other programs. TEDU 325 is a course in Middle Grades to replace a course Middle Grades students took along with Early Childhood and Elementary students (EDEE 325) but that course was deemed not to have the necessary content for older adolescence due to focus on Early Childhood and Elementary students. Based on students in EDEE 325 currently, this should allow a one section reduction of EDEE 325 being offered fall and spring. However, there are not a lot of Middle Grades students taking TEDU 325 so there should be enough space to allow secondary students in the course which will allow TEDU 325 to make on a regular rotation.

TEDU 436 has currently been offered in the summer as a special topics course but would allow for a section to replace a section of EDFS 326 in fall and/or spring causing no net change.

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.

TEDU 325 is a new course being added to both the Middle Grades and Secondary programs but will be replacing a section of EDEE 325 that Middle Grades previously took. It is anticipated that there will be no new costs associated with these changes.

I. 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.

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

X☐ (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.
Chemistry Major and Secondary Education Cognate Major Requirements
Catalog Year: 2015-16
Degree: Bachelor of Arts
Credit Hours: 86+ (Chemistry 42+; Secondary Cognate 44)

"PR" indicates a pre-requisite. "CO" indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general-ede for more information.

Chemistry Teacher Education Program (Grades 9-12)

Students interested in teacher certification in chemistry must complete both the chemistry major and the secondary education cognate major requirements. See the School of Education, Health and Human Performance section of the undergraduate catalog for a listing of the required secondary education cognate major courses. Students should apply for acceptance to this program no later than the second semester of their sophomore year. Requirements for this include admission to and successful completion of the approved teacher education program. Students must successfully complete all requirements for certification in secondary education.

When declaring teacher certification in chemistry through the Program of Study Management System (POSM), students must first select "Declare or Add a Major" and then "Secondary Education Cognate" from the major list. Once this selection is made, a second menu box will appear with a list of the associated majors. Select the chemistry major and follow the on-screen instructions.

Required Courses

☐ CHEM 111  Principles of Chemistry (3) PR: MATH 111 or equivalent; CO: CHEM 111L
☐ CHEM 111L  Principles of Chemistry Lab (1) CO: CHEM 111

☐ CHEM 112  Principles of Chemistry (3) PR: CHEM 111, CHEM 111L or HONS 153, HONS 153L; CO: CHEM 112L
☐ CHEM 112L  Principles of Chemistry Lab (1) CO: CHEM 112

☐ CHEM 220  Fundamentals of Analytical Chemistry (3) PR: CHEM 112 and CHEM 112L or HONS 154 and HONS 154L; CO: CHEM 220L
☐ CHEM 220L  Fundamentals of Analytical Chemistry Lab (2) PR: CHEM 112 and CHEM 112L or HONS 154 and HONS 154L; CO: CHEM 220

☐ CHEM 231  Organic Chemistry (3) PR: CHEM 112, CHEM 112L or HONS 154, HONS 154L; CO: CHEM 231L
☐ CHEM 231L  Introduction to Organic Chemistry Laboratory Techniques (1) CO: CHEM 231

☐ CHEM 232  Organic Chemistry (3) PR: CHEM 231, CHEM 231L; CO: CHEM 232L
☐ CHEM 232L  Organic Synthesis and Analysis (1) CO: CHEM 232

☐ CHEM 341  Thermodynamics, Statistical Thermodynamics and Chemical Kinetics (3) PR: CHEM 220/220L, MATH 229 or (MATH 220 and MATH 221); CO: CHEM 341L
☐ CHEM 341L  Thermodynamics, Statistical Thermodynamics and Chemical Kinetics Laboratory (1) CO: CHEM 341

☐ CHEM 342  Quantum Chemistry and Spectroscopy (3) PR: CHEM 220/220L, MATH 229 or (MATH 220 and MATH 221); CO: CHEM 342L
☐ CHEM 342L  Quantum Chemistry and Spectroscopy Laboratory (1) CO: CHEM 342

☐ CHEM 492  Senior Seminar (1) PR: CHEM 341 and senior standing

Additional Chemistry Elective: Select 3 credit hours from any 300-level or above CHEM course excluding CHEM 483.

☐ CHEM 311  Inorganic Chemistry (3) PR: CHEM 232, CHEM 232L

☐ CHEM 312L  Inorganic Chemistry Laboratory (1) CO: CHEM 311

☐ CHEM 343  Introduction to Modeling in Chemistry (1) PR: CHEM 231, CHEM 231L

☐ CHEM 351  Biochemistry (3) PR: CHEM 232, CHEM 232L
CHEM 352  Biochemistry (3) PR: CHEM 351
CHEM 353  Chemical Biology (3) PR: CHEM 351
CHEM 354  Biochemistry Laboratory (1) PR: CHEM 351
CHEM 355  Research Methods in Biochemistry (2) PR: CHEM 354L
CHEM 356  Biochemical Basis of Disease (2) PR: CHEM 351
CHEM 371  Chemical Synthesis Character (3) PR: CHEM 220, CHEM 220L, CHEM 232, CHEM 232L
CHEM 381*  Internship (1, repeatable up to 4) PR: Junior or senior standing and at least a 2.50 GPA in all and in major
CHEM 399*  Tutorial (3, repeatable up to 12) PR: Junior or senior standing and at least a 2.50 GPA in all and in major
CHEM 421  Instrumental Methods of Analysis (3) PR: CHEM 220, CHEM 220L; CO: CHEM 421L
CHEM 421L  Instrumental Laboratory (1) PR: CHEM 220, CHEM 220L; CO: CHEM 421
CHEM 422  Environmental Chemistry (3) PR: CHEM 220, CHEM 220L
CHEM 422L  Environmental Chemistry Laboratory (1) PR or CO: CHEM 422
CHEM 431  Advanced Organic Chemistry (3) PR: CHEM 232, CHEM 232L
CHEM 441  Advanced Physical Chemistry (3) PR: CHEM 341, CHEM 342
CHEM 481  Introductory Research I (2) PR: Instructor permission
CHEM 482  Introductory Research II (2) PR: Instructor permission
CHEM 490  Chemistry and Biochemistry Seminar (1) PR: Junior or senior standing
CHEM 499  Bachelor's Essay (6) PR: Instructor permission; a project proposal must be submitted in writing and approved by the department prior to registration for the course

Notes: *CHEM 381 is repeatable up to 4 credit hours earned. *CHEM 399 is repeatable up to 12 credit hours earned.

Math Requirement

☐ MATH 120  Introductory Calculus (4) PR: Placement C-or better in MATH 111
☐ MATH 229  Vector Calculus with Chemical Applications (5) PR: Placement C-or better in MATH 120 or HONS 115
OR
☐ MATH 220  Calculus II (4) PR: MATH 120 or HONS 115
AND
☐ MATH 221  Calculus III (4) PR: MATH 220

Notes:

- Students with a double major in Physics and/or Mathematics should complete the MATH 120, 220, and 221 sequence.
- Honors students cannot take the alternative sequence of HONS 191/HONS 191L, HONS 192/HONS 192L, HONS 293/HONS 293L, and HONS 294/HONS 294L in lieu of CHEM 111/111L, CHEM 112/112L, CHEM 231/231L, and CHEM 232/232L.

Secondary Cognate Major Requirements

"PR" indicates a pre-requisite. "CO" indicates a co-requisite.
Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general-edu for more information.

Students interested in teacher certification in secondary education must complete content major, additional course work required for certification (if applicable), and the secondary education cognate major requirements. Content majors are available in biology Bachelor of Science Teaching Option, chemistry Bachelor of Arts, English Bachelor of Arts, history Bachelor of Arts, for certification in social studies, mathematics Bachelor of Science teacher education track, and physics Bachelor of Arts. Students must successfully complete all requirements for certification in secondary education.

Required Courses

☐ COMM104 Public Speaking (3) PR: None
☐ EDFS 201* Foundations of Education (3) PR: Sophomore standing.

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

☐ EDFS 303 Human Growth and Development and the Educational Process (3) PR: None

☐ TEDU 325: Foundations of Language and Literacies Development Grades 5-12 (3)

☐ EDFS 326* Integrating Technology Into Teaching (3)

OR

☐ TEDU 436 Using Instructional Technology in Problem-Based Learning (3)

☐ EDFS 330* Classroom and Behavior Management (3) PR: Junior or above

☐ EDFS 345 Introduction to the Education of Exceptional Children and Youth (3) PR: EDFS 303.

☐ EDFS 455 Literacy and Assessment in the Content Areas (3)

☐ EDFS 456 Teaching Strategies in the Content Areas (English, Math, Science, Social Studies) (3)

Note: *Students must enroll in the secondary sections for each of the courses marked with an asterisk. (See associated department chair to register for courses.) Each course requires a school-based field experience. Students will need a 3-hour block of time per week between the hours of 7 a.m. and 2 p.m. Monday through Friday to complete each school-based experience.

Clinical Practice Internship Requirement

☐ EDFS 460* Clinical Practice in the Content Area (12) PR: Admission to a teacher education program and completion of all education requirements. This course is graded pass-fail. A grade of "P" carries only earned hours. It does not carry quality hours or quality points.

Note: *Students seeking recommendation for South Carolina certification in Secondary Education must complete the program of study above and meet the admission, retention, and exit requirements of the program at the School of Education, Health, and Human Performance. Recommendation to the South Carolina Department of Education for certification in South Carolina is contingent upon successful completion of Clinical Practice, and achievement of passing scores on the necessary Praxis II test(s) for recommendation. Students who do not take Clinical Practice may not earn a degree in Secondary Education and will not be recommended for certification. See your faculty advisor for additional information.

Additional Coursework required beyond Content major (Chemistry, BA) for Chemistry Certification:

☐ PHYS 101 Introductory Physics (3) PR: None; CO or PR: PHYS 101L
☐ PHYS 101L Introductory Physics Lab (1) CO: PHYS 101

AND

☐ 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

OR

☐ PHYS 111 General Physics I (3) PR or CO: MATH 120 or equivalent or instructor permission; CO: PHYS 111L
General Physics Lab (1) CO: PHYS 111
AND
Notes:

- You should apply for admission (this is NOT declaring your major) to the Teacher Education Program the semester you are enrolled in EDFT 201 Foundations of Education. Requirements for admission:
  - Minimum overall GPA of 2.75 and 60 earned credit hours.
  - Passing score on the 3 components of the PRAXIS I: Pre-Professional Skills Test (Reading, Writing, and Mathematics) as designated by the South Carolina Department of Education or qualifying SAT or ACT scores.
  - Disposition forms from (a) a general education faculty member, (b) your EDFT 201 professor, and (c) someone who has observed you working with children.
  - If a student has transfer credit for a course that is equivalent to EDFT 201, they must meet with the Teacher Education Department chair and complete 1 hour of work.
  - A grade of C or better in EDFT 201 Foundations of Education.

- Your admission process must be completed before beginning the professional program.

- You must complete a major in the content area and the cognate major to be forwarded to the State Department of Education for certification.
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!
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A. CONTACT INFORMATION.
Name: Bob Perline
Phone: 953-8042
Email: perkinsr@cofc.edu
School: EHHP
Department or Program: TEDU
Name and Acronym of Major: Secondary Education Cognate in English, EDEN

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.
☐ Change Request (fill out all sections)
  ☑ Add an existing course to requirements or electives
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☐ Terminate Program (fill out E, G, H, and I)
  ☐ Terminate degree
  ☐ Terminate major
  ☐ Terminate concentration
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C. GENERAL INFORMATION
Number of Current Credit Hours (for existing program): 72+ (English 36+; Secondary Cognate 36+)
Number of Proposed Credit Hours (for changed program): 75+ (English 36+; Secondary Cognate 39+)
Catalog Year in which changes will take effect: FALL 2016

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-resources/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.

One required course will be added (TEDU 325) and another course will be an allowed to substitute for EDFS 326 (TEDU 436). NOTE: At the time this proposal was assembled, both of these courses had already been submitted with the Change

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TEDU 325: Foundations of Language and Literacies Development Grades 5-12 (new course proposal submitted with the Middle grades Program changes submitted previously but not approved as of this form being prepared)

This course explores theories of language and literacies development focusing on adolescence (ages 10-18). This course outlines the development of oral and written language (speaking, listening, reading, writing, spelling, and designing). Candidates will develop an advanced understanding of factors of acquisition of English as a second language, culture, and dialect upon development.

TEDU 436 Using Instructional Technology in Problem-Based Learning (new course proposal submitted with the Middle grades Program changes submitted previously but not approved as of this form being prepared) (3) PR. None

This course will combine students' previous experiences using technology with current classroom technologies within a Project-Based Learning (PBL) environment. Emphasis will be on technologies available through hardware as well as services on the World Wide Web and these will be incorporated in students' future classrooms using teaching best practices.

