FACULTY COMMITTEE ON GRADUATE EDUCATION, CONTINUING EDUCATION AND SPECIAL PROGRAMS

CHANGE/DELETE GRADUATE PROGRAM PROPOSAL FORM

Contact Name: Bob Perkins   Email: perkinsr@cofc.edu   Phone: (843) 953-8042

Department and School Name: Teacher Education, School of Education, Health and Human Performance

Name and Acronym of Graduate Program: MAT in Early Childhood Education, EDEF EDEC

Date (Semester/Year) changed program will take effect: Fall 2016

I. CATEGORY OF REVIEW (Check all that apply)

X Change Request (attach details):
  X Add existing course or courses to requirements or electives
  X Add new course(s) to requirements or electives (complete and attach COURSE FORM for each)
  X Delete courses from requirements or electives
  □ Add new emphasis (check one): □ concentration □ track Total # of hours:
  (note: any emphasis involving more than 18 credit hours will also require CHE approval)

□ Terminate Program (check one): □ Degree □ Certificate □ Emphasis (concentration/track)
  (if checked, skip section II, IV, V, and VII below)

Are students currently enrolled in the program? X Yes □ No
If yes, what semester will students complete the program? Generally students complete program in 2 years with most graduating in spring. (Spring 2018)

If the program termination includes deleting courses from the inventory, a COURSE FORM must be included with this form for each course deletion.

□ Interdisciplinary (attach evidence of acknowledgment from relevant departments)

II. DESCRIPTION OF CHANGES: If a changed program—please explain changes below; if a new emphasis—please provide the details below.

The Read to Succeed Act passed by the state of South Carolina in 2014 now mandates all teacher education programs “must require all candidates seeking certification at the early childhood or elementary level to complete a twelve credit hour sequence in literacy.” Currently our Early Childhood program offers only 6 credit hours in literacy. To meet this requirement we would like to

• change two existing courses (EDEF 617 and 682)
• add/change an existing course (EDEF 640) to the MAT_EC program of study
  □ This course is currently a requirement of the MAT in Elementary program only. Course objectives and assessments will be changed to reflect new content.
• add a new course on writing (EDEF 631) to the MAT_EC program of study
• **remove** two existing courses (EDEE 615 and 653) from the MAT_EC program of study.
  - EDEE 615 can be removed from the EC program of study. It is not offered by any other programs.
  - EDEE 653 will continue to be offered to students in the MAT in Elementary program.

• **cross-list** courses in this program with corresponding Undergraduate courses:
  - EDEE 325 and EDEE 640
  - EDEE 375 and EDEE 617
  - EDEE 415 and EDEE 682
  - EDEE 331 and EDEE 631 (new writing course)

**III. RATIONALE or JUSTIFICATION**

*For changes or termination, please provide a detailed justification. For a new emphasis, briefly address the goals/objectives for the new emphasis, provide evidence of student interest (i.e., has the program offered special topics courses in this area? has the program interviewed student focus groups as part of an internal assessment? etc.), and explain how the emphasis supports the liberal arts tradition and the mission of the institution.*

Local, state and federal organizations have all begun to advocate for higher quality literacy instruction across the early childhood, elementary and middle grades. 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. Furthermore, the Read to Succeed Act passed by the state of South Carolina in 2014 now mandates all teacher education programs “must require all candidates seeking certification at the early childhood or elementary level to complete a twelve credit hour sequence in literacy.” Currently our Early Childhood program offers only 6 credit hours in literacy.

Locally, the Charleston County School District (CCSD) has placed additional requirements on new hires in the area of literacy. Primary grade teachers must be certified in early childhood education and have training on the CCSD Balanced Literacy Framework. They must also meet additional requirements to have a Master’s degree in reading, take an Emergent Literacy course, or attend county wide professional development. Our program currently offers some of this content, but it does not satisfy the requirement. This means our candidates no longer meet the basic qualification of the position which may interfere with their ability to gain employment after graduation.

Changing our program as outlined in section II above would enable us to meet the new state requirement of 12 credit hours (EDEE 640, 617, 682 and EDEE 631).
IV. CURRICULUM

Provide the COMPLETE curriculum for the changed program and/or new emphasis distinguishing between required and elective courses. Note pre-requisite courses where appropriate. Note any sequencing of courses or requirements in the program, listed exactly as it should appear in the catalog.

See attached.

Attach the completed COURSE FORM and a sample syllabus for each new course.

Is a syllabus for each new course attached?  x  Yes  No

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Program-Level 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 program/emphasis? Attach Curriculum Map.</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>Early Childhood Teacher Education Candidates write and teach an effective unit of instruction.</td>
<td>This goal is assessed in the Candidate Work Sample which is completed during the clinical practice semester. See attached for assignment description and rubric. Candidates must &quot;meet target&quot; on all criteria before graduation.</td>
</tr>
<tr>
<td>Early Childhood Teacher Education Candidates integrate research, theory and field experiences to advocate for young children and families on a topic of interest.</td>
<td>This goal is assessed in the Teacher as Professional Project which students complete in the semester prior to clinical practice. See attached for assignment description and rubric.</td>
</tr>
<tr>
<td>Early Childhood Teacher Education Candidates demonstrate their knowledge and understanding of key principles of child development, including the influence of family.</td>
<td>This goal is assessed in the Developmental Case Study assignment students complete in EDEE 682. See attached for assignment description and rubric.</td>
</tr>
</tbody>
</table>

Additional Outcomes or Comments:

See curriculum map for more detailed explanation of literacy outcomes and assessments.

VI. IMPACT ON EXISTING PROGRAMS and COURSES Please briefly document the impact of this changed/deleted program or new emphasis on other programs and courses; if changing/deleting a program—list all programs that will be impacted (and how); if adding a new emphasis—explain any overlap with existing programs or courses in the same or different departments.

This change will have little impact on other programs. EDEE 640 will see an increase in enrollment and EDEE
653 will decrease, but they will balance each other out. The increase in enrollment will not exceed class size limitations, but will likely ensure the course meets Delaware requirements when offered. No additional faculty will be needed given the current courses can still be taught by existing faculty. Furthermore, cross-listing these courses will make better use of existing departmental resources in regards to personnel and materials.

Is this changed/deleted program used by others? Yes x No
If yes, please provide a letter of support in each case.

