FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

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

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

EDEE 327, Change of Program Form

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:
   
   Signature: 
   Date: 1/27/16

2. Signature of Academic Dean:
   
   Signature: 
   Date: 1/27/16

3. Signature of Provost:
   
   Signature: 
   Date: 2/14/16

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: 

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: 

8. Signature of Faculty Senate Secretary:
   
   Signature: 
   Date: 

Date Approved by Faculty Senate: 

01-28-16P02:07 RCV0
November 15, 2015

Dear Curriculum Committee,

The Elementary Program is submitting the attached program request to make room for courses required by passage of the Read to Succeed Act of 2014. The International Literacy Association (ILA) states that early childhood and elementary teacher candidates need a minimum of 9-12 credit hours in reading or reading related courses.

In order to comply with this mandate, our Elementary Education program must streamline course offerings or else offer two semesters with an 18 credit hour course load. We are proposing the following actions to give students a 15 credit hour course load during the entire program of study.

- Removing EDEE 327 Learner Development and the Context of Learning (Field Experience) from the program of study.

I have attached the new program change form.

Respectfully Submitted,

Dr. Tracey Hunter-Doniger
Elementary Education Program Lead
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: Tracey Hunter-Doniger Phone: 843 953 8075 Email: hunterdonigerrl@cofc.edu
School: EHHP Department or Program: Teacher Education (TEDU)
Name and Acronym of Major: Elementary Education (EDEE) EDEL

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): 994 72†
Number of Proposed Credit Hours (for changed program): 964 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, co-requisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee's Course Form and a sample syllabus.

This form was last updated on 6/6/2013 and replaces all others. Page 1 of 5
The following changes are being requested:
   1. Delete EDEE 327 from the Elementary Education program of study
   2. Modify the Elementary Education Program of Study

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

Due to the passage of the Read to Succeed Act 2014, the Elementary Education program now has one 18 hour semester. In order to alleviate this issue, we conducted a thorough review of our courses to reveal overlapping content areas. We are requesting the course EDEE 327 Learner Development and the Context of Learning (Field Experience) be removed from the Elementary Education Program so we can maintain a 15 credit hour load throughout all four semesters of the program.

1) Currently students take EDEE 327 in the first semester of the program. This course has generally provided an opportunity for students to observe children across early childhood, elementary and middle grades settings. Candidates typically spend 2-3 weeks observing in each setting before moving on to the next field site. We are requesting to delete this course from the Elementary program of study for the following reasons:

   a. To reduce overall number of credit hours, therefore maintaining a 15 credit hour load throughout the Elementary Education Program.
   b. To correspond with the Early Childhood program.
   c. The Elementary Program has already increased the field experience in Semester III from a half-day experience to a full day. This has exceeded the 100 hours required by OSSC prior to clinical practice.
      i. This will provide field experiences of greater depth in future semesters
      ii. With removal of EDEE 327, we would plan to add field hours to EDEE 382 (which is taken in Semester II), thus providing greater depth in field experience coursework.
   d. To make better use of partnerships with local schools
      i. Currently, this course requires placement of a large number of students in a large number of settings, but students are only there for 3 hours a day for three days total. If Elementary students do not take EDEE 327, there will be fewer students to place and therefore the OSSC can make better use of existing partnerships and focus on ensuring placements of higher quality in later semesters focusing on ensuring placements of higher quality in later semesters.
   e. To better utilize departmental resources, in regards to personnel
      i. Faculty who currently teach this course can be reassigned to other courses in which their expertise can be used in more meaningful ways.

2) The course load of the program needs to be reorganized to even out the workload. With the request to remove EDEE 327 Semester I will have 12 credit hours, while Semester III will have 18. The courses in Semester III are not conducive to the first semester of the program therefore we propose the following realignment of the program:

   a. EDEE 370 Health and Physical Education will be moved from Semester II to Semester I. This course has 7-10 hours of hands on experience with children in public schools. This will provide Semester I with a total of 15 credit hours and Semester II with 12 credit hours.
   b. EDEE 373 Teaching Social Studies will be moved to Semester II to replace EDEE 370. This will give all semester 15 credit hours.
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>
</tbody>
</table>
| 1. Development, Learning, and Motivation—Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students' development, acquisition of knowledge, and motivation. | **Measure 1:** In order to demonstrate knowledge of child development, students will write a themed research paper in EDFS 303. The candidates must "meet" or "exceed target" on the paper.  
**Performance Target:** Over 85% of students will "meet" or "exceed target" on the paper.  
**Measure 2:** Praxis II Elementary Education: Practice & Applications assesses content knowledge as well as pedagogical principals and practices.  
**Performance Target:** Over 85% of program completers are expected to earn a passing score, as determined by the South Carolina Department of Education. |
| 2. Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community. | Assessment that demonstrates candidates can effectively plan and implement classroom-based instruction.  
**Measure 1:** Disposition assessments  
Target: Over 85% of the candidates will "meet" or "exceed target" on the majority of indicators.  
**Measure 2:** ADEPT forms  
Target: Over 85% of the candidates will "meet" or "exceed target" on the majority of indicators.  
**Measure 3:** Long range plans  
Target: Over 85% of the candidates will "meet" or "exceed target" on the majority of indicators. |
| 3. Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies to encourage elementary students' development of critical thinking and problem solving. | **Measure 1:** The assessment tool demonstrating candidate effects on student learning is the Candidate Work Sample Rubric. The semester prior to clinical practice, students will draft a Candidate Work Sample in EDEE 409.  
**Target:** Over 85% of the candidate will "meet" or "exceed" target on the Draft Candidate Work Sample.  
**Measure 2:** Students will then initiate and implement a Candidate Work Sample during Clinical Practice.  
**Target:** Over 85% of the candidates will "meet" or "exceed" |
Additional Outcomes or Comments:

From our analysis we have determined that EDEE 327 is irrelevant to the Undergraduate Elementary Education Program. Removing it from the program will not affect the Student Learning Outcomes of the program.

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

The only foreseeable impact of removing EDEE 327 from the Elementary program would be that Middle Grades will be the only program requiring the course. Due to the limited amount of students in the program there may be reduced enrollment in the course.

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

There will be a cost savings for fewer adjuncts and placements of tenure-track faculty in other courses. Also, the amount of hours by the OSSC office filling the placement will be decreased considerably. Furthermore, the partnerships of participating schools will be used to focus on the full day field placements.
1. CHECKLIST

☑️ I have completed all relevant parts of the form.

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

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

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

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

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
Elementary Education Major Requirements (includes licensure eligibility requirements)

Catalog Year: 2016-2017
Degree Bachelor of Science
Credit Hours: 99+

"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

☐ Anthropology 101 included as three of the six social sciences credits for the General Education Requirements.

Core Licensure Course

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

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

Professional Program Semester 1  (15 credit hours)

☐ EDFS 303 Human Growth and Educational Process (3) PR: None
☐ EDEE 323 The Development of Mathematical Thinking (3) PR: None
☐ EDEE 325 Foundations of Language and Literacies (3) PR: None
☐ EDEE 327 Learner Development and the Context of Learning (field experience) (3) PR: None
☐ EDEE 370 Teaching Health and Physical Education (3) PR: None
☐ EDFS 326 Integrating Technology Into Teaching (3) PR: None

OR
☐ TEDU 436 Using Instructional Technology in Problem-Based Learning (3) PR: None

Professional Program Semester 2  (15 credit hours)

☐ EDEE 366 Teaching Mathematics 2-8 (3) PR: None
☐ EDEE 370 Teaching Health and Physical Education (3) PR: None
☐ EDEE 378 Instructional Strategies for Teaching Reading 2-6 (3) PR: None
☐ EDEE 403 Visual & Performing Arts (3) PR: None
☐ EDEE 382 Application of Curriculum & Instruction 2-6 (field experience) (3) PR: None
☐ EDEE 373 Teaching Social Studies 2-8 (3) PR: None
Professional Program Semester 3  (18 credit hours)

- EDEE 333  Teaching Writing/Design with Children’s Literature and Multimodal texts, 2-6 (3) PR: None
- EDEE 368  Teaching Science 2-8 (3) PR: None
- EDEE 373  Teaching Social Studies 2-8 (3) PR: None
- EDEE 407  Creating Learning Environments (3) PR: None
- EDEE 409  Meeting Needs of Diverse Learners (3) PR: None
- EDEE 416  Curriculum, Instruction and Literacy Assessment 2-6 (field experience) (3) PR: majors only

Optional Licensure Eligibility Requirements* for Elementary Education

Professional Program Semester 4  (12 credit hours)

- EDEE 457  Elementary Grades Clinical Practice (12) PR: EDEE 416; this course is graded pass-fail. A grade of “P” carries only earned hours. It does not carry quality hours or quality points.

- GPA REQ  Must have a minimum cumulative GPA of 2.75.

Note:  *Students seeking recommendation for South Carolina licensure in Elementary 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 State Department of Education for licensure in South Carolina is contingent upon successful completion of Clinical Practice and achievement of passing scores on the necessary Praxis II test(s). Students who do not take Clinical Practice may earn a degree in Elementary Education but will not be recommended for licensure. See your faculty advisor for additional information.

Notes:
- Declare a major in education in using Program of Study Management (POSM) in MyCharleston as soon as possible. You will be assigned a faculty advisor to work with you in planning your program.
- You should apply for admission to the licensure eligibility Teacher Education Program (this is NOT declaring your major) 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.
  - Minimum 3.00 GPA in education program courses.
  - Passing score on the 3 components of the PRAXIS 1: 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 transfer 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 Introduction to Education.
• Your admission process must be completed before beginning the professional program.

• Candidates interested in add-on licensure (e.g., elementary and early childhood, elementary and middle) must major in one area and take all of the Credit II courses in the additional licensure area.

• If a student has transfer credit that is equivalent to EDFS 201, they must meet with the Teacher Education Department Chair.