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

TEDU 325 is being added to the requirements for this program based on the Road to Success (R2S) legislation passed by the SC legislature, signed by the Governor and implemented by the SC Department of Education. This legislation requires that secondary preservice teacher education programs have two courses in literacy and these courses need to be approved by the R2S Office. Our secondary programs already had EDFS 455 - Literacy and Assessment in the Content Areas which will serve as the second course. TEDU 325 will serve as a foundation of literacy course and the two combined will be submitted to the SC Department of Education R2S office for approval to satisfy the required six credit hours in literacy.

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1. Candidates for certification in secondary education must pass PRAXIS II tests in their content area as well as the Principles of Learning and Teaching (PLT): Grades 7-12 (0524) to become certified to teach secondary education in the state of South Carolina. PRAXIS II looks at content overall. The PLT looks at learning and the learner. PRAXIS II and the PLT are national exams administered through ETS and required by the SC.

Results of PRAXIS II and the PLT are used to measure whether students have necessary content knowledge.
2. Candidates in secondary education must possess pedagogical and professional knowledge to be licensed to teach in SC. The candidate’s Long Range Plan for the classroom that they did clinical practice (student teaching) in is used to demonstrate pedagogical knowledge. A long-range plan (LRP) is, in effect, an extended course syllabus. Much like a course syllabus, the LRP provides a description of the intended outcomes for the learners, the content and anticipated timelines, the ways in which the outcomes will be measured, and the criteria for judging student progress and achievement. The LRP extends beyond a traditional course syllabus, however, by including descriptions of the context—i.e., characteristics of the learners as well as behavioral expectations for the learners.

3. Candidates in secondary education are required to show evidence of student learning during their clinical practice teaching semester. The Candidate Work Sample (CWS) submitted during Clinical Practice (student teaching) is used. Candidates must administer a pre-test, collect formative data in assessing unit activities, and administer a post-test. This provides data of actual student performance to show the candidate has had an impact on student learning. The CWS is a unit of curriculum that includes a comprehensive set of tasks constructed to assess a teacher education candidate’s ability to plan, teach, and assess all learners. The candidates are responsible for the CWS unit taught from start to finish. The CWS should be designed to meet the needs of all learners in a class, satisfying appropriate national, state, and local curriculum standards. The CWS must be of sufficient length to provide the opportunity for comprehensive candidate assessment—typically a two (2) to six (6) week thematic unit of instruction with at least five (5) lesson plans and a maximum of 25 pages (without attachments).

An established rubric is used to assess the Long Range Plan. This assessment rating scale is Unacceptable (1), Acceptable (2) and Target (3).

There is an established rubric for the Candidate Work Sample that will be used. It is expected that all candidates will have a positive effect demonstrated by the graphs in the Candidate Work Sample. This assessment rating scale is Unacceptable (1), Acceptable (2) and Target (3).
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.

There will be little to no direct impact on other programs. TEDU 325 is a course in Middle Grades to replace a course Middle Grades students took along with Early Childhood and Elementary students (EDEE 325) but that course was deemed not to have the necessary content for older adolescence due to focus on Early Childhood and Elementary students. Based on students in EDEE 325 currently, this should allow a one section reduction of EDEE 325 being offered fall and spring. However, there are not a lot of Middle Grades students taking TEDU 325 so there should be enough space to allow secondary students in the course which will allow TEDU 325 to make on a regular rotation.

TEDU 436 has currently been offered in the summer as a special topics course but would allow for a section to replace a section of EDFS 326 in Fall and/or spring causing no net change.

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.

TEDU 325 is a new course being added to both the Middle Grades and Secondary programs but will be replacing a section of EDEE 325 that Middle Grades previously took. It is anticipated that there will be no new costs associated with these changes.

I. 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.

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

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

This form was last updated on 6/6/2013 and replaces all others.
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.
English Major and Secondary Education Cognate Major Requirements

Catalog Year: 2015-16

Degree: Bachelor of Arts

Credit Hours: 72+ (English 36+; Secondary Cognate 36+)

“PR” indicates a pre-requisite. “CO” indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general-edu for more information.

English Teacher Education Program (Grades 9-12)

Students interested in teacher certification in English must complete both the English major and the secondary education cognate major requirements. See the School of Education, Health and Human Performance section of this catalog for a listing of the required secondary education cognate major courses. Students should apply for acceptance to the program no later than the second semester of their sophomore year. Requirements for this include admission to and successful completion of the approved teacher education program. Students must successfully complete all requirements for certification in secondary education.

When declaring teacher certification in English through the Program of Study Management System (POSM), students must first select “Declare or Add a Major” and then “Secondary Education Cognate” from the major list. Once this selection is made, a second menu box will appear with a list of the associated majors. Select the English major and follow the on-screen instructions.

Required Courses

☐ ENGL 201 Major British Writers I (3) PR: ENGL 110 or equivalent

☐ ENGL 202 Major British Writers II (3) PR: ENGL 110 or equivalent

☐ ENGL 207 American Literature to the Present (3) PR: ENGL 110 or equivalent

☐ ENGL 226 Survey of World Literature (3) PR: ENGL 110 or equivalent

☐ ENGL 299 Introduction to English Studies (3) PR: ENGL 110 or equivalent

☐ ENGL 309 English Language: Grammar & History (3) PR: ENGL 110 or equivalent

☐ ENGL 310 Theories of Teaching Writing (3) PR: ENGL 110 or equivalent

☐ ENGL 313 African American Literature (3) PR: ENGL 110 or equivalent

☐ ENGL 320 Young Adult Literature (3) PR: ENGL 110 or equivalent

Select one course from each of the following areas:

Literature in History, Pre-1700: Choose one.

☐

ENGL 314 The Sixteenth Century (3) PR: ENGL 110 or equivalent

ENGL 317 The Seventeenth Century (3) PR: ENGL 110 or equivalent

ENGL 337 British Drama to 1642 (3) PR: ENGL 110 or equivalent

ENGL 361 Studies in Literature: History Pre-1700 (3) PR: ENGL 110 or equivalent

ENGL 461 Senior Seminar in Literature: History Pre-1700 (3) PR: ENGL 110 or equivalent; open to seniors with instructor permission
Literature in History, 1700-1900: Choose one.

☐ ENGL 318 The Eighteenth Century (3) PR: ENGL 110 or equivalent
☐ ENGL 321 The Romantic Period (3) PR: ENGL 110 or equivalent
☐ ENGL 323 The Victorian Period (3) PR: ENGL 110 or equivalent
☐ ENGL 342 Literature of the American Revolution and Early Republic (3) PR: ENGL 110 or equivalent
☐ ENGL 343 American Renaissance (3) PR: ENGL 110 or equivalent
☐ ENGL 344 Late 19th Century American Literature (3) PR: ENGL 110 or equivalent
☐ ENGL 349 American Novel to 1900 (3) PR: ENGL 110 or equivalent
☐ ENGL 362 Studies in Literature in History 1700-1900 (3) PR: ENGL 110 or equivalent
☐ ENGL 462 Senior Seminar in Literature in History 1700-1900 (3) PR: ENGL 110 or equivalent; open to seniors with instructor permission

Literature in History, 1900-present: Choose one.

☐ ENGL 325 Modern British Literature (3) PR: ENGL 110 or equivalent
☐ ENGL 326 Irish Literature (3) PR: ENGL 110 or equivalent
☐ ENGL 335 Modern Poetry (3) PR: ENGL 110 or equivalent
☐ ENGL 341 20th Century Southern Literature (3) PR: ENGL 110 or equivalent
☐ ENGL 346 Contemporary American Fiction (3) PR: ENGL 110 or equivalent
☐ ENGL 355 American Novel 1900-1965 (3) PR: ENGL 110 or equivalent
☐ ENGL 359 American Poetry since 1945 (3) PR: ENGL 110 or equivalent
☐ ENGL 363 Studies in Literature in History 1900-Present (3) PR: ENGL 110 or equivalent
☐ ENGL 463 Senior Seminar in Literature in History 1900-Present (3) PR: ENGL 110 or equivalent; open to seniors with instructor permission

Secondary Cognate Major Requirements

"PR" indicates a pre-requisite. "CO" indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general-edu for more information.

Students interested in teacher certification in secondary education must complete a content major, additional coursework required for certification (if applicable), and these secondary education cognate major requirements. Content majors are available in biology (Bachelor of Science Teaching Option), chemistry (Bachelor of Arts), English (Bachelor of Arts), history (Bachelor of Arts, for certification in social studies), mathematics (Bachelor of Science teacher education track), and physics (Bachelor of Arts). Students must successfully complete all requirements for certification in secondary education.

Required Courses

☐ COMM 104 Public Speaking (3) PR: None
☐ 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.

☐ EDFS 303  Human Growth and Development and the Educational Process (3) PR: None

☐ TEDU 325: Foundations of Language and Literacies Development Grades 5-12 (3)

☐ EDFS 325*  Integrating Technology into Teaching (3)

OR

☐ TEDU 436  Using Instructional Technology in Problem-Based Learning (3)

☐ EDFS 330*  Classroom and Behavior Management (3) PR: Junior or above

☐ EDFS 345  Introduction to the Education of Exceptional Children and Youth (3) PR: EDFS 303

☐ EDFS 455  Literacy and Assessment in the Content Areas (3)

☐ EDFS 456  Teaching Strategies in the Content Areas (English, Math, Science, Social Studies) (3)

Note: *Students must enroll in the Secondary sections for each of the courses marked with a asterisk. See associated department chair for registration for courses. Each course requires a school-based field experience. Students will need a 3-hour block of time per week between the hours of 7 a.m. and 2 p.m. Monday through Friday, to complete each school-based experience.

Clinical Practice Internship Requirement

☐ EDFS 460*  Clinical Practice in the Content Area (12) PR: Admission to a teacher education program and completion of all education requirements. This course is graded pass-fail. A grade of "P" carries only earned hours. It does not carry quality hours or quality points.

Note: *Students seeking recommendation for South Carolina certification in Secondary Education must complete the program of study above and meet the admission, retention, and exit requirements of the program and the School of Education, Health, and Human Performance. Recommendation to the South Carolina Department of Education for certification in South Carolina is contingent upon successful completion of Clinical Practice, and achievement of passing scores on the necessary Praxis II test(s) for recommendation. Students who do not take Clinical Practice may not earn a degree in Secondary Education and will not be recommended for certification. See your faculty advisor for additional information.

Notes:

• You should apply for admission (this is NOT dedicating your major) to the Teacher Education Program the semester you are enrolled in EDFS 201 Foundations of Education. Requirements for admission:
  
  o Minimum overall GPA of 2.75 and 60 earned credit hours.

  o Passing score on the three components of the PRAXIS I: Pre-Professional Skills Test (Reading, Writing, and Mathematics) as designated by the South Carolina Department of Education OR qualifying SAT or ACT scores.

  o Disposition forms from (a) a general education faculty member, (b) your EDFS 201 professor, and (c) someone who has observed you working with children.

  o If a student has transferred credit for a course that is equivalent to EDFS 201, they must meet with the Teacher Education Department Chair and complete 1 hour of work.

  o A grade of C or better in EDFS 201 Foundations of Education.

• Your admission process must be completed before beginning the professional program.

• You must complete a major in the content area and the cognate major to be forwarded to the State Department of Education for certification.
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: Bob Perkins Phone: 953-8042 Email: perkinsr@cofc.edu
School: EHHP Department or Program: TEDU
Name and Acronym of Major: Secondary Education Cognate in Social Studies - History, EDHS

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

☐ 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)
  ☐ 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): 96 (History 30; Secondary Major 66)
Number of Proposed Credit Hours (for changed program): 99 (History 30; Secondary Major 69)
Catalog Year in which changes will take effect: FALL 2016

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-resources/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.

One required course will be added (TEDU 325) and another course will be an allowed to substitute for EDFS 326 (TEDU 436). NOTE: At the time this proposal was assembled, both of these courses had already been submitted with the Change

This form was last updated on 6/6/2013 and replaces all others. Page 1 of 5
of Program for Middle Grades degree as new courses but had not been fully approved yet. The assumption is that by the time this Change of Program is processed, they will be “existing” courses.

TEDU 325: Foundations of Language and Literacies Development Grades 5-12 (new course proposal submitted with the Middle grades Program changes submitted previously but not approved as of this form being prepared)

This course explores theories of language and literacies development focusing on adolescence (ages 10-18). This course outlines the development of oral and written language (speaking, listening, reading, writing, spelling, and designing). Candidates will develop an advanced understanding of factors of acquisition of English as a second language, culture, and dialect upon development.