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

No new costs are anticipated.
VIII. APPROVAL and SIGNATURES

Signature of Program Director: [Signature]  Date: 9/21/15

Signature of Department Chair: [Signature]  Date: 9/21/15

Signature of School Dean: [Signature]  Date: 9/21/15

Signature of the Provost: [Signature]  Date: 9/29/15

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs:
[Signature]  Date: 1/27/16

Signature of Chair of the Graduate Council:
[Signature]  Date: 2/15/16

Signature of Faculty Senate Secretary:

Date:

Date Approved by Faculty Senate: ________________________________
# Master of Arts in Teaching: Early Childhood (Pre-K-3) Program of Study

## Course Sequence and Required Signatures on Reverse Side

<table>
<thead>
<tr>
<th>Course No.</th>
<th>COURSE TITLE, CREDIT HOURS &amp; TERM OFFERED</th>
<th>Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>Courses and course schedule subject to change</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDEE 510</td>
<td>Educational Theory, Behavior, and Development of the Young Child: Field Experience I (3 hrs) (FA)</td>
<td></td>
</tr>
<tr>
<td>EDEE 640</td>
<td>Advanced Foundations of Language and Literacy Development Language, Literature, and Literacy for Early Childhood (3 hrs) (FA)</td>
<td>Co-requisites: These two courses must be taken concurrently</td>
</tr>
<tr>
<td>EDEE 617</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDEE 613</td>
<td>Curriculum and Development in Early Childhood Education (3 hrs) (SP)</td>
<td></td>
</tr>
<tr>
<td>EDEE 638</td>
<td>Mathematics and Science in Early Childhood Education (3 hrs) (FA)</td>
<td>* Prerequisite: Undergraduate math requirements</td>
</tr>
<tr>
<td>EDEE 642</td>
<td>Social Studies and Humanities for Early Childhood and Elementary Teachers (3 hrs) (SP, SU Eve)</td>
<td></td>
</tr>
<tr>
<td>EDEE 617</td>
<td>Advanced Instructional Strategies for Emergent Literacies (3 hrs) (SP)</td>
<td></td>
</tr>
<tr>
<td>EDEE 655</td>
<td>Theories and Strategies for Developing Literacies (3 hrs) (SP, May Eve)</td>
<td></td>
</tr>
<tr>
<td>EDEE 631</td>
<td>Advanced Teaching Writing/Design with Children's Literature and Multimodal Texts, PK-3 (3 hrs) (SP)</td>
<td></td>
</tr>
<tr>
<td>EDEE 615</td>
<td>Assessment in Student Learning (3 hrs) (SP)</td>
<td></td>
</tr>
<tr>
<td>EDEE 636</td>
<td>Methods and Materials in Early Childhood Education: Field Experience II (3 hrs) (SP)</td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDEE 606</td>
<td>Teaching Diverse Learners (3 hrs) (FA, SP, SU)</td>
<td></td>
</tr>
<tr>
<td>EDEE 655</td>
<td>Creativity and the Fine Arts (3 hrs) (FA, SU)</td>
<td></td>
</tr>
<tr>
<td>EDEE 690</td>
<td>Creating Effective Learning Environments (3 hrs) (FA)</td>
<td></td>
</tr>
<tr>
<td>EDEE 620</td>
<td>Home, School, and Community Relationships (3 hrs) (FA)</td>
<td>Co-requisites: These two courses must be taken concurrently. Prerequisites: EDEE 615 &amp; 636</td>
</tr>
<tr>
<td>EDEE 682</td>
<td>Advanced Curriculum, Instruction and Literacies Assessment – Field Experience III (3 hrs) (FA)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Field Experience III in Early Childhood Education (3 hrs) (FA)</td>
<td></td>
</tr>
<tr>
<td>EDEE 698</td>
<td>Clinical Practice in Early Childhood Education (9 hrs) (FA, SP)</td>
<td>All prerequisites and coursework must be successfully completed prior to entering Clinical Practice Internship.</td>
</tr>
</tbody>
</table>

## Minimum Graduate Credit Hours Required for Graduation: 48

(HOURS DO NOT INCLUDE PREREQUISITES)

**FOCUS AREA I: DEVELOPMENT OF THE LEARNER AND RELATIONSHIP TO CONTENT LEARNING DEVELOPMENT (6 HRS)**

**FOCUS AREA II: PEDAGOGY AND CONTENT KNOWLEDGE (18 HRS)**

**FOCUS AREA III: CREATING AN EFFECTIVE CLIMATE FOR LEARNING (15 HRS)**

**FOCUS AREA IV: CULMINATING PROFESSIONAL EXPERIENCES (9 HRS)**

*CANDIDATE MUST APPLY FOR CLINICAL PRACTICE ONE-YEAR BEFORE INTERNSHIP*

## Comments:

SEE FACULTY ADVISOR and/or PROGRAM DIRECTOR FOR ANY CHANGES TO PROPOSED COURSE SEQUENCE.
Contact Name: Jennifer Barrett-Tatum  
Email: barrettmynesi@cofc.edu  
Phone: (843) 953-5821

Department Name: Teacher Education Graduate Program name: Masters of Arts in Teaching

Course Prefix, Number, and Title: EDEE 617 (current) Language, Literature and Literacy in Early Childhood Education

(proposed) Advanced Instructional Strategies for Emergent Literacies PK-3

I. CATEGORY OF REVIEW (Check all that apply)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ New Course (attach syllabus*)</td>
<td>□ Change Number (IV, VII, VIII, IX)</td>
<td>□ Delete Course (IV, VII, IX)</td>
</tr>
<tr>
<td></td>
<td>X Change Title (IV, VII, VIII, IX)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Change Credits/Contact hours (II, IV, VII, IX)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>X Prerequisite Change (IV, VII, VIII, IX)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>X Edit Description (III, IV, VII, VIII, IX)</td>
<td></td>
</tr>
</tbody>
</table>

□ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Spring 2017

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics

September 2011
List prerequisites and / or other restrictions below

EDEE 640

Will this course be added to the Degree Requirements?

a) ☐ Yes    ☐ No

b) If yes, explain

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
</table>

B. Credit Hours

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

III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

This course leads to an advanced understanding of theories and the development of a broadened definition of literacy and the instructional strategies for reading using print and non-print texts for the development of phonemic awareness, phonics, fluency, vocabulary, and comprehension in grades PreK-3.