TEDU 436 Using Instructional Technology in Problem-Based Learning (new course proposal submitted with the Middle grades Program changes submitted previously but not approved as of this form being prepared) (3) PR. None

This course will combine students’ previous experiences using technology with current classroom technologies within a Project-Based Learning (PBL) environment. Emphasis will be on technologies available through hardware as well as services on the World Wide Web and these will be incorporated in students’ future classrooms using teaching best practices.

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

TEDU 325 is being added to the requirements for this program based on the Read to Succeed (R2S) legislation passed by the SC legislature, signed by the Governor and implemented by the SC Department of Education. This legislation requires that secondary preservice teacher education programs have two courses in literacy and these courses need to be approved by the R2S Office. Our secondary programs already had EDFS 455 - Literacy and Assessment in the Content Areas which will serve as the second course. TEDU 325 will serve as a foundation of literacy course and the two combined will be submitted to the SC Department of Education R2S office for approval to satisfy the required six credit hours in literacy.

TEDU 436 is being added as a possible choice for students related to educational technology. Currently, students are required to take EDFS 326 and this would change the requirement to EDFS 326 or TEDU 436 which provides options. TEDU 436 adds the concept of Project Based Learning to the educational technology tool box.

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>1. Candidates for certification in secondary education must pass PRAXIS II tests in their content area as well as the Principles of Learning and Teaching (PLT): Grades 7-12 (0524) to become certified to teach secondary education in the state of South Carolina. PRAXIS II looks at content overall. The PLT looks at learning and the learner. PRAXIS II and the PLT are national exams administered through ETS and required by the SC</td>
<td>Results of PRAXIS II and the PLT are used to measure whether students have necessary content knowledge.</td>
</tr>
</tbody>
</table>

This form was last updated on 6/6/2013 and replaces all others.
2. Candidates in secondary education must possess pedagogical and professional knowledge to be licensed to teach in SC. The candidate’s Long Range Plan for the classroom that they did clinical practice (student teaching) in is used to demonstrate pedagogical knowledge. A long-range plan (LRP) is, in effect, an extended course syllabus. Much like a course syllabus, the LRP provides a description of the intended outcomes for the learners, the content and anticipated timelines, the ways in which the outcomes will be measured, and the criteria for judging student progress and achievement. The LRP extends beyond a traditional course syllabus, however, by including descriptions of the context—i.e., characteristics of the learners as well as behavioral expectations for the learners.

3. Candidates in secondary education are required to show evidence of student learning during their clinical practice teaching semester. The Candidate Work Sample (CWS) submitted during Clinical Practice (student teaching) is used. Candidates must administer a pre-test, collect formative data in assessing unit activities, and administer a post-test. This provides data of actual student performance to show the candidate has had an impact on student learning. The CWS is a unit of curriculum that includes a comprehensive set of tasks constructed to assess a teacher education candidate’s ability to plan, teach, and assess all learners. The candidates are responsible for the CWS unit taught from start to finish. The CWS should be designed to meet the needs of all learners in a class, satisfying appropriate national, state, and local curriculum standards. The CWS must be of sufficient length to provide the opportunity for comprehensive candidate assessment—typically a two (2) to six (6) week thematic unit of instruction with at least five (5) lesson plans and a maximum of 25 pages (without attachments).

An established rubric is used to assess the Long Range Plan. This assessment rating scale is Unacceptable (1), Acceptable (2) and Target (3).

There is an established rubric for the Candidate Work Sample that will be used. It is expected that all candidates will have a positive effect demonstrated by the graphs in the Candidate Work Sample. This assessment rating scale is Unacceptable (1), Acceptable (2) and Target (3).
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.

There will be little to no direct impact on other programs. TEDU 325 is a course in Middle Grades to replace a course Middle Grades students took along with Early Childhood and Elementary students (EDEE 325) but that course was deemed not to have the necessary content for older adolescence due to focus on Early Childhood and Elementary students. Based on students in EDEE 325 currently, this should allow a one section reduction of EDEE 325 being offered fall and spring. However, there are not a lot of Middle Grades students taking TEDU 325 so there should be enough space to allow secondary students in the course which will allow TEDU 325 to make on a regular rotation.

TEDU 436 has currently been offered in the summer as a special topics course but would allow for a section to replace a section of EDFS 326 in Fall and/or Spring causing no net change.

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.

TEDU 325 is a new course being added to both the Middle Grades and Secondary programs but will be replacing a section of EDEE 325 that Middle Grades previously took. It is anticipated that there will be no new costs associated with these changes.

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.

☐ NA 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.

This form was last updated on 6/6/2013 and replaces all others.
☐ 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.
History Major and Secondary Education Cognate Major Requirements
Catalog Year: 2015-16
Degree: Bachelor of Arts
Credit Hours: 96 (History 30; Secondary Major 66)

"PR" indicates a pre-requisite. "CO" indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general-edu for more information.

History Teacher Education Program (Grades 9-12)

Students interested in teacher certification in social studies must complete the history major, the additional coursework required for social studies certification, and the secondary education cognate major requirements. See the School of Education, Health and Human Performance section of the undergraduate catalog for a listing of the requirements for the additional certification coursework and the secondary education cognate major. Students should apply for acceptance to this program no later than the second semester of their sophomore year. Requirements for this include admission to and successful completion of the approved teacher education program. Students must successfully complete all requirements for certification in secondary education.

When declaring teacher certification in social studies through the Program of Study Management System (POSM), students must first select "Declare or Add a Major" and then "Secondary Education Cognate" from the major list. Once this selection is made, a second menu box will appear with a list of the associated majors. Select the history major and follow the on-screen instructions.

Required Courses

☐ HIST 299* The Historian's Craft(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).

Note: *All majors must take HIST 299 no later than concurrently with their third history class numbered 200 or higher.

Select one course from each of the following five areas of distribution:

1. Pre-Modern: Choose one.

☐

HIST 230 Ancient Egypt and Mesopotamia (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 231 Ancient Greece (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 232 Ancient Rome (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 234 Early Middle Ages (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 235 High Middle Ages (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 266 Aztecs, Maya, and Their Ancestors (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 270 Special Topics in Pre-Modern 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 272 Pre-Colonial Africa (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 282 History of China to 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).
2. Modern Europe Since 1500: Choose one.

- [ ]

HIST 241 Special Topics in Modern European 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 [Registrar's website](http://registrar.cofc.edu/general-edu)).

HIST 242 History of Modern France (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 [Registrar's website](http://registrar.cofc.edu/general-edu)).

HIST 244 Political and Social History of Germany from 1866 to 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 [Registrar's website](http://registrar.cofc.edu/general-edu)).

HIST 247 Empire, Nation, and Class in Eastern Europe (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 [Registrar's website](http://registrar.cofc.edu/general-edu)).

HIST 252 Women in Europe (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 [Registrar's website](http://registrar.cofc.edu/general-edu)).

HIST 256 History of Science and Technology (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 [Registrar's website](http://registrar.cofc.edu/general-edu)).

HIST 337 Age of Reformation (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 [Registrar's website](http://registrar.cofc.edu/general-edu)).

HIST 341 Age of Enlightenment and Revolution (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 [Registrar's website](http://registrar.cofc.edu/general-edu)).

HIST 343 Europe Since 1939 (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 [Registrar's website](http://registrar.cofc.edu/general-edu)).

HIST 344 Modern European Cultural 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 [Registrar's website](http://registrar.cofc.edu/general-edu)).

HIST 345 Modern German Cultural and Intellectual 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 [Registrar's website](http://registrar.cofc.edu/general-edu)).

HIST 346 History of the Soviet Union (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 [Registrar's website](http://registrar.cofc.edu/general-edu)).

HIST 347 Special Topics in Modern European 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 [Registrar's website](http://registrar.cofc.edu/general-edu)).

HIST 357 Victorian Britain (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 [Registrar's website](http://registrar.cofc.edu/general-edu)).

HIST 441 Research Seminar in Modern European 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 [Registrar's website](http://registrar.cofc.edu/general-edu)); junior or senior standing; permission from the instructor and the department chair.
3. Modern Asia, Africa and Latin America: Choose one.

☐ SpecialTopicsinModernAsia,Africa,orLatinAmerica(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).

☐ ColonialLatinAmerica(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).

☐ LatinAmericaSinceindependence (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).

☐ ModernAfrica(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).

☐ Islamic Civilization(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).

☐ ModernMiddleEast(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).

☐ History of Modern China(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).

☐ History of Modern Japan(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).

☐ SpecialTopicsinModernAsia,Africa,orLatinAmerica(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).

☐ Sugar and Slaves in Colonial Brazil (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).

☐ ModernBrazil(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).

☐ Research Seminar in Modern Asia, Africa, or Latin America(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).

4. United States: Choose one.

☐ UnitedStates1865(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).

☐ UnitedStatesSince1865(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).

☐ SpecialTopicsinU.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).

☐ AmericanUrbanHistory(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).

☐ AmericanLaborHistory(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).

☐ AmericanJewish 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 Ilm
(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 226 American Monsters: The History of American Horror Narratives
(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 304 History of the United States: Civil War and 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).

HIST 410 Research Seminar 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). Junior or senior standing; permission from the instructor and the department chair.
5. Comparative/Transnational: Choose one.

☐ __________________________

HIST 291 Disease, Medicine and 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 359 Modern Jewish History: French Revolution 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 366 Comparative Slavery in the Americas (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 250 Special Topics in Comparative/Transnational 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 256 History of Science and Technology (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 350 Special Topics in Comparative/Transnational 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 450 Research Seminar in Comparative/Transnational 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).

Select 9 additional credits from one of the five distribution areas.

☐ __________________________  ☐ __________________________  ☐ __________________________

Research Seminar: 3 credit hours in a capstone research seminar (normally taken in the senior year, which requires writing as substantial paper).

☐ __________________________

HIST 410 Research Seminar 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); Junior or senior standing; permission from the instructor and the department chair.

HIST 420 Research Seminar 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); Junior or senior standing; permission from the instructor and the department chair.

HIST 441 Research Seminar in Modern European 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); Junior or senior standing; permission from the instructor and the department chair.

HIST 461 Research Seminar in Modern Asia, Africa, or Latin America (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 470 Research Seminar in Pre-Modern 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 299; Junior or senior standing; permission from the instructor and the department chair.

Notes:

• All majors must have passed at least one 200-level course before taking a 300-level course.

• All majors must have passed at least one 300-level course before taking a 400-level course.
All majors must have taken at least two related (one 200-level and one 300-level) courses before seeking permission to take a capstone research seminar, senior paper, or bachelor's essay. Exceptional students and qualified students who have a particular research interest that cannot be addressed in research seminars are offered may, if authorized by the department, satisfy the requirement by completing HIST 498 Senior Paper.

Secondary Cognate Major Requirements

"PR" indicates a pre-requisite. "CO" indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general-edu for more information.

Students interested in teacher certification in secondary education must complete a content major, additional coursework required for certification (if applicable), and these secondary education cognate major requirements. Content majors are available in biology (Bachelor of Science Teaching Option), chemistry (Bachelor of Arts), English (Bachelor of Arts), history (Bachelor of Arts, for certification in social studies), mathematics (Bachelor of Science teacher education track), and physics (Bachelor of Arts). Students must successfully complete all requirements for certification in secondary education.

**Required Courses**

- COMM 104  Public Speaking (3)  *PR: None*

**Select two MATH courses totaling at least 6 credit hours from the following:**

- 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: Placement or C- or better in MATH 101*
- MATH 120  Introductory Calculus (4)  *PR: Placement or C- or better in MATH 111*
- MATH 207  Discrete Structures I (3)  *PR: MATH 105, 111 or 120*
- MATH 220  Calculus II (4)  *PR: MATH 120 or HONS 115*
- MATH 229  Vector Calculus with Chemical Applications (5)  *PR: Placement or C- or better in MATH 120 or HONS 115*
- MATH 250  Statistical Methods I (3)  *PR: MATH 105 with a grade of C- or better or MATH 111 or MATH 120 or permission of instructor*


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

- EDFS 303  Human Growth and Development and the Educational Process (3)  *PR: None*
- TEDU 325: Foundations of Language and Literacies Development Grades 5-12 (3)
- EDFS 326*  Integrating Technology Into Teaching (3)
- OR
- TEDU 436  Using Instructional Technology in Problem-Based Learning (3)
- EDFS 330*  Classroom and Behavior Management (3)  *PR: Junior or above*
EDFS 455  Literacy and Assessment in the Content Areas (3)

EDFS 456  Teaching Strategies in the Content Areas (English, Math, Science, Social Studies) (3) PR: None

Note: *Students must enroll in the secondary sections for each of the courses marked with an asterisk. (See associated departmental chair to register for courses.) Each course requires a school-based field experience. Students will need a 3-hour block of time per week between the hours of 7 a.m. and 2 p.m. Monday through Friday, to complete each school-based experience.

Clinical Practice Internship Requirement

EDFS 460*  Clinical Practice in the Content Area (12) PR: Admission to a teacher education program and completion of all education requirements. This course is graded pass/fail. A grade of "P" carries only earned hours. It does not carry quality hours or quality points.

Note: *Students seeking recommendation for South Carolina certification in Secondary Education must complete the program study above and meet the admission, retention, and exit requirements of the program and the School of Education, Health, and Human Performance. Recommendation to the South Carolina Department of Education for certification in South Carolina is contingent upon successful completion of Clinical Practice, and achievement of passing scores on the necessary Praxis II test(s) for recommendation. Students who do not take Clinical Practice may not earn a degree in Secondary Education and will not be recommended for certification. See your faculty advisor for additional information.

Additional Coursework required beyond Content major (HIST, POLI, SOCY) for Social Studies Certification:

HIST 103  World History before 1500 (3) PR: None

HIST 104  World History since 1500 (3) PR: None

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.co.fc.edu/general-edu).

OR

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.co.fc.edu/general-edu).

ANTH 101  Introduction to Anthropology (3) PR: None

ECON 200  Principles of Microeconomics (3) PR: None

POLI 101  American Government (3) PR: None

POLI 104  World Regional Geography (3) PR: None

SOCY 101  Introduction to Sociology (3) PR: None

Notes:

- You should apply for admission (this is NOT declaring your major) to the Teacher Education Program the semester you are enrolled in EDFS 201 Foundations of Education. Requirements for admission:
  - Minimum overall GPA of 2.75 and 60 earned credit hours.
  - Passing score on the 3 components of the PRAXIS I: Pre-Professional Skills Test (Reading, Writing, and Mathematics) as designated by the South Carolina Department of Education OR qualifying SAT or ACT scores.
  - Disposition forms from (a) a general education faculty member, (b) your EDFS 201 professor, and (c) someone who has observed you working with children.
  - If you have a transfer credits for a course that is equivalent to EDFS 201, they must meet with the Teacher Education Department chair and complete 1 hour of work.
A grade of C or better in EDF 201 Foundations of Education.

Your admission process must be completed before beginning the professional program.

You must complete a major in the content area and the cognate major to be forwarded to the State Department of Education for certification.
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: Bob Perkins
Phone: 953-8042
Email: perkinsr@cofc.edu

School: EHHP
Department or Program: TEDU

Name and Acronym of Major: Secondary Education Cognate in Math, EDMT

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

☐ 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)
  ☐ 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): 77+ (Math 41+; Secondary Cognate 36)
Number of Proposed Credit Hours (for changed program): 80+ (Math 41+; Secondary Cognate 39)
Catalog Year in which changes will take effect: FALL 2016

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-resources/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.

One required course will be added (TEDU 325) and another course will be an allowed to substitute for EDFS 326 (TEDU 436). NOTE: At the time this proposal was assembled, both of these courses had already been submitted with the Change

This form was last updated on 6/6/2013 and replaces all others.
of Program for Middle Grades degree as new courses but had not been fully approved yet. The assumption is that by the time this Change of Program is processed, they will be “existing” courses.

TEDU 325: Foundations of Language and Literacies Development Grades 5-12 (new course proposal submitted with the Middle grades Program changes submitted previously but not approved as of this form being prepared)

This course explores theories of language and literacies development focusing on adolescence (ages 10-18). This course outlines the development of oral and written language (speaking, listening, reading, writing, spelling, and designing). Candidates will develop an advanced understanding of factors of acquisition of English as a second language, culture, and dialect upon development.

TEDU 436 Using Instructional Technology in Problem-Based Learning (new course proposal submitted with the Middle grades Program changes submitted previously but not approved as of this form being prepared) (3) PR. None

This course will combine students’ previous experiences using technology with current classroom technologies within a Project-Based Learning (PBL) environment. Emphasis will be on technologies available through hardware as well as services on the World Wide Web and these will be incorporated in students’ future classrooms using teaching best practices.

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

TEDU 325 is being added to the requirements for this program based on the Read to Succeed (R2S) legislation passed by the SC legislature, signed by the Governor and implemented by the SC Department of Education. This legislation requires that secondary preservice teacher education programs have two courses in literacy and these courses need to be approved by the R2S Office. Our secondary programs already had EDFS 455 - Literacy and Assessment in the Content Areas which will serve as the second course. TEDU 325 will serve as a foundation of literacy course and the two combined will be submitted to the SC Department of Education R2S office for approval to satisfy the required six credit hours in literacy.

TEDU 436 is being added as a possible choice for students related to educational technology. Currently, students are required to take EDFS 326 and this would change the requirement to EDFS 326 OR TEDU 436 which provides options. TEDU 436 adds the concept of Project Based Learning to the educational technology tool box.

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>1. Candidates for certification in secondary education must pass PRAXIS II tests in their content area as well as the Principles of Learning and Teaching (PLT): Grades 7-12 (0524) to become certified to teach secondary education in the state of South Carolina. PRAXIS II looks at content overall. The PLT looks at learning and the learner. PRAXIS II and the PLT are a national exams administered through ETS and required by the SC</td>
<td>Results of PRAXIS II and the PLT are used to measure whether students have necessary content knowledge.</td>
</tr>
</tbody>
</table>

This form was last updated on 6/6/2013 and replaces all others.  
Page 2 of 5
2. Candidates in secondary education must possess pedagogical and professional knowledge to be licensed to teach in SC. The candidate’s Long Range Plan for the classroom that they did clinical practice (student teaching) in is used to demonstrate pedagogical knowledge. A long-range plan (LRP) is, in effect, an extended course syllabus. Much like a course syllabus, the LRP provides a description of the intended outcomes for the learners, the content and anticipated timelines, the ways in which the outcomes will be measured, and the criteria for judging student progress and achievement. The LRP extends beyond a traditional course syllabus, however, by including descriptions of the context—i.e., characteristics of the learners as well as behavioral expectations for the learners.

3. Candidates in secondary education are required to show evidence of student learning during their clinical practice teaching semester. The Candidate Work Sample (CWS) submitted during Clinical Practice (student teaching) is used. Candidates must administer a pre-test, collect formative data in assessing unit activities, and administer a post-test. This provides data of actual student performance to show the candidate has had an impact on student learning. The CWS is a unit of curriculum that includes a comprehensive set of tasks constructed to assess a teacher education candidate’s ability to plan, teach, and assess all learners. The candidates are responsible for the CWS unit taught from start to finish. The CWS should be designed to meet the needs of all learners in a class, satisfying appropriate national, state, and local curriculum standards. The CWS must be of sufficient length to provide the opportunity for comprehensive candidate assessment—typically a two (2) to six (6) week thematic unit of instruction with at least five (5) lesson plans and a maximum of 25 pages (without attachments).
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.

There will be little to no direct impact on other programs. TEDU 325 is a course in Middle Grades to replace a course Middle Grades students took along with Early Childhood and Elementary students (EDEE 325) but that course was deemed not to have the necessary content for older adolescence due to focus on Early Childhood and Elementary students. Based on students in EDEE 325 currently, this should allow a one section reduction of EDEE 325 being offered fall and spring. However, there are not a lot of Middle Grades students taking TEDU 325 so there should be enough space to allow secondary students in the course which will allow TEDU 325 to make on a regular rotation.

TEDU 436 has currently been offered in the summer as a special topics course but would allow for a section to replace a section of EDES 326 in Fall and/or spring causing no net change.

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.

TEDU 325 is a new course being added to both the Middle Grades and Secondary programs but will be replacing a section of EDEE 325 that Middle Grades previously took. It is anticipated that there will be no new costs associated with these changes.

I. 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.

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

X☐ (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.
Mathematics Major and Secondary Education Cognate Major Requirements
Catalog Year: 2015-16
Degree: Bachelor of Science
Credit Hours: 77+ (Math 41+; Secondary Cognate 36)

"PR" indicates a pre-requisite. "CO" indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general-edu for more information.

Teacher Education Track (Grades 9-12)

Students interested in teacher certification in math must complete their math with teacher education track major and the secondary education cognate major requirements. See the School of Education, Health and Human Performance section of the undergraduate catalog for a listing of the required secondary education cognate major courses. Students should apply for acceptance to this program no later than the second semester of their sophomore year. Requirements for this program include admission to and successful completion of the approved teacher education program. Students must successfully complete all requirements for certification in secondary education.

When declaring teacher certification in math through the Program of Study Management System (POSM), students must first select "Declare or Add a Major" and then "Secondary Education Cognate" from the major list. Once this selection is made, a second menu box will appear with a list of the associated majors. Select the math major and follow the on-screen instructions.

Required Courses

☐ MATH 120 Introductory Calculus
☐ MATH 220 Calculus II (4) PR: MATH 120 or HONS 115
☐ MATH 203 Linear Algebra (3) PR: MATH 120 or instructor permission
☐ MATH 221 Calculus III (4) PR: MATH 220
☐ MATH 246 Mathematical Computing and Programming Lab (1) PR: MATH 220 or instructor permission
☐ MATH 250 Statistical Methods (3) PR: MATH 105 with a grade of C or better or MATH 111 or MATH 120 or permission of instructor
☐ MATH 295 Introduction to Abstract Mathematics (3) PR: MATH 203 or MATH 221
☐ MATH 303 Abstract Algebra I (3) PR: MATH 203 and MATH 295
☐ MATH 311 Advanced Calculus I (3) PR: MATH 221 and MATH 295
☐ MATH 315 Introduction to Complex Variables (3) PR: MATH 221 with a grade of C or better
☐ MATH 323 Differential Equations (3) PR: MATH 221 and MATH 203 or instructor permission
☐ MATH 340 Axiomatic Geometry (3) PR: MATH 295 or instructor permission
☐ MATH 417 Reading and Research (1-3) PR: Senior standing; instructor and department chair permission
☐ MATH 430 Mathematical Statistics I (3) PR: MATH 221
☐ MATH 470 Mathematical Modeling (3) PR: MATH 203, MATH 323 and MATH 246 or CSC 220 or instructor permission

Notes: When declaring teacher certification in math through the Program of Study Management System (POSM), students must first select "Declare or Add a Major" and then "Secondary Education Cognate" from the major list. Once this selection is made, a second menu box will appear with a list of the associated majors. Select the math major and follow the on-screen instructions.

Secondary Cognate Major Requirements

"PR" indicates a pre-requisite. "CO" indicates a co-requisite.
Courses within this major may also satisfy general education requirements. Please consult http://Registrar.CofC.Edu/General-Edu for more information.

Students interested in teacher certification in secondary education must complete a content major, additional coursework required for certification (if applicable), and these secondary education cognate major requirements. Content majors are available in biology (Bachelor of Science Teaching Option), chemistry (Bachelor of Arts), English (Bachelor of Arts), history (Bachelor of Arts, for certification in social studies), mathematics (Bachelor of Science teacher education track), and physics (Bachelor of Arts). Students must successfully complete all requirements for certification in secondary education.

Required Courses

☐ COMM 104  Public Speaking (3) PR: None

☐ 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.

☐ EDFS 303  Human Growth and Development and the Educational Process (3) PR: None

☐ TEDU 325: Foundations of Language and Literacies Development Grades 5-12 (3)

☐ EDFS 326*  Integrating Technology Into Teaching (3)

OR

☐ TEDU 436  Using Instructional Technology in Problem-Based Learning (3)

☐ EDFS 330*  Classroom and Behavior Management (3) PR: Junior or above

☐ EDFS 345  Introduction to the Education of Exceptional Children and Youth (3) PR: EDFS 303.

☐ EDFS 455  Literacy and Assessment in the Content Areas (3)

☐ EDFS 456  Teaching Strategies in the Content Areas (English, Math, Science, Social Studies) (3)

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). Students must enroll in the Secondary sections for each of the courses marked with an asterisk. (See associate department chair to register for courses.) Each course requires a school-based field experience. Students will need a 3-hour block of time per week between the hour of 7 a.m. and 2 p.m. Monday through Friday, to complete each school-based experience.

Clinical Practice Internship Requirement

☐ EDFS 460*  Clinical Practice in the Content Area (12) PR: Admission to a teacher education program and completion of all education requirements. This course is graded pass-fail. 
A grade of "P" carries only earned hours. It does not carry quality hours or quality points.