IV. RATIONALE / JUSTIFICATION: If course change – please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.
In the past three years, local, state and federal organizations have all begun to advocate for higher quality literacy instruction. The South Carolina Read to Succeed mandates 12 hours of literacy instruction for preservice teachers (undergraduate and MAT). Furthermore, the International Literacy Association (ILA) in particular states that early childhood and elementary teacher candidates in initial certification programs need a minimum of 9-12 credit hours in literacy related courses.

The proposed changes to the course title and description more appropriately reflects the Read to Succeed’s definition of literacies in a broader scope that is recognized in South Carolina ELA standards and the International Literacy Association.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

EDEE 617: Instructional Strategies for Emergent Literacies pre-k-3rd has previously required notable review of the developmental stages of spoken and written language. EDEE 617 would be able to focus exclusively on the intended practical application of instructional strategies for language and literacy learning pending a change in the description and content for EDEE 640 to include a more inclusive and broader spectrum of language and literacies development (see EDEE 640 change form).

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

None
IX. APPROVAL AND SIGNATURES

Signature of Program Director: 

Date: 9/21/15

Signature of Department Chair: 

Date: 9/21/15

Signature of Additional Chair*: 

Date: 

Signature of Schools’ Dean: 

Date: 9/21/15

Signature of Additional Schools’ Dean*: 

Date: 

Signature of the Provost: 

Date: 9/29/15

Signature of Budget Director/Business Affairs Office: 

Date: 

* For interdisciplin ary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs: 

Date: 1/27/16

Signature of Chair of the Graduate Council: 

Date: 2/15/14

Signature of Faculty Senate Secretary: 

Date: 

Date Approved by Faculty Senate: 

September 2011
FACULTY COMMITTEE ON GRADUATE EDUCATION, CONTINUING EDUCATION AND SPECIAL PROGRAMS

GRADUATE COURSE PROPOSAL FORM

Contact Name: Dr. Emily Skinner  Email: skinnere@cofc.edu  Phone: 953-0831
Department Name: Teacher Education  Graduate Program name: MAT, Early Childhood

Course Prefix, Number, and Title: EDEF 631: Advanced Teaching Writing/Design with Children’s Literature and Multimodal Texts, PK-3

I. CATEGORY OF REVIEW (Check all that apply)

NEW COURSE  CHANGE COURSE  DELETE COURSE

--------(Complete all sections below that apply including those indicated)--------
X New Course  X Approve for Cross-listing (attach Graduate Permission to Cross-list Form)
(attach syllabus*)

□ Change Number (IV, VII, VIII, IX)  □ Delete Course (IV, VII, IX)
□ Change Title (IV, VII, VIII, IX)
□ Change Credits/Contact hours (II, IV, VII, IX)
□ Prerequisite Change (IV, VII, VIII, IX)
□ Edit Description (III, IV, VII, VIII, IX)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Spring, 2017

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics
List prerequisites and / or other restrictions below

EDEE 640

Will this course be added to the Degree Requirements?

a) X □ Yes □ No

b) If yes, explain

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

II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
<thead>
<tr>
<th></th>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Contact Hours</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours 3

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

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog: include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

The course examines texts as mentors for teaching diverse early childhood learners writing and designing. This course researches and explores children's print, visual, and digital texts, and differentiated contexts that support early childhood writing instruction. A variety of popular and academic writing genres and tools will be critically examined.
IV. RATIONALE / JUSTIFICATION: If course change—please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

We are proposing to add a course that focuses specifically on the teaching of writing, children’s literature, and multimodal texts. This content is currently addressed briefly in the existing course, Advanced Instructional Strategies for Emergent Literacies, PK-3 (EDEE 617), which also covers a number of other literacy methods including comprehension, fluency, vocabulary, phonics, etc. The teaching of writing and children’s literature requires extended study given the passing of Read to Succeed (R2S) legislation for the state of South Carolina that requires teacher education early childhood programs include 12 literacy credits whereas our current graduate early childhood program only has 6 literacy credits. This legislation requires that higher education programs make revisions to teacher education programs by December 2016. Further, the implementation of the English Language Arts Common Core State Standards (CCSS) and South Carolina Standards in grades K-12 include a focus on writing. Additionally, the International Literacy Association, the flagship literacy organization, recommends teacher preparation programs offer 9-12 literacy credits in Early Childhood programs. This new course to our program would help address the need to increase the literacy coursework of our students to be in alignment with Read to Succeed mandate, compatible with national organization recommendations, and competitive with similar higher education institutions in the southeast and across the country.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will become familiar with a variety of children’s literature.</td>
<td>Children’s Literature Digital Story Anthology</td>
</tr>
<tr>
<td></td>
<td>a. Students will select and read a variety of children’s literature and construct a digital annotated</td>
</tr>
<tr>
<td></td>
<td>bibliography of children’s literature using digital storytelling software or app (e.g. PhotoStory,</td>
</tr>
<tr>
<td></td>
<td>VoiceThread, Animoto, iMovie, StoryRobe, etc.).</td>
</tr>
<tr>
<td></td>
<td>b. Students will be assessed using a rubric.</td>
</tr>
<tr>
<td></td>
<td>c. 80% of students should receive a B or better</td>
</tr>
<tr>
<td>2. Students will learn to use a variety of digital tools that can be used in instruction with early childhood literacy learners.</td>
<td>Visual and Digital Tools Review Chart</td>
</tr>
<tr>
<td></td>
<td>a. Students will explore and evaluate a variety of iPad apps, web sites, and online tools and produce a</td>
</tr>
<tr>
<td></td>
<td>chart.</td>
</tr>
<tr>
<td></td>
<td>b. Students will be assessed using a rubric.</td>
</tr>
<tr>
<td></td>
<td>c. 80% of students should receive a B or better</td>
</tr>
<tr>
<td>3. Students will make explicit curricular and instructional connections between course material and their literacies teaching.</td>
<td>Attendance, Preparedness and Participation</td>
</tr>
<tr>
<td></td>
<td>a. Literacy and teaching are social processes. Students will be expected to come to each class prepared (having read and reflected upon assigned readings and completed designated assignments)</td>
</tr>
</tbody>
</table>

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and actively participate in class through sharing reflections and responding to and building upon classmates’ ideas. Participation in a face-to-face weekly book club to discuss picture books, series books, and nonfiction texts relevant to early childhood literacy learners is included in this grade.

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

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

**Writing/Design Project and Partnership**

a. Students will take part in digital writing workshop where they produce narrative, informational and persuasive texts. Throughout the process students will share their work with a writing partner who will provide feedback.

b. Students will be assessed with a rubric.

c. 80% of students should receive a B or better.