Note: *Students seeking recommendation for South Carolina certification in Secondary Education must complete the program of study above and meet admission, retention, and exit requirements of the program and the School of Education, Health, and Human Performance. Recommendation to the South Carolina Department of Education for certification in South Carolina is contingent upon successful completion of Clinical Practice, and achievement of passing scores on the necessary Praxis I test(s) for recommendation. Students who do not take Clinical Practice may not earn a degree in Secondary Education and will not be recommended for certification. See your faculty advisor for additional information.

Notes:

• You should apply for admission (this is NOT declaring your major) to the Teacher Education Program the semester you are enrolled in EDFS 201 Foundations of Education. Requirements for admission:
  o Minimum overall GPA of 2.75 and 60 earned credit hours.
  o Passingscore on the three components of the PRAXIS I: Pre-Professional Skills Test (Reading, Writing, and Mathematics) as designated by the South Carolina Department of Education OR qualifying SAT or ACT scores.
  o Disposition forms from (a) a general education faculty member, (b) your EDFS 201 professor, and (c) someone who has observed you working with children.
If a student has transferred credit for a course that is equivalent to EDF 5201, they must meet with the Teacher Education Department Chair.
C A grade of C or better in EDFS 201 Foundations of Education.

- Your admission process must be completed before beginning the professional program.
- You must complete a major in the content area and the cognate major to be forwarded to the State Department of Education for certification.
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: Bob Perkins
Phone: 953-8042
Email: perkinsr@cofc.edu
School: EHHP
Department or Program: TEDU
Name and Acronym of Major: Secondary Education Cognate in Physics, EHHP

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

☐ 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)
   ☐ 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): 82+ (Physics 42+, Secondary Cognate 40)
Number of Proposed Credit Hours (for changed program): 85+ (Physics 42+, Secondary Cognate 43)
Catalog Year in which changes will take effect: FALL 2016

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-resources/program-of-study-worksheets/index.php) with changes marked in RED. Additions 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.

One required course will be added (TEDU 325) and another course will be an allowed to substitute for EDFS 326 (TEDU 436). NOTE: At the time this proposal was assembled, both of these courses had already been submitted with the Change

This form was last updated on 6/6/2013 and replaces all others.  Page 1 of 5
of Program for Middle Grades degree as new courses but had not been fully approved yet. The assumption is that by the time this Change of Program is processed, they will be "existing" courses.

TEDU 325: Foundations of Language and Literacies Development Grades 5-12 (new course proposal submitted with the Middle Grades Program changes submitted previously but not approved as of this form being prepared)

This course explores theories of language and literacies development focusing on adolescence (ages 10-18). This course outlines the development of oral and written language (speaking, listening, reading, writing, spelling, and designing). Candidates will develop an advanced understanding of factors of acquisition of English as a second language, culture, and dialect upon development.

TEDU 436 Using Instructional Technology in Problem-Based Learning (new course proposal submitted with the Middle Grades Program changes submitted previously but not approved as of this form being prepared) (3) PR. None

This course will combine students' previous experiences using technology with current classroom technologies within a Project-Based Learning (PBL) environment. Emphasis will be on technologies available through hardware as well as services on the World Wide Web and these will be incorporated in students' future classrooms using teaching best practices.

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

TEDU 325 is being added to the requirements for this program based on the Read to Succeed (R2S) legislation passed by the SC legislature, signed by the Governor and implemented by the SC Department of Education. This legislation requires that secondary preservice teacher education programs have two courses in literacy and these courses need to be approved by the R2S Office. Our secondary programs already had EDFS 455 - Literacy and Assessment in the Content Areas which will serve as the second course. TEDU 325 will serve as a foundation of literacy course and the two combined will be submitted to the SC Department of Education R2S office for approval to satisfy the required six credit hours in literacy.

TEDU 436 is being added as a possible choice for students related to educational technology. Currently, students are required to take EDFS 326 and this would change the requirement to EDFS 326 OR TEDU 436 which provides options. TEDU 436 adds the concept of Project Based Learning to the educational technology tool box.

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

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Page 2 of 5
2. Candidates in secondary education must possess pedagogical and professional knowledge to be licensed to teach in SC. The candidate's Long Range Plan for the classroom that they did clinical practice (student teaching) in is used to demonstrate pedagogical knowledge. A long-range plan (LRP) is, in effect, an extended course syllabus. Much like a course syllabus, the LRP provides a description of the intended outcomes for the learners, the content and anticipated timelines, the ways in which the outcomes will be measured, and the criteria for judging student progress and achievement. The LRP extends beyond a traditional course syllabus, however, by including descriptions of the context—i.e., characteristics of the learners as well as behavioral expectations for the learners.

3. Candidates in secondary education are required to show evidence of student learning during their clinical practice teaching semester. The Candidate Work Sample (CWS) submitted during Clinical Practice (student teaching) is used. Candidates must administer a pre-test, collect formative data in assessing unit activities, and administer a post-test. This provides data of actual student performance to show the candidate has had an impact on student learning. The CWS is a unit of curriculum that includes a comprehensive set of tasks constructed to assess a teacher education candidate's ability to plan, teach, and assess all learners. The candidates are responsible for the CWS unit taught from start to finish. The CWS should be designed to meet the needs of all learners in a class, satisfying appropriate national, state, and local curriculum standards. The CWS must be of sufficient length to provide the opportunity for comprehensive candidate assessment—typically a two (2) to six (6) week thematic unit of instruction with at least five (5) lesson plans and a maximum of 25 pages (without attachments).

4. An established rubric is used to assess the Long Range Plan. This assessment rating scale is Unacceptable (1), Acceptable (2) and Target (3).

There is an established rubric for the Candidate Work Sample that will be used. It is expected that all candidates will have a positive effect demonstrated by the graphs in the Candidate Work Sample. This assessment rating scale is Unacceptable (1), Acceptable (2) and Target (3).
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.

There will be little to no direct impact on other programs. TEDU 325 is a course in Middle Grades to replace a course Middle Grades students took along with Early Childhood and Elementary students (EDEE 325) but that course was deemed not to have the necessary content for older adolescence due to focus on Early Childhood and Elementary students. Based on students in EDEE 325 currently, this should allow a one section reduction of EDEE 325 being offered fall and spring. However, there are not a lot of Middle Grades students taking TEDU 325 so there should be enough space to allow secondary students in the course which will allow TEDU 325 to make on a regular rotation.

TEDU 436 has currently been offered in the summer as a special topics course but would allow for a section to replace a section of EDFS 326 in Fall and/or spring causing no net change.

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.

TEDU 325 is a new course being added to both the Middle Grades and Secondary programs but will be replacing a section of EDEE 325 that Middle Grades previously took. It is anticipated that there will be no new costs associated with these changes.

I. 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.

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

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

This form was last updated on 6/6/2013 and replaces all others. Page 4 of 5
☐ 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.

This form was last updated on 6/6/2013 and replaces all others.
Physics Major and Secondary Education Cognate Major Requirements
Catalog Year: 2015-16
Degree: Bachelor of Arts
Physics Major Credit Hours: 82+ (Physics 42+; Secondary Cognate 40)

"PR" indicates a pre-requisite. "CO" indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general-edu for more information.

Physics Teacher Education Program (Grades 9-12)
Students interested in teacher certification in physics must complete both the physics major and the secondary education cognate major requirements. See the School of Education, Health, and Human Performance section of the undergraduate catalog for a listing of the required secondary education cognate major courses. Students should apply for acceptance to this program no later than the second semester of their sophomore year. Requirements for this include admission to and successful completion of the approved teacher education program. Students must successfully complete all requirements for certification in secondary education.

When declaring teacher certification in physics through the Program of Study Management System (POSM), students must first select "Declare/Add Major" and then "Secondary Education Cognate" from the major list. Once this selection is made, a second menu box will appear with a list of the associated majors. Select the physics major and follow the on-screen instructions.

Required Courses

☐ 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

☐ PHYS 112* General Physics II (3) PR: PHYS 111 or HONS 157; CO or PR: MATH 120 or equivalent or instructor permission; CO: PHYS 112L
☐ PHYS 112L General Physics II Lab (1) CO: PHYS 112

☐ PHYS 230 Introduction to Modern Physics I (3) PR: PHYS 112 or HONS 158; CO or PR: MATH 211 or instructor permission

☐ PHYS 370 Experimental Physics (4) PR: PHYS 230 or instructor permission

☐ PHYS 419 Research Seminar (1) PR or CO: PHYS 370 or ASTR 377 or instructor and department chair permission

☐ PHYS 420** Senior Research (3) PR: PHYS 419 and instructor and department chair permission

☐ PHYS 499** Bachelor's Essay (1-6) Bachelor's Essay (6) PR: PHYS 419 or department chair permission; credit will not be awarded for both PHYS 420 and PHYS 499

Notes: * Upon completion of PHYS 101 with a grade of B or better and successful completion of MATH 120, a student may transfer to PHYS 112. **Credit will not be awarded for both PHYS 420 and PHYS 499.

☐ Select 11 credit hours from the following electives with department approval. Please note a maximum of 3 credit hours from each of the following groups are allowed (PHYS 381, PHYS 390 and PHYS 399) and (PHYS 260, PHYS 260L, PHYS 460L).

Physics Electives List

PHYS 203 Physics and Medicine (3) PR: PHYS 102, PHYS 102L or PHYS 112, PHYS 112L or HONS 158

PHYS 260 NASA Space Mission Design (2) PR: ASTR 130 or ASTR 306 or HONS 160 or GEOL 206 or PHYS 102 or PHYS 112 or HONS 158 or instructor permission; CO: PHYS 260L or 460L

PHYS 260L NASA Space Mission Design Laboratory (1) CO: PHYS 260

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PHYS 296 Biophysics Model and Excitable Cells (3) PR: (Biol 111 or HONS 152 or Phys 112 or HONS 158) OR (Biol 211 and Biol 305 and Phys 102) or instructor permission

PHYS 298 Special Topics (1-3) PR: Instructor permission

PHYS 301 Classical Mechanics (3) PR: PHYS 112 or HONS 158 and MATH 323 or PHYS 272 or permission of instructor

PHYS 302 Classical Mechanics (3) PR: PHYS 301

PHYS 308 Atmospheric Physics (3) PR: PHYS 112, PHYS 112L or HONS 158 or instructor permission

PHYS 320 Intro to Electronics (4) PR: PHYS 102 and MATH 120 or PHYS 112 or HONS 158 or instructor permission

PHYS 331 Intro to Modern Physics II (3) PR: PHYS 230

PHYS 340 Photonics (4) PR: PHYS 112, PHYS 112L or HONS 158

PHYS 350 Energy Production (4) PR: CHEM 111, CHEM 111L, (PHYS 112, 112L or HONS 158) or PHYS 102, 102L and MATH 120

PHYS 381 Internship (1-4) PR: Coordinator and department chair permission

PHYS 390 Research (1-3; repeatable up to 6) PR: Department chair and instructor permission

PHYS 394 Digital Signal and Image Processing with Biomedical Applications (3) PR: PHYS 112 and 112L or HONS 158 and 158L; CO: PHYS 394L

PHYS 394L Digital Signal and Image Processing with Biomedical Applications Laboratory (1) PR: PHYS 112 and 112L or HONS 158 and 158L; CO: PHYS 394

PHYS 397 Research Experience Physics and Astronomy (0) PR: Only declared majors can take a Zero Credit Research course. Instructor and department chair permission required.

PHYS 399 Tutorial (3; repeatable up to 12) PR: Junior standing and department chair and instructor permission

PHYS 403 Introductory Quantum Mechanics (3) PR: PHYS 230 and MATH 323 or PHYS 272, or instructor permission

PHYS 405 Thermal Physics (3) PR: PHYS 230 and MATH 323 or PHYS 272, or instructor permission

PHYS 407 Introduction to Nuclear Physics (3) PR: PHYS 230 or instructor permission

PHYS 408 Introduction to Solid State Physics (3) PR: PHYS 230 and MATH 323 or PHYS 272, or instructor permission

PHYS 409 Electricity and Magnetism (3) PR: PHYS 112 or HONS 158 and MATH 323 or PHYS 272 or permission of instructor

PHYS 410 Electricity and Magnetism (3) PR: PHYS 409

PHYS 412 Special Topics (1-3) PR: Instructor permission

PHYS 415 Fluid Mechanics (3) PR: MATH 323 and PHYS 301 or instructor permission

PHYS 456 Air Pollution Meteorology (4) PR: PHYS 112, PHYS 112L or (PHYS 102, PHYS 102L and MATH 120) or HONS 158; CHEM 112, CHEM 112L or instructor permission
PHYS 457  Satellite Meteorology (3) PR: PHYS 308 or PHYS 456 or (PHYS 105 and PHYS 112, PHYS 112L) or (PHYS 105 and PHYS 102, PHYS 102L and MATH 120) or (PHYS 105 and HONS 158)

PHYS 458  Climate Change (4) PR: PHYS 112, PHYS 112L or HONS 158

PHYS 460L  NASA Space Mission Design Leadership Lab (1) PR: Instructor permission; CO: PHYS 260

Mathematics Requirement

☐ MATH 120  Introductory Calculus (4) PR: Placement or C-or-better in MATH 111

☐ MATH 220  Calculus II (4) PR: MATH 120 or HONS 115

☐ MATH 221  Calculus III (4) PR: MATH 220 or equivalent

Notes:

• With department approval, completion with grades of at least "B" in PHYS 101/101L and PHYS 102/102L, together with MATH 120 and MATH 220 may be substituted for PHYS 111/111L and PHYS 112/112L.

• Suggested programs of study leading to graduate school in physics, astronomy, astrophysics, meteorology and engineering are available from the department.

Secondary Cognate Major Requirements

"PR" indicates a pre-requisite. "CO" indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general-edu for more information.

Students interested in teacher certification in secondary education must complete a content major, additional coursework required for certification (if applicable), and the secondary education cognate major requirements. Content majors are available in biology (Bachelor of Science Teaching Option), chemistry (Bachelor of Arts), English (Bachelor of Arts), history (Bachelor of Arts, for certification in social studies), mathematics (Bachelor of Science teacher education track), and physics (Bachelor of Arts). Students must successfully complete all requirements for certification in secondary education.

Required Courses

☐ COMM 104  Public Speaking (3) PR: None

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

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

☐ EDFS 303  Human Growth and Development and the Educational Process (3) PR: None

☐ TEDU 325: Foundations of Language and Literacies Development Grades 5-12 (3)

☐ EDFS 326*  Integrating Technology Into Teaching (3)

OR

☐ TEDU 436  Using Instructional Technology in Problem-Based Learning (3)

☐ EDFS 330*  Classroom and Behavior Management (3) PR: junior or above

☐ EDFS 345  Introduction to the Education of Exceptional Children and Youth (3) PR: EDFS 303

☐ EDFS 455  Literacy and Assessment in the Content Areas (3)

☐ EDFS 456  Teaching Strategies in the Content Areas (English, Math, Science, Social Studies) (3)
Note: *Students must enroll in the Secondary sections for each of the courses marked with an asterisk. (See associated department chair to register for courses.) Each course requires a school-based field experience. Students will need a 3-hour block of time per week between the hours of 7 a.m. and 2 p.m. Monday through Friday, to complete each school-based experience.
Clinical Practice Internship Requirement

☐ EDFS 460* Clinical Practice in the Content Area (12) PR: Admission to a teacher education program and completion of all education requirements. This course is graded pass-fail. A grade of "P" carries only earned hours. It does not carry quality hours or quality points.

Note: *Students seeking recommendation for South Carolina certification in Secondary Education must complete the program of study above and meet the admission, retention, and exit requirements of the program and the School of Education, Health, and Human Performance. Recommendation to the South Carolina Department of Education for certification in South Carolina is contingent upon successful completion of Clinical Practice, and achievement of passing scores on the necessary Praxis II tests(s) for recommendation. Students who do not take Clinical Practice may not earn a degree in Secondary Education and will not be recommended for certification. See your faculty advisor for additional information.

Additional Coursework required beyond Content major (Physics, BA) for Physics Certification:

☐ BIOL 101 Concepts and Applications in Biology (4) PR: None; CO: BIOL 101L
☐ BIOL 101L Concepts and Applications in Biology Lab (0) CO: BIOL 101
Or
☐ 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 111L

Notes:

- You should apply for admission (this is NOT declaring your major) to the Teacher Education Program the semester you are enrolled in EDFS 201 Foundations of Education. Requirements for admission:
  - Minimum overall GPA of 2.75 and 60 earned credit hours.
  - Passingscore on the 3 components of the PRAXIS I: Pre-Professional Skills Test (Reading, Writing, and Mathematics) as designated by the South Carolina Department of Education or qualifying SAT or ACT scores.
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  - If a student has transferred credit for a course that is equivalent to EDFS 201, they must meet with the Teacher Education department chair and complete 1 hour of work.
  - A grade of C or better in EDFS 201 Foundations of Education.

- Your admission process must be completed before beginning the professional program.
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FACULTY CURRICULUM COMMITTEE
CHANGE/DELETE PROGRAM FORM

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- Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: Bob Perkins Phone: 953-8042 Email: perkinsr@cofc.edu
School: EHHP Department or Program: TEDU
Name and Acronym of Major: Secondary Education Cognate in Social Studies – Political Science, EDPS

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

☐ Change Request (fill out all sections)
  □ Add an existing course to requirements or electives
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☐ Terminate Program (fill out E, G, H, and I)
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C. GENERAL INFORMATION

Number of Current Credit Hours (for existing program): 99+ (Political Science 36, Secondary Cognate 63)
Number of Proposed Credit Hours (for changed program): 102+ (Political Science 36, Secondary Cognate 66)
Catalog Year in which changes will take effect: FALL 2016

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-resources/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.

One required course will be added (TEDU 325) and another course will be allowed to substitute for EDFS 326 (TEDU 436). NOTE: At the time this proposal was assembled, both of these courses had already been submitted with the Change

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TEDU 325: Foundations of Language and Literacies Development Grades 5-12 (new course proposal submitted with the Middle grades Program changes submitted previously but not approved as of this form being prepared)

This course explores theories of language and literacies development focusing on adolescence (ages 10-18). This course outlines the development of oral and written language (speaking, listening, reading, writing, spelling, and designing). Candidates will develop an advanced understanding of factors of acquisition of English as a second language, culture, and dialect upon development.

TEDU 436 Using Instructional Technology in Problem-Based Learning (new course proposal submitted with the Middle grades Program changes submitted previously but not approved as of this form being prepared) (3) PR. None

This course will combine students’ previous experiences using technology with current classroom technologies within a Project-Based Learning (PBL) environment. Emphasis will be on technologies available through hardware as well as services on the World Wide Web and these will be incorporated in students’ future classrooms using teaching best practices.

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

TEDU 325 is being added to the requirements for this program based on the Read to Succeed (R2S) legislation passed by the SC legislature, signed by the Governor and implemented by the SC Department of Education. This legislation requires that secondary preservice teacher education programs have two courses in literacy and these courses need to be approved by the R2S Office. Our secondary programs already have EDFS 455 - Literacy and Assessment in the Content Areas which will serve as the second course. TEDU 325 will serve as a foundation of literacy course and the two combined will be submitted to the SC Department of Education R2S office for approval to satisfy the required six credit hours in literacy.

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Results of PRAXIS II and the PLT are used to measure whether students have necessary content knowledge.
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TEDU 436 has currently been offered in the summer as a special topics course but would allow for a section to replace a section of EDFS 326 in Fall and/or spring causing no net change.

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.

TEDU 325 is a new course being added to both the Middle Grades and Secondary programs but will be replacing a section of EDEE 325 that Middle Grades previously took. It is anticipated that there will be no new costs associated with these changes.

I. CHECKLIST

☐ I have completed all relevant parts of the form.

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☐ 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.

This form was last updated on 6/6/2013 and replaces all others.
☐ 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.
Political Science Major and Secondary Education Cognate Major Requirements

Catalog Year: 2015-16
Degree: Bachelor of Arts
Credit Hours: 99+ (Political Science 36; Secondary Cognate 63)

*PR* indicates a pre-requisite. *CO* indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult [http://registrar.cofc.edu/general-edu](http://registrar.cofc.edu/general-edu) for more information.

Political Science Teacher Education Program (Grades 9-12)

Students interested in teacher certification in social studies must complete the political science major, the additional coursework required for social studies certification and the secondary education cognate major requirements. See the School of Education, Health and Human Performance section of the undergraduate catalog for listing of the requirements for the additional certification coursework and the secondary education cognate major. Students should apply for acceptance to this program in the second semester of their sophomore year. Requirements for this include admission to an approved teacher education program. Students must successfully complete all requirements for certification in secondary education.

When declaring teacher certification in social studies through the Program of Study Management System (POSM), students must first select “Declare or Add a Major” and then “Secondary Education Cognate” from the major list. Once this selection is made, a second menu box will appear with a list of the associated majors. Select the political science major and follow the on-screen instructions.

Required Courses

- [ ] POLI 101 American Government (3) PR: None
- [ ] POLI 103 World Politics (3) PR: None
- OR
- [ ] POLI 104 World Regional Geography (3) PR: None
- [ ] POLI 150 Introduction to Political Thought (3) PR: None
- [ ] POLI 205 Doing Research in Politics (3) PR: None
- [ ] POLI 405 Capstone Seminar (3) PR: POLI 205; Take in the last 15 credit hours of POLI courses.

Note: At least 15 credit hours at the 300-level or above is required of this major.

Select a minimum of 3 credit hours in each of the three subfields of political science:

American Politics and Process

- [ ] __________

- POLI 210 Introduction to Public Administration (3) PR: None
- POLI 211 Introduction to Public Policy (3) PR: None
- POLI 213 State and Local Politics (3) PR: None
- POLI 214 LGBT Politics (3) PR: None
- POLI 301 Bureaucratic Politics and Policy (3) PR: POLI 101 or instructor permission
- POLI 304 American Foreign Policy Process (3) PR: None
- POLI 305 Urbanization and Urban Geography (3) PR: None
- POLI 306 Urban Policy (3) PR: None
- POLI 307 Environmental Policy (3) PR: None

This form was last updated on 6/6/2013 and replaces all others.
POLI 308  Education Policy (3) PR: None
POLI 309  Health Policy (3) PR: None
POLI 310  Urban Applications of Geographic Information Systems (GIS) (3) PR: None
POLI 311  Policymaking in State Legislatures (3) PR: None
POLI 319  Special Topics in Public Policy (3) PR: None
POLI 320  Constitutional Law (3) PR: POLI 101 or instructor permission
POLI 321  Civil Liberties (3) PR: None
POLI 322  Urban Government and Politics (3) PR: POLI 101 or instructor permission
POLI 323  The Congress (3) PR: POLI 101 or instructor permission
POLI 324  The Judiciary (3) PR: POLI 101 or instructor permission
POLI 325  The Presidency (3) PR: POLI 101 or instructor permission
POLI 326  American Politics and Mass Media (3) PR: POLI 101 or instructor permission
POLI 327  Political Parties (3) PR: POLI 101 or instructor permission
POLI 328  Campaigns and Elections (3) PR: POLI 101 or instructor permission
POLI 329  Public Opinion in American Politics (3) PR: POLI 101 or instructor permission
POLI 330  Southern Politics (3) PR: None
POLI 331  Geography of Native Lands/Indian Law (3) PR: None
POLI 332  Women and Politics (3) PR: None
POLI 333  Suburbs: People, Places, and Politics (3) PR: None
POLI 334  Political Campaign Communications (3) PR: POLI 101 or instructor permission
POLI 335  Religion in American Politics (3) PR: POLI 101 or instructor permission
POLI 339  Special Topics in American Politics (3) PR: None

Global Politics and Spaces

POLI 240  Introduction to Comparative Politics (3) PR: None
POLI 245  Cuban Revolution (3) PR: None
POLI 260  International Relations Theory (3) PR: None
POLI 265  International Political Economy (3) PR: None
POLI 266  International Diplomacy Studies (3) PR: None
POLI 340  Politics of Latin America (3) PR: None
POLI 342  Politics of Africa (3) PR: None
POLI 343  Politics of East Asia (3) PR: None
POLI 344  Politics of the Middle East (3) PR: None
POLI345 Politics of China (3) PR: None
POLI346 Politics of Southeast Asia (3) PR: None
POLI347 International Development: Theories and Practices (3) PR: None
POLI348 Politics of Protestantism (3) PR: None
POLI350 Comparative Gender Politics (3) PR: None
POLI351 Politics of Contemporary Brazil (3) PR: None
POLI352 Geographies and Politics of the European Union (3) PR: None
POLI353 Geographies and Politics of Food (3) PR: None
POLI359 Special Topics in Comparative Politics (3) PR: None
POLI360 International Human Rights Law (3) PR: None
POLI361 Topics in Foreign Policy (3) PR: None
POLI363 International Law and Organization (3) PR: None
POLI364 International Environmental Politics (3) PR: None
POLI365 International Relations of the Middle East (3) PR: None
POLI367 Geography of International Conflict (3) PR: None
POLI368 Political Geography (3) PR: None
POLI369 Politics of Globalization (3) PR: None
POLI379 Special Topics in International Relations (3) PR: None

Politics of Ideas

- Topics in Gender, Theory, and Law (3) PR: None
- Ethics and Politics (3) PR: None
- Sustainability (3) PR: None
- Law and Society (3) PR: None
- Jurisprudence (3) PR: None
- American Political Thought (3) PR: None
- Contemporary Liberalism (3) PR: None
- Utopia/Dystopia (3) PR: None
- Global Political Theory (3) PR: None
- Environmental Geography (3) PR: None
- Special Topics in Politics of Ideas (3) PR: None

Select 12 additional credit hours to complete the major. Choose from any of the above subfield courses or the following:
POLI 102  Contemporary Political Issues (3) PR: None

POLI 119  Special Topics in Politics (3) PR: None

POLI 203  Criminal Justice (3) PR: None

POLI 400  Tutorial (3) PR: Junior standing; tutor and department chair permission

POLI 401  Reading and Independent Study in Political Science (3) PR: Instructor permission

POLI 402  Field Internship (3) PR: POLI 205; junior or senior standing; department permission; completion of 18 credit hours in POLI; Normally, a minimum cumulative GPA of 2.50 and a POLI major GPA of 2.80.