**Writing/Design Sequence of Mini-lessons**

a. Students will map out a sequence of mini-lessons for teaching and assessing writing/design with first and second English language learners in one of the following grades: PK, kindergarten, 1st, 2nd and 3rd.

b. Students will be assessed using a rubric.

c. 80% of students should receive a B or better.

**Quizzes**

a. Quizzes will cover content learned over the course. All quizzes are content-based (from readings, videos, podcasts, in-class discussions, handouts, etc.).

b. Four quizzes will be given during the semester.

c. 80% of students should receive a B or better on each quiz.

<table>
<thead>
<tr>
<th>4. Students will demonstrate strategies for teaching writing with second language learners.</th>
<th>Writing/Design Sequence of Mini-lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Students will map out a sequence of mini-lessons for teaching and assessing writing/design with first and second English language learners in one of the following grades: PK, kindergarten, 1st, 2nd and 3rd.</td>
<td></td>
</tr>
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<td>b. Students will be assessed using a rubric.</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Students will be able to assess writing to determine students’ competencies and plan instruction accordingly.</th>
<th>Writing/Design Sequence of Mini-lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Students will map out a sequence of mini-lessons for teaching and assessing writing/design with first and second English language learners in one of the following grades: PK, kindergarten, 1st, 2nd and 3rd.</td>
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</tbody>
</table>
This course will be offered as part of a comprehensive literacy preparation course set for teaching literacies in early childhood. This course aligns with learning outcomes of developing expertise of early childhood content and pedagogical knowledge. It specifically addresses the areas of writing/designing and reading literature and multimodal texts. The content will be new to students. It will be introduced and demonstrated throughout the course. The readings, assignments and projects will reinforce students’ learning throughout the course. This course will complement EDEE 617, Advanced Instructional Strategies for Emergent Literacies, PK-3.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses: if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

Through adding this course, EDEE 617, Advanced Instructional Strategies for Emergent Literacies, PK-3, will have more time and space to address reading strategies more deeply—including comprehension, fluency, vocabulary, and phonics instruction.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

Another course has been removed from the program so there is no net change.
IX. APPROVAL AND SIGNATURES

Signature of Program Director: 

[Signature] Date: 9/21/15

Signature of Department Chair: 

[Signature] Date: 9/21/15

Signature of Additional Chair*: 

[Signature] Date: 

Signature of Schools’ Dean: 

[Signature] Date: 9/21/15

Signature of Additional Schools’ Dean*: 

[Signature] Date: 

Signature of the Provost: 

[Signature] Date: 9/29/15

Signature of Budget Director/Ms. Affairs Office: 

[Signature] Date: 

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs: 

[Signature] Date: 11/27/16

Signature of Chair of the Graduate Council: 

[Signature] Date: 2/15/14

Signature of Faculty Senate Secretary: 

[Signature] Date: 

Date Approved by Faculty Senate: 

____________________________
EDEE 631: Advanced Teaching Writing /Design with Children’s Literature and Multimodal Texts, PK-3 Sample Syllabus

Meeting Time and Place:

Instructor's Name:

Office Hours:

Office Location:

Office phone/Fax/Email:

Course Description:

Students will research children's print-based, visual, oral and digital texts, and contexts that support literacies learning. Students will use these texts as mentors for teaching writing and designing with first and second English language learners. A variety of popular and academic genres, formats, and tools will be critically examined.

This course is officially listed as a “Meets With” course because it may have an undergraduate version meeting at the same time as a graduate version. Each fulfills the requirement for their respective degree program but a student may not take the undergraduate version and then take the graduate version for credit later.

While the course content and assignments may overlap with the undergraduate course it meets with, the grading scale and requirements for fulfilling the credit hours will differ (e.g. readings and assignments) with an expectation that there will be more depth to the graduate version.

Course Outcomes:

Students will:

- Become familiar with a variety of culturally relevant children’s literature.
- Use a variety of digital tools that can be used in instruction with early childhood literacy learners.
- Make explicit curricular and instructional connections between course material and their teaching of writing/designing.
- Demonstrate strategies for teaching writing with second language learners.
- Be able to assess writing to determine students’ competencies and plan instruction accordingly.
Course Objectives:
All teacher preparation programs in the School of Education, Health, & Human Performance (EHHP) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher competency which are at the heart of the EHHP Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course; they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

This course is also guided by Read to Succeed Competencies (R2S), International Literacy Association Standards for Reading Professionals (ILA), and International Society for Technology in Education standards (ISTE).

Understanding and valuing the learner:

- Recognize, understand, value, the forms of diversity that exist in society and their importance in learning to read and write. (RTS 4.1) (EHHP I) (ILA 4) (ITSE 1)
- Use a literacy curriculum and engage in instructional practices that positively impact students’ knowledge, beliefs, and engagement with the features of diversity. (RTS 4.2) (EHHP III) (ILA 4) (ITSE 4)
- Develop and implement strategies to advocate for equity. (RTS 4.3) (EHHP III) (ILA 4) (ITSE 4)
- Know that within a classroom, students have a range of abilities, which include those who receive services from special education. (RTS 4.4) (EHHP I) (ILA 4) (ITSE 4)
- Know that culturally relevant content is selected to validate personal experiences, cultural and historical contributions for all students. (RTS 4.6) (ILA 4) (ITSE 4)

Knowing what and how to teach, assess, and create learning environments:
- Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources. (R2S 2.5)(EHHP 2) (ILA 2) (NAEYC 5)
- Know how to organize time and space to implement a variety of instructional frameworks in support of reading and writing instruction (e.g., know how to organize reading and writing instruction within a workshop approach to
provide a framework for effective instruction). (RTS 2.19) (EHHP 2) (ILA 2) (NAEYC 4)

- Know how to scaffold learning incorporating a gradual release of responsibility approach (Pearson & Gallagher, 1983). (RTS 2.20) (EHHP 2) (ILA 2) (NAEYC 1)

- Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback). (RTS 5.3) (EHHP II) (ILA 5) (NAEYC 4)

- Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. (RTS 5.4) (EHHP II) (ILA 5) (NAEYC 4)

- Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction. (RTS 5.1) (EHHP III) (ILA 4) (NAEYC 4)

- Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write. High engagement during reading requires access to texts, time to read, reading success to promote agency, and a supportive literacy-rich environment. (RTS 5.2) (EHHP III) (ILA 5) (NAEYC 1)

**Understanding selves as professionals:**

- Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors (R2S 6.2) (EHHP 4&5) (ILA 6) (ISTE 3,4,5).