POLI 499  Bachelor’s Essay (3) PR: A project proposal must be submitted in writing and approved by the department prior to registration for the course.

Secondary Cognate Major Requirements

“PR” indicates a prerequisite. “CO” indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general-education for more information.

Students interested in teacher certification in secondary education must complete a content major, additional coursework required for certification (if applicable), and these secondary education cognate major requirements. Content majors are available in biology (Bachelor of Science Teaching Option), chemistry (Bachelor of Arts), English (Bachelor of Arts), history (Bachelor of Arts, for certification in social studies), mathematics (Bachelor of Science teacher education track), and physics (Bachelor of Arts). Students must successfully complete all requirements for certification in secondary education.

Required Courses

☐ COMM 104  Public Speaking (3) PR: None

Select two MATH courses totaling at least 6 credit hours from the following:

☐ ________  ☐ ________

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: Placement or C- or better in MATH 111

MATH 120  Introductory Calculus (4) PR: Placement or C- or better in MATH 111

MATH 207  Discrete Structures I (3) PR: MATH 105, 111 or 120

MATH 220  Calculus II (4) PR: MATH 120 or HONS 115

MATH 229  Vector Calculus with Chemical Applications (5) PR: Placement or C- or better in MATH 120 or HONS 115

MATH 250  Statistical Methods (3) PR: MATH 105 with a grade of C- or better or MATH 111 or MATH 120 or permission of instructor

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

Note: *EDFS 201 is a prerequisite to all other education courses with a grade of C or better.
EDFS 303  HumanGrowthandDevelopmentandtheEducationalProcess (3) PR: None

TEDU 325: Foundations of Language and Literacies Development Grades 5-12 (3)

EDFS 326* Integrating Technology Into Teaching (3)

OR

TEDU 436 Using Instructional Technology in Problem-Based Learning (3)

EDFS 330* ClassroomandBehavior Management (3) PR: juniororabove

EDFS 345 Introduction to the Education of Exceptional Children and Youth (3) PR: EDFS 303.

EDFS 455 Literacy and Assessment in the Content Areas (3)

EDFS 456 Teaching Strategies in the Content Areas (English, Math, Science, Social Studies) (3)

Note: *Students必须enroll in the secondary section for each of the courses marked with an asterisk. (See associated department chair to register for courses.) Each course requires a school-based field experience. Students will need a 3-hour block of time per week between the hours of 7 a.m. and 2 p.m. Monday through Friday, to complete each school-based experience.

Clinical Practice Internship Requirement

EDFS 450* Clinical Practice in the Content Area (12) PR: Admission to a teacher education program and completion of all education requirements. This course is graded pass-fail. A grade of F carries no earned hours. It does not carry quality hours or quality points.

Note: *Students seeking recommendation for South Carolina certification must complete the program of study above and meet the admission, retention, and exit requirements of the program and the School of Education, Health, and Human Performance. Recommendation to the South Carolina Department of Education for certification in South Carolina is contingent upon successful completion of Clinical Practice, and achievement of passing scores on the necessary Praxis II test(s) for recommendation. Students who do not take Clinical Practice may not earn a degree in Secondary Education and will not be recommended for certification. See your faculty advisor for additional information.

Additional Coursework required beyond Content major (HIST, POLI, SOCY) for Social Studies Certification:

HIST 103 World History before 1500 (3) PR: None

HIST 104 World History since 1500 (3) PR: None

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).

OR

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).

ANTH 101 Introduction to Anthropology (3) PR: None

ECON 200 Principles of Microeconomics (3) PR: None

POLI 101 American Government (3) PR: None

POLI 104 World Regional Geography (3) PR: None

SOCY 101 Introduction to Sociology (3) PR: None

Notes:

- You should apply for admission (this is NOT declaring your major) to the Teacher Education Program the semester you are enrolled in EDFS 201 Foundations of Education. Requirements for admission:
  - Minimum overall GPA of 2.75 and 60 earned credit hours.
c Passingscoreonthe3componentsofthePRAXIS1:Pre-ProfessionalSkillsTest(Reading,Writing,andMathematics)asdesignatedby
theSouthCarolinaDepartmentofEducationORqualifyingSATorACTscores.

c Dispositionformsfrom(a)ageneraleducationfacultymember,(b)yourd_EDFS201_professor,and(c)someonewhohasobservedyou
workingwithchildren.

c IfastudenthastransfercreditforacoursethatisequivalenttoEDFS201,theymustmeetwiththeTeacherEducationdepartmentchair
andcomplete1hourofwork.

c A grade of C or better in EDFS 201 Foundations of Education.

- Youradmissionprocessmustbecompletedbeforebeginningtheprofessionalprogram.
- YoumustcompletetiamajorinthecontentareaandthecognatemajortobeforwardedtothestateDepartmentofEducationforcertification.
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: Bob Perkins
Phone: 953-8042
Email: perkinsr@cofc.edu
School: EHHP
Department or Program: TEDU
Name and Acronym of Major: Secondary Education Cognate in Social Studies - Sociology, EDSC

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.
☐ 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)
  ☐ 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): 96* (Sociology 33; Secondary Cognate 63)
Number of Proposed Credit Hours (for changed program): 99* (Sociology 33; Secondary Cognate 66)
Catalog Year in which changes will take effect: FALL 2016

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-resources/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.
One required course will be added (TEDU 325) and another course will be allowed to substitute for EDFS 326 (TEDU 436). NOTE: At the time this proposal was assembled, both of these courses had already been submitted with the Change

This form was last updated on 6/6/2013 and replaces all others. 
Page 1 of 5
of Program for Middle Grades degree as new courses but had not been fully approved yet. The assumption is that by the time this Change of Program is processed, they will be “existing” courses.

TEDU 325: Foundations of Language and Literacies Development Grades 5-12  (new course proposal submitted with the Middle grades Program changes submitted previously but not approved as of this form being prepared)

This course explores theories of language and literacies development focusing on adolescence (ages 10-18). This course outlines the development of oral and written language (speaking, listening, reading, writing, spelling, and designing). Candidates will develop an advanced understanding of factors of acquisition of English as a second language, culture, and dialect upon development.

TEDU 436 Using Instructional Technology in Problem-Based Learning  (new course proposal submitted with the Middle grades Program changes submitted previously but not approved as of this form being prepared) (3) PR. None

This course will combine students’ previous experiences using technology with current classroom technologies within a Project-Based Learning (PBL) environment. Emphasis will be on technologies available through hardware as well as services on the World Wide Web and these will be incorporated in students’ future classrooms using teaching best practices.

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

TEDU 325 is being added to the requirements for this program based on the Read to Succeed (R2S) legislation passed by the SC legislature, signed by the Governor and implemented by the SC Department of Education. This legislation requires that secondary preservice teacher education programs have two courses in literacy and these courses need to be approved by the R2S Office. Our secondary programs already had EDFS 455 - Literacy and Assessment in the Content Areas which will serve as the second course. TEDU 325 will serve as a foundation of literacy course and the two combined will be submitted to the SC Department of Education R2S office for approval to satisfy the required six credit hours in literacy.

TEDU 436 is being added as a possible choice for students related to educational technology. Currently, students are required to take EDFS 326 and this would change the requirement to EDFS 326 OR TEDU 436 which provides options. TEDU 436 adds the concept of Project Based Learning to the educational technology tool box.

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>1. Candidates for certification in secondary education must pass PRAXIS II tests in their content area as well as the Principles of Learning and Teaching (PLT): Grades 7-12 (0524) to become certified to teach secondary education in the state of South Carolina. PRAXIS II looks at content overall. The PLT looks at learning and the learner. PRAXIS II and the PLT are a national exams administered through ETS and required by the SC</td>
<td>Results of PRAXIS II and the PLT are used to measure whether students have necessary content knowledge.</td>
</tr>
</tbody>
</table>

This form was last updated on 6/6/2013 and replaces all others.
2. Candidates in secondary education must possess pedagogical and professional knowledge to be licensed to teach in SC. The candidate’s Long Range Plan for the classroom that they did clinical practice (student teaching) in is used to demonstrate pedagogical knowledge. A long-range plan (LRP) is, in effect, an extended course syllabus. Much like a course syllabus, the LRP provides a description of the intended outcomes for the learners, the content and anticipated timelines, the ways in which the outcomes will be measured, and the criteria for judging student progress and achievement. The LRP extends beyond a traditional course syllabus, however, by including descriptions of the context—i.e., characteristics of the learners as well as behavioral expectations for the learners.

3. Candidates in secondary education are required to show evidence of student learning during their clinical practice teaching semester. The Candidate Work Sample (CWS) submitted during Clinical Practice (student teaching) is used. Candidates must administer a pre-test, collect formative data in assessing unit activities, and administer a post-test. This provides data of actual student performance to show the candidate has had an impact on student learning. The CWS is a unit of curriculum that includes a comprehensive set of tasks constructed to assess a teacher education candidate’s ability to plan, teach, and assess all learners. The candidates are responsible for the CWS unit taught from start to finish. The CWS should be designed to meet the needs of all learners in a class, satisfying appropriate national, state, and local curriculum standards. The CWS must be of sufficient length to provide the opportunity for comprehensive candidate assessment—typically a two (2) to six (6) week thematic unit of instruction with at least five (5) lesson plans and a maximum of 25 pages (without attachments).

<table>
<thead>
<tr>
<th>4.</th>
<th>1. An established rubric is used to assess the Long Range Plan. This assessment rating scale is Unacceptable (1), Acceptable (2) and Target (3).</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>There is an established rubric for the Candidate Work Sample that will be used. It is expected that all candidates will have a positive effect demonstrated by the graphs in the Candidate Work Sample. This assessment rating scale is Unacceptable (1), Acceptable (2) and Target (3).</td>
</tr>
</tbody>
</table>

This form was last updated on 6/6/2013 and replaces all others.
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.

There will be little to no direct impact on other programs. TEDU 325 is a course in Middle Grades to replace a course Middle Grades students took along with Early Childhood and Elementary students (EDEE 325) but that course was deemed not to have the necessary content for older adolescence due to focus on Early Childhood and Elementary students. Based on students in EDEE 325 currently, this should allow a one section reduction of EDEE 325 being offered fall and spring. However, there are not a lot of Middle Grades students taking TEDU 325 so there should be enough space to allow secondary students in the course which will allow TEDU 325 to make on a regular rotation.

TEDU 436 has currently been offered in the summer as a special topics course but would allow for a section to replace a section of EDPS 326 in Fall and/or spring causing no net change.

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.

TEDU 325 is a new course being added to both the Middle Grades and Secondary programs but will be replacing a section of EDEE 325 that Middle Grades previously took. It is anticipated that there will be no new costs associated with these changes.

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.

This form was last updated on 6/6/2013 and replaces all others.
☐ 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.
Sociology Major and Secondary Education Cognate Major Requirements
Catalog Year: 2015-16
Degree: Bachelor of Science
Credit Hours: 96+ (Sociology 33; Secondary Cognate 63)

"PR" indicates a pre-requisite. "CO" indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/graduate-edu for more information.

Sociology Teacher Education Program (Grades 9-12)
Students interested in teacher certification in social studies must complete the sociology major, the additional coursework required for social studies certification and the secondary education cognate major requirements. See the School of Education, Health and Human Performance section of the undergraduate catalog for a listing of the requirements for the additional certification coursework and the secondary education cognate major. Students should apply for acceptance to this program no later than the second semester of their sophomore year. Requirements for this include admission to and successful completion of the approved teacher education program. Students must successfully complete all requirements for certification in secondary education.

When declaring teacher certification in social studies through the Program of Study Management System (POSM), students must first select "Declare or Add a Major" and then "Secondary Education Cognate" from the major list. Once this selection is made, a second menu box will appear with a list of the associated majors. Select the sociology major and follow the on-screen instructions.

Required Courses

☐ SOCY 101 Introduction to Sociology (3) PR: None

☐ HONS 167 Introduction to Sociology (3) PR: None

☐ HONS 102 Contemporary Social Issues (3) PR: None

☐ SOCY 260* Development of Social Thought (3) PR: SOCY 101 or HONS 167 or SOCY 102

☐ SOCY 271* Introduction to Social Research (3) PR: SOCY 101 or HONS 167 or SOCY 102

☐ SOCY 272* Making Sense of Sociological Data (3) PR: SOCY 101 or HONS 167 or SOCY 102

☐ SOCY 390 Senior Seminar (3) PR: SOCY 101 or HONS 167 or SOCY 102; SOCY 260, 271, 272 and 18 credit hours in the major or instructor permission

Note: *SOCY 260, 271 and 272 must be taken within the first 18 credit hours of the major.

One course from each of the four areas of concentration in sociology: Social Psychology (330s), Social Problems (340's), Social Organization (350's), and Social Inequality (360's).

Social Psychology Concentration Area

☐ ________________

SOCY 331 Society and the Individual (3) PR: SOCY 101 or HONS 167 or SOCY 102

SOCY 332 Collective Behavior (3) PR: SOCY 101 or HONS 167 or SOCY 102

SOCY 335 Aging and the Family (3) PR: SOCY 101 or HONS 167 or SOCY 102

SOCY 336 Death and Dying (3) PR: SOCY 101 or HONS 167 or SOCY 102

SOCY 337 Prejudice (3) PR: SOCY 101 or HONS 167 or SOCY 102
SOCY 339  Special Topics in Social Psychology (3) PR: SOCY 101 or HONS 167 or SOCY 102

Social Problems Concentration Area

<table>
<thead>
<tr>
<th>Course</th>
<th>Title and Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCY 340</td>
<td>Medical Sociology (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>SOCY 341</td>
<td>Criminology (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>SOCY 342</td>
<td>Juvenile Delinquency (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>SOCY 344</td>
<td>Social Gerontology (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>SOCY 345</td>
<td>Social Policy (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>SOCY 346</td>
<td>Environmental Sociology (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>SOCY 348</td>
<td>Sociology of Alcohol and Drugs (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>SOCY 349</td>
<td>Special Topics in Social Problems (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
</tbody>
</table>

Social Organization Concentration Area

<table>
<thead>
<tr>
<th>Course</th>
<th>Title and Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCY 351</td>
<td>Urban Sociology (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>SOCY 352</td>
<td>Population and Society (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>SOCY 355</td>
<td>Science Technology and Society (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>SOCY 356</td>
<td>Sociological Perspectives on Religion (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>SOCY 357</td>
<td>Political Sociology (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>SOCY 358</td>
<td>Living in an Organizational World (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>SOCY 359</td>
<td>Special Topics in Social Organization (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
</tbody>
</table>

Social Inequality Concentration Area

<table>
<thead>
<tr>
<th>Course</th>
<th>Title and Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCY 360</td>
<td>Class, Power, and Privilege (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>SOCY 361</td>
<td>Child Welfare (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>SOCY 362</td>
<td>Social and Cultural Change (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>SOCY 364</td>
<td>Gender and Society (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>SOCY 365</td>
<td>Sociology of Music (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
<tr>
<td>SOCY 366</td>
<td>Race and Ethnic Relations (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
</tr>
</tbody>
</table>
**SOCY 369** Special Topics in Social Inequality (3) PR: SOCY 101 or HONS 167 or SOCY 102

**Elective requirement:** Complete 6 credit hours from SOCY 103-499.

- [ ] ____________
- [ ] ____________

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>PR/Restrictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCY 103*</td>
<td>Sociology of the Family (3) PR: None</td>
<td></td>
</tr>
<tr>
<td>SOCY 109*</td>
<td>Sociology of Peace (3) PR: None</td>
<td></td>
</tr>
<tr>
<td>SOCY 331</td>
<td>Society and the Individual (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
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<td>SOCY 332</td>
<td>Collective Behavior (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
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<td>SOCY 335</td>
<td>Aging and the Family (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
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<td>SOCY 336</td>
<td>Death and Dying (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
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<td>SOCY 337</td>
<td>Prejudice (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
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<td>SOCY 339</td>
<td>Special Topics in Social Psychology (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
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<td>SOCY 340</td>
<td>Medical Sociology (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
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<td>SOCY 341</td>
<td>Criminology (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
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<td>SOCY 342</td>
<td>Juvenile Delinquency (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
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<td>SOCY 344</td>
<td>Social Gerontology (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
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<td>SOCY 345</td>
<td>Social Policy (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
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<td>SOCY 346</td>
<td>Environmental Sociology (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
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<td>SOCY 348</td>
<td>Sociology of Alcohol and Drugs (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
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<td>SOCY 349</td>
<td>Special Topics in Social Problems (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
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<td>SOCY 351</td>
<td>Urban Sociology (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
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<td>SOCY 352</td>
<td>Population and Society (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
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<td>SOCY 355</td>
<td>Science Technology and Society (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
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<td>SOCY 356</td>
<td>Sociological Perspectives on Religion (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
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<td>SOCY 357</td>
<td>Political Sociology (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
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<td>SOCY 358</td>
<td>Living in an Organizational World (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
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<td>SOCY 359</td>
<td>Special Topics in Social Organization (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
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<td>SOCY 360</td>
<td>Class, Power, and Privilege (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
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<td>SOCY 361</td>
<td>Child Welfare (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
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<td>SOCY 362</td>
<td>Social and Cultural Change (3) PR: SOCY 101 or HONS 167 or SOCY 102</td>
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SOCY 364  Gender and Society (3) PR: SOCY 101 or HONS 167 or SOCY 102
SOCY 365  Sociology of Music (3) PR: SOCY 101 or HONS 167 or SOCY 102
SOCY 366  Race and Ethnic Relations (3) PR: SOCY 101 or HONS 167 or SOCY 102
SOCY 369  Special Topics in Social Inequality (3) PR: SOCY 101 or HONS 167 or SOCY 102
SOCY 381  Internship (1-6) PR: SOCY 101 or HONS 167 or SOCY 102; junior standing; declared sociology majors only; Baverage in sociology and overall average of C+; 12 credit hours in sociology or instructor permission
SOCY 382  Student Research Apprenticeship in Sociology (1-6) PR: GPA of 3.00 in sociology, major or minor in sociology, and instructor permission. Other course pre-requisites may vary depending on the nature of the placement.
SOCY 383  Student Academic Apprenticeship in Sociology (1-6) PR: GPA of 3.00 in sociology, major or minor in sociology, and instructor permission. Other course pre-requisites may vary depending on the nature of the placement.
SOCY 490  Independent Study (1-6) PR: SOCY 101 or HONS 167 or SOCY 102; junior standing, overall SOCY GPA of at least 3.00, overall GPA of at least 2.50, and instructor permission
SOCY 492  Advanced Field Experience (1-6) PR: Instructor permission
SOCY 499  Bachelor's Essay (6) PR: SOCY 101 or HONS 167 or SOCY 102; a project proposal must be submitted in writing and approved by the department prior to registration for the course

Notes:

- *A maximum of 3 credit hours from SOCY 103 and SOCY 109 may count toward the electives and GPA for the sociology major.
- Sociology majors are strongly encouraged to take MATH 104 or 250.
- Sociology majors are encouraged to include courses in anthropology, history, political science, international studies, philosophy, psychology, economics, statistics, and computer programming in their program of study. Sociology majors may wish to pursue an interdisciplinary minor in African American Studies, Crime, Law and Society, or Women's and Gender Studies.

Secondary Cognate Major Requirements

"PR" indicates a pre-requisite. "CO" indicates a co-requisite.

Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general-edu for more information.

Students interested in teacher certification in secondary education must complete a content major, additional coursework required for certification (if applicable), and the secondary education cognate major requirements. Content majors are available in biology (Bachelor of Science Teaching Option), chemistry (Bachelor of Arts), English (Bachelor of Arts), history (Bachelor of Arts, for certification in social studies), mathematics (Bachelor of Science teacher education track), and physics (Bachelor of Arts). Students must successfully complete all requirements for certification in secondary education.

Required Courses

☐ COMM 104  Public Speaking (3) PR: None

Select two MATH courses totaling at least 6 credit hours from the following:

☐ ________  ☐ ________

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: Placement or better in MATH 101
MATH 120  Introductory Calculus (4) PR: Placement or better in MATH 111
MATH 207  Discrete Structures I (3) PR: MATH 105, 111 or 120
MATH 220  Calculus II (4) PR: MATH 120 or HONS 115
MATH 229  Vector Calculus with Chemical Applications (5) PR: Placement or better in MATH 120 or HONS 115
MATH 250  Statistical Methods I (3) PR: MATH 105 with C-grade or better or MATH 111 or MATH 120 or permission of instructor

☐ 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.

☐ EDFS 303 Human Growth and Development and the Educational Process (3) PR: None
☐ TEDU 325: Foundations of Language and Literacies Development Grades 5-12 (3)
☐ EDFS 326* Integrating Technology into Teaching (3)
OR
☐ TEDU 436 Using Instructional Technology in Problem-Based Learning (3)
☐ EDFS 330* Classroom and Behavior Management (3) PR: junior or above
☐ EDFS 345 Introduction to the Education of Exceptional Children and Youth (3) PR: EDFS 303
☐ EDFS 455 Literacy and Assessment in the Content Areas (3)
☐ EDFS 456 Teaching Strategies in the Content Areas (English, Math, Science, Social Studies) (3)

Note: *Students must enroll in the secondary sections for each of the courses marked with an asterisk. (See associated department chair to register for courses.) Each course requires a school-based field experience. Students will need a 3-hour block of time per week between the hours of 7 a.m. and 2 p.m. Monday through Friday, to complete each school-based experience.

Clinical Practice Internship Requirement

☐ EDFS 460* Clinical Practice in the Content Area (12) PR: Admission to a teacher education program and completion of all education requirements. This course is graded pass/fail. A grade of "P" carries one year's earned hours. It does not carry quality hour or quality points.

Note: *Students seeking recommendation for South Carolina certification in Secondary Education must complete the program of study above and meet the admission, retention, and exit requirements of the program and the School of Education, Health, and Human Performance. Recommendation to the South Carolina Department of Education for certification in South Carolina is contingent upon successful completion of Clinical Practice, and achievement of passing scores on the necessary Praxis I test(s) for recommendation. Students who do not take Clinical Practice may not earn a degree in Secondary Education and will not be recommended for certification. See your faculty advisor for additional information.

Additional Coursework required beyond Content major (HIST, POLI, SOCY) for Social Studies Certification:

☐ HIST 103 World History before 1500 (3) PR: None
☐ HIST 104 World History since 1500 (3) PR: None
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).

OR

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).

ANTH 101 Introduction to Anthropology (3) PR: None

ECON 200 Principles of Microeconomics (3) PR: None

POLI 101 American Government (3) PR: None

POLI 104 World Regional Geography (3) PR: None

SOCI 101 Introduction to Sociology (3) PR: None

Notes:

- You should apply for admission (this is NOT declaring your major) to the Teacher Education Program the semester you are enrolled in EDFS 201 Foundations of Education. Requirements for admission:

  - Minimum overall GPA of 2.75 and 60 earned credit hours.

  - Passing score on the 3 components of the PRAXIS I: Pre-Professional Skills Test (Reading, Writing, and Mathematics) as designated by the South Carolina Department of Education OR qualifying SAT or ACT scores.

  - Disposition forms from (a) a general education faculty member, (b) your EDFS 201 professor, and (c) someone who has observed you working with children.

  - If a student has transferred credit for a course that is equivalent to EDFS 201, they must meet with the Teacher Education department chair and complete 1 hour of work.

  - A grade of C or better in EDFS 201 Foundations of Education.

- Your admission process must be completed before beginning the professional program.

- You must complete a major in the content area and the cognate major to be forwarded to the State Department of Education for certification.