**Possible Course Texts:**


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

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

*South Carolina Standards:* [https://ed.sc.gov/scde-grant-opportunities/documents/FinalVersion-EnglishLanguageArtsStandards.pdf](https://ed.sc.gov/scde-grant-opportunities/documents/FinalVersion-EnglishLanguageArtsStandards.pdf)

Variety of children's literature from different genre and cultural contexts- you'll need to be ready to use your county library frequently and set aside time to peruse books on reserve in the curriculum lab.

**Assignments**

<table>
<thead>
<tr>
<th><strong>Children's Literature Digital Story Anthology (15%)</strong></th>
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</thead>
<tbody>
<tr>
<td>Students will select and read a variety of children's literature and construct a children's literature matrix. A rubric will be used to evaluate this project.</td>
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</table>

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<thead>
<tr>
<th><strong>Visual and Digital Tools Review Chart (10%)</strong></th>
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<tbody>
<tr>
<td>Students will explore and evaluate a variety of iPad apps on a matrix that grows throughout the semester. A rubric will be used to evaluate this project.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th><strong>Weekly Attendance, Preparedness and Participation (15%)</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Literacy and teaching are social processes. Students will be expected to come to each class prepared (having read and reflected upon assigned readings and completed designated assignments) and actively participate in class through sharing reflections and responding to and building upon classmates’ ideas. Participation in a face-to-face weekly book club to discuss picture books, series books, and nonfiction texts relevant to early childhood literacy learners is included in this grade.</td>
<td></td>
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</tbody>
</table>

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<tr>
<th><strong>Writing/Design Project and Partnership (20%)</strong></th>
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</thead>
<tbody>
<tr>
<td>Students will take part in digital writing workshop that includes engaging in the writing/design process for informational, narrative and persuasive texts. Students will draw upon mentor texts and further develop one of the writing projects as a digital story. Throughout the process students will share their work with a writing partner who will provide feedback. A rubric will be used to evaluate this project.</td>
<td></td>
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<tr>
<th><strong>Writing/Design Sequence of Mini-lessons (15%)</strong></th>
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<td>Students will develop a matrix of five mini-lessons for teaching and assessing writing/design in a particular genre and early childhood grade with first and second</td>
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</table>
English language learners. A rubric will be used to evaluate this project.

<table>
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<th>Quizzes (15%)</th>
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<tr>
<td>Three quizzes (each worth 5%) will cover content learned over the course. All quizzes are content-based (from readings, videos, podcasts, in-class discussions, handouts, etc.). They require that you recall, synthesize and apply research, theory, and practice of concept, information and terminology addressed in EDEE 631. Neither study guides nor make-up quizzes will be given. See course calendar for specific quiz dates.</td>
</tr>
</tbody>
</table>

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<tr>
<th>Research Literature Review (10%)</th>
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<tbody>
<tr>
<td>Students will conduct a literature review in the teaching of writing in early childhood grades resulting in instructional implications.</td>
</tr>
</tbody>
</table>
Tentative Scope and Sequence

Week 1: August 26: Introductions, Syllabus; Writing Workshop and Writing Process Overview

Week 2: Culturally Relevant Literature and Using Mentor Texts to Improve Writing Craft; Learning Progression Across Early Childhood

Week 3: Launching the Writing Workshop with Narrative Text; Minilessons

Week 4: Narrative Writing; Small Moments and Personal Narratives; Conferring with Young Writers

Week 5: Publishing, Reflecting and Setting Goals for Writing; Assessing Writing; Information Writing: How To Books

Week 6: Information Writing: Non-Fiction Chapter Books & Feature Articles

Week 7: Information Writing Across the Disciplines

Week 8: Opinion Writing: Writing About Reading

Week 9: Opinion Writing: Speeches, Petitions and Editorials; Writing for Social Action

Week 10: Poetry; Studying Craft and Structure

Week 11: Poetry: Writing Deeply

Week 12: Digital Design; Using iPad Apps to Support Writing

Week 13: Digital Design; Collaborative Writing

Week 14: Writing in Preschool

Week 15: Overflow and Student Evaluations

POLICIES AND PROCEDURES FOR COURSES IN THE SCHOOL OF EDUCATION*

1. GRADING SCALE:

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>&gt;93%</td>
</tr>
<tr>
<td>B+</td>
<td>88-92%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>C+</td>
<td>78-82%</td>
</tr>
<tr>
<td>C</td>
<td>74-77%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;73%</td>
</tr>
</tbody>
</table>
** A grade of 73 or below is considered a failing grade for all graduate courses. No D's are given in graduate classes.

2. PROFESSIONAL BEHAVIORS/DISPOSITIONS: Students are responsible for all content and assignments for each course and are expected to demonstrate professional behaviors consistent with our EHHP professional dispositions:
   - We believe that all children can learn
   - We value and respect individual differences
   - We value respectful human interactions
   - We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
   - We are committed to inquiry, reflection, and self-assessment
   - We value collaboration and cooperative work
   - We are sensitive to community and cultural contexts
   - We engage in fair, responsible, and ethical practice

3. ATTENDANCE: Class attendance and punctuality are expected professional behaviors. A student may earn a failing grade for excessive absences equaling more than 15% of class meetings or 2 weeks of class (15% of classes meeting 3 x weekly = 6 absences; 2 x weekly = 4 absences; 1 x weekly = 2 absences). The instructor has the right to withdraw students for excessive absences (more than 15%). In addition, students are responsible for meeting specific attendance requirements outlined in each course syllabus.

4. MISSED COURSE ASSESSMENTS: If a student misses a course assessment (e.g., quiz, test, examination, assignment) other than the final examination for a legitimate reason (as determined by the instructor), the instructor has the discretion to administer a make-up. It is the responsibility of the student to make arrangements with the instructor for any make up work.

5. DUE DATES: All due dates for scheduled course assignments and assessments are listed in each course syllabus. Changes are announced in class. The instructor determines consequences related to late work. It is suggested that students have a reliable class contact for course information in case of absences.

6. FINAL EXAMINATIONS: The course final examination (test, performance, project) only takes place during the college-specified period. Undergraduate students with more than two finals scheduled on one day may arrange an alternate time for one exam with Undergraduate Academic Services. Graduate students apply to the Graduate School for changes.
7. **COURSE PAPERS:** All course papers will be word-processed using the most current style guide published in the Publication Manual of the American Psychological Association.

8. **HONOR SYSTEM:** All courses in the School of Education, Health, and Human Performance are conducted under the College of Charleston Honor Code found in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/

Students are responsible for reading, understanding, and adhering to the Code of Conduct. **Ignorance is no excuse.** Both students and faculty are responsible for reporting violations to Student Affairs. Conviction of an Honor Code violation results in a grade of XF for the course in which the violation occurred. For help clarifying paraphrasing vs. plagiarism, see the following websites:

http://writing.wisc.edu/Handbook/QPA_paraphrase.html

https://www.indiana.edu/~istd/example1paraphrasing.html

http://owl.english.purdue.edu/owl/resource/619/01/

9. **ADA ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed. Once the Professor Notification Letter is received, take the letter to professors as early in the semester as possible (preferably during their office hours). The letter will document SNAP status and the accommodations to which you are entitled, while providing you the opportunity to arrange for timely service.

10. **MISSION:** The mission of the School of Education, Health, and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world. Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. Professionals who can make the Teaching-Learning Connection through attaining the three Elements of Teacher Competency (ETC) create these opportunities for learners. The ETCs organize the EHHP standards for effective teaching.

**College of Charleston Honor Code and Academic Integrity**
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php
Contact Name: Jennifer Barrett-Tatum  
Email: barrett.mnesj@cofc.edu  
Phone: 843-953-5821  

Department Name: Teacher Education  
Graduate Program name: Masters of Arts in Teaching  
Course Prefix, Number, and Title: EDEF 640 (current) Language and Literacy  
(proposed) Advanced Foundations of Language and Literacies Development  

I. CATEGORY OF REVIEW (Check all that apply)  

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ New Course (attach syllabus*)</td>
<td>☐ Change Number (IV, VII, VIII, IX)</td>
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<td>☐ Change Credits/Contact hours (II, IV, VII, IX)</td>
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<tr>
<td>☐ Prerequisite Change (IV, VII, VIII, IX)</td>
<td>☒ Edit Description (III, IV, VII, VIII, IX)</td>
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</tr>
<tr>
<td>☐ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)</td>
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</tbody>
</table>

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Fall, 2016  

NEW COURSE:  

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:  

- Course description and objectives  
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)  
- Required and optional texts and materials  
- Graduate School Grading Scale  
- Assignments, student learning outcomes and assessment components  
- Policies to include attendance, Honor Code, American Disabilities Act statement  
- Tentative course schedule with specific topics
List prerequisites and/or other restrictions below

Will this course be added to the Degree Requirements?

a) X Yes  □ No

b) If yes, explain

Yes, it will be added to the program of study for Early Childhood. It is already a requirement for Elementary.

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

B. Credit Hours

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

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog: include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

This course explores theories of language and literacies development. This course outlines the development of oral and written language (speaking, listening, reading, writing, spelling, and designing) in first and second languages. Candidates will also develop an advanced understanding of factors such as family, community, culture, and dialect upon language and literacies development.

September 2011
IV. RATIONALE / JUSTIFICATION: If course change – please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

In the past three years, local, state and federal organizations have all begun to advocate for higher quality literacy instruction. The South Carolina Read to Succeed mandates 12 hours of literacy instruction for preservice teachers (undergraduate and MAT). Furthermore, the International Literacy Association (ILA) in particular states that early childhood and elementary teacher candidates in initial certification programs need a minimum of 9-12 credit hours in literacy related courses. The MAT program seeks to create a 12 hour literacy course sequence that fulfills state legislative requirements.

The changes to course title reflects the Read to Succeed proposed wording for course approval for a required Foundational Literacies class, and the change in course description more appropriately defines literacies in a broader scope that is recognized in South Carolina ELA standards and the International Literacy Association.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tbody>
<tr>
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</tr>
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<td>1.</td>
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<td>3.</td>
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<td>4.</td>
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How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

By changing the course description and content to fully include the span of language and literacy development in reading, writing/spelling, speaking, listening, it allows for space to open up in EDEE 617: Instructional Strategies for Emergent Literacies prek-3rd, a course that has previously been spent reviewing developmental stages of spoken and written language. EDEE 617 would then be able to focus exclusively on the intended practical application of language and literacy instruction building on knowledge of development gained in EDEE 640.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

None
IX. APPROVAL AND SIGNATURES

Signature of Program Director: ___________________________ Date: 9/21/15

Signature of Department Chair: ___________________________ Date: 9/21/15

Signature of Additional Chair*: ___________________________ Date: ____________

Signature of Schools’ Dean: ___________________________ Date: 9/21/15

Signature of Additional Schools’ Dean*: ___________________________ Date: ____________

Signature of the Provost: ___________________________ Date: 6/9/15

Signature of Budget Director/Business Affairs Office: ___________________________ Date: ____________

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs: ___________________________ Date: 1/27/14

Signature of Chair of the Graduate Council: ___________________________ Date: 2/15/14

Signature of Faculty Senate Secretary: ___________________________ Date: ____________

Date Approved by Faculty Senate: ___________________________ 

September 2011
Contact Name: Dr. Emily Skinner  
Email: skinner@cofc.edu  
Phone: 953-0831

Department Name: Teacher Education  
Graduate Program name: Early Childhood Education MAT

Course Prefix, Number, and Title: FDEV 682: Advanced Curriculum, Instruction, and Literacies Assessment (PreK-3)  
Field Experience III

I. CATEGORY OF REVIEW (Check all that apply)

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☐ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Fall 2016

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics

September 2011
II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

B. Credit Hours

Is this course repeatable? [ ] yes [ ] no If so, how many credit hours may the student earn in this course?

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

OLD Course Description:
This course provides early childhood education candidates the opportunity to plan and teach multiple subjects to diverse young learners. Candidates examine the early childhood teachers' role in establishing and maintaining a positive and productive learning environment in the classroom. They learn to assess their students' performance as well as their own. Candidates will complete a minimum of 30 hours of field experience in an appropriate early childhood classroom and 15 hours of seminar.
Co-requisite: EDEE 620
Prerequisites: EDEE 510 and EDEE 636 or their equivalents.

NEW Course Description:
Candidates will establish a positive learning environment, teach multiple subjects, and learn to administer and analyze literacy assessments in order to adapt instruction of diverse learners. Candidates will also learn to reflect on and self-
assess their performance in the classroom. A minimum of 30 hours of field experience is required. Co-requisite: EDEE 620 Prerequisites: EDEE 510 and EDEE 636 or their equivalents.

IV. RATIONALE / JUSTIFICATION: If course change—please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

Students in the early childhood program currently take this field experience course in their third semester in their program of study. This change would provide focus for content of the course to include implementing literacy assessments that would inform instruction with diverse early childhood students in classrooms. Training in implementing literacy assessments in the field (in school settings) is an area on which national literacy organizations, state legislature, and local districts currently place a significant emphasis. Incorporating this content in the field course enables candidates to immediately apply what is learned and therefore provides a more meaningful learning experience for students.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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1. 

2. 

3. 

4. 

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

This course is not required by any other existing program on campus so the change will not impact any other departments.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

Currently, this field-based course is taught by various faculty and adjuncts. The emphasis on literacy assessments means that this course will need to be taught by an instructor with the necessary expertise. However, if cross-listed with EDEE 415 then additional personnel will not be necessary.
IX. APPROVAL AND SIGNATURES

Signature of Program Director: ___________________________ Date: ____________

Signature of Department Chair: ___________________________ Date: ____________

Signature of Additional Chair*: ___________________________ Date: ____________

Signature of Schools’ Dean: ___________________________ Date: ____________

Signature of Additional Schools’ Dean*: ___________________________ Date: ____________

Signature of the Provost: ___________________________ Date: ____________

Signature of Budget Director/Business Affairs Office: ___________________________ Date: ____________

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs: ___________________________ Date: ____________

Signature of Chair of the Graduate Council: ___________________________ Date: ____________

Signature of Faculty Senate Secretary: ___________________________ Date: ____________

Date Approved by Faculty Senate: ___________________________
CHANGE/DELETE GRADUATE PROGRAM PROPOSAL FORM

Contact Name: Tracey Hunter-Doniger  
Email: hunterdoniger1@cofc.edu  
Phone: 953-8075

Department and School Name: Teacher Education/School of Education, Health and Human Performance

Name and Acronym of Graduate Program: Elementary Education, ED

Date (Semester/Year) changed/deleted program will take effect: Fall 2016

I. CATEGORY OF REVIEW (Check all that apply)

☒ Change Request (attach details):
☐ Add existing course or courses to requirements or electives
☒ Add new course(s) to requirements or electives (complete and attach COURSE FORM for each)
☒ Delete courses from requirements or electives
☐ Add new emphasis (check one):  ☐ concentration  ☐ track  Total # of hours:
  (note: any emphasis involving more than 18 credit hours will also require CHE approval)

☐ Terminate Program (check one):  ☐ Degree  ☐ Certificate  ☐ Emphasis (concentration/track)
  (if checked, skip section II, IV, V, and VII below)

  Are students currently enrolled in the program?  ☐ Yes  ☐ No
  If yes, what semester will students complete the program?

  If the program termination includes deleting courses from the inventory, a COURSE FORM must be included with this form for each course deletion.

☐ Interdisciplinary (attach evidence of acknowledgement from relevant departments)

II. DESCRIPTION OF CHANGES: If a changed program—please explain changes below; if a new emphasis—please provide the details below:

1. Add EDFS 436 as an option for students who elect to take it instead EDFS 326 or EDFS 687
2. Add EDEE 633 Advanced Teaching Writing/Design with Children’s Literature and Multimodal Texts, 2-6 to program
3. Update title of EDEE 695 to Advanced Curriculum, Instruction and Literacies Assessment (2-6): Field Experience III
4. Remove EDEE 610 from the Elementary program of study
5. Remove EDEE 664 from the Elementary program of study
Detailed Description of Changes:

1) EDFS 436 is a newly developed course for pre-service teacher education students developed by School of Education faculty and has already been approved by the college-wide curriculum committee. Candidates will have the option of taking EDFS 436 in place of EDFS 687 which will give them more choice in the program and better meets the needs of those interested in and/or experienced with instructional technology.

2) EDEE 633 will be added to comply with the Read to Succeed mandates of 12 credit hours of literacy courses for Elementary Education Majors.

3) EDEE 695 title will be updated to comply with the Read to Succeed mandates of 12 credit hours of literacy courses for Elementary Education Majors. The changes to this course have been approved.

4) EDEE 610 will be removed from the program of study due to an overload of courses from the mandate of Read to Succeed legislation. Content from this course is covered in methods courses and in the field experience courses.

5) EDEE 664 will be removed from the program of study due to an overload of courses from the mandate of Read to Succeed legislation. Content from this course is covered in EDFS 654, EDEE 690 and EDEE 606.

III. RATIONALE or JUSTIFICATION

45 ➔ 45 total hours

For changes or termination, please provide a detailed justification. For a new emphasis, briefly address the goals/objectives for the new emphasis, provide evidence of student interest (i.e., has the program offered special topics courses in this area? has the program interviewed student focus groups as part of an internal assessment? etc.), and explain how the emphasis supports the liberal arts tradition and the mission of the institution.

The Elementary MAT Program needs to alleviate an overload of 21 credits in Focus Area II: Pedagogy and Content Knowledge. In addition to this local, state and federal organizations have all begun to advocate for higher quality literacy instruction across the early childhood, elementary and middle grades. 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. Furthermore, the Read to Succeed Act passed by the state of South Carolina in 2014 now mandates all teacher education programs “must require all candidates seeking certification at the early childhood or elementary level to complete a twelve credit hour sequence in literacy.” This legislature requires that higher education programs make revisions to teacher education programs by December 2016. Currently our Elementary program offers only 6 credit hours in literacy.

Locally, the Charleston County School District (CCSD) has placed additional requirements on new hires in the area of literacy. Primary grade teachers must be certified in Elementary education and have training on the CCSD Balanced Literacy Framework. They must also meet additional requirements to have a Master’s degree in reading, take an Emergent Literacy course, or attend county wide professional development. Our program currently offers some of this content, but it does not satisfy the requirement. This means our candidates no longer meet the basic qualification of the position, which may interfere with their ability to gain employment after graduation. In order to alleviate these issues we conducted a thorough review of our courses to reveal overlapping content areas. Through our analysis EDEE 664 and EDEE 610 were the courses that had the most content that could be found in or placed into other courses. Therefore, because of the overload of hours in Focus Area II, and the Read to Succeed mandates we propose the above changes be made.
IV. CURRICULUM

Provide the COMPLETE curriculum for the changed program and/or new emphasis distinguishing between required and elective courses. Note pre-requisite courses where appropriate. Note any sequencing of courses or requirements in the program, listed exactly as it should appear in the catalog.

See below.

Attach the completed COURSE FORM and a sample syllabus for each new course.

Is a syllabus for each new course attached?  ☑ Yes  ☐ No

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Program-Level 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 program/emphasis? Attach Curriculum Map.</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. Elementary Teacher Education Candidates write and teach an effective unit of instruction.</td>
<td>This goal is assessed in the Candidate Work Sample, which is completed during the clinical practice semester. See attached for assignment description and rubric. Candidates must &quot;meet target&quot; on all criteria before graduation.</td>
</tr>
<tr>
<td>2. Elementary Teacher Education Candidates integrate research, theory and field experiences to advocate for young children and families on a topic of interest.</td>
<td>This goal is assessed in the Teacher as Professional Project which students complete in the semester prior to clinical practice. See attached for assignment description and rubric.</td>
</tr>
<tr>
<td>3. Elementary Teacher Education Candidates demonstrate their knowledge and understanding of key principles of child development, including the influence of family.</td>
<td>This goal is assessed in the Developmental Case Study assignment students complete in EDEE 682. See attached for assignment description and rubric.</td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

September 2011
Additional Outcomes or Comments:

See curriculum map for more detailed explanation of literacy outcomes and assessments.

VI. IMPACT ON EXISTING PROGRAMS and COURSES Please briefly document the impact of this changed/deleted program or new emphasis on other programs and courses; if changing/deleting a program—list all programs that will be impacted (and how): if adding a new emphasis—explain any overlap with existing programs or courses in the same or different departments.

The impact on existing programs and courses will be minimal, there is a potential for a slight increase in enrollment which will not exceed class size limitations, but will likely ensure the course meets Delaware requirements when offered. Since the current courses can still be taught by existing faculty, no additional faculty will be needed. Furthermore, cross-listing these courses will make better use of existing departmental resources in regards to personnel and materials.

Is this changed/deleted program used by others? ☐ Yes ☒ No
If yes, please provide a letter of support in each case.

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

No new costs are anticipated.
VIII. APPROVAL and SIGNATURES

Signature of Program Director: 

[Signature] Date: 10/20/15

Signature of Department Chair: 

[Signature] Date: 10/20/15

Signature of School Dean: 

[Signature] Date: 

Signature of the Provost: 

[Signature] Date: 1/20/16

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs: 

[Signature] Date: 1/27/16

Signature of Chair of the Graduate Council: 

[Signature] Date: 2/1/16

Signature of Faculty Senate Secretary: 

[Signature] Date: 

Date Approved by Faculty Senate: 

______________
Contact Name: Dr. Emily Skinner Email: skinnere@cofc.edu Phone: 953-0831

Department Name: Teacher Education Graduate Program name: MAT Elementary Education

Course Prefix, Number, and Title: EDEE 633: Advanced Teaching Writing /Design with Children’s Literature and Multimodal Texts, 2-6

I. CATEGORY OF REVIEW (Check all that apply)

NEW COURSE CHANGE COURSE DELETE COURSE

----- (Complete all sections below that apply including those indicated) ------

X New Course □ Change Number (IV, VII, VIII, IX) □ Delete Course (IV, VII, IX)
(attach syllabus*) □ Change Title (IV, VII, VIII, IX)
□ Change Credits/Contact hours (II, IV, VII, IX)
□ Prerequisite Change (IV, VII, VIII, IX)
□ Edit Description (III, IV, VII, VIII, IX)

X Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect:

Spring, 2017

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics

September 2011
List prerequisites and / or other restrictions below

EDEE 640 prerequisite

Will this course be added to the Degree Requirements?

a) X Yes   □ No

b) If yes, explain

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

II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Contact Hours</td>
<td>45</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours   3

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

III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

The course examines texts as mentors for teaching diverse early childhood learners writing and designing. This course researches and explores children’s print, visual, and digital texts, and differentiated contexts that support early childhood writing instruction. A variety of popular and academic writing genres and tools will be critically examined.
IV. RATIONALE / JUSTIFICATION: If course change – please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

We are proposing to add a course that focuses specifically on the teaching of writing, children's and young adult literature, and multimodal texts. This content is currently addressed briefly in the existing course, EDEE 653 Instructional Strategies for Teaching Reading 2-6, which also covers a number of other literacy methods focused on the teaching of reading, including comprehension, fluency, vocabulary, phonics, etc. The teaching of writing and children’s literature requires extended study given the passing of Read to Succeed (R2S) legislature for the state of South Carolina that requires teacher education elementary programs include 12 literacy credits whereas our current graduate elementary program only has 6 literacy credits. This legislature requires that higher education programs make revisions to teacher education programs by December, 2016. Further, the implementation of the English Language Arts Common Core State Standards (CCSS) and South Carolina Standards (2015) in grades K-12 include a focus on writing. Additionally, the International Literacy Association, the flagship literacy organization, recommends teacher preparation programs offer 9-12 literacy credits in elementary programs. Adding this new course to our program would help address the need to increase the literacy coursework of our students to be in alignment with Read to Succeed mandate, compatible with national organization recommendations and competitive with similar higher education institutions in the southeast and across the country.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
</tbody>
</table>
| 1. Students will become familiar with a variety of children’s and young adult literature. | Children’s Literature Digital Story Anthology  
   a. Students will select and read a variety of children’s and young adult literature and construct a digital annotated bibliography of children’s literature using digital storytelling software or app (e.g. PhotoStory, VoiceThread, Animoto, iMovie, StoryRobe, etc.).  
   b. Students will be assessed using a rubric.  
   c. 80% of students should receive a B or better. |
| 2. Students will learn to use a variety of digital tools that can be used in instruction with middle grades literacy learners. | Visual and Digital Tools Review Chart  
   a. Students will explore and evaluate a variety of iPad apps, web sites, and online tools and produce a chart.  
   b. Students will be assessed using a rubric.  
   c. 80% of students should receive a B or better. |
| 3. Engage in writing process in at least three genre: narrative, informational and persuasive writing. | Writing/Design Project and Partnership  
   a. Students will take part in digital writing |
| 4. Students will make explicit curricular and instructional connections between course material and their literacies teaching. | Professionalism  
  a. Literacy and teaching are social processes. Students will be expected to come to each class prepared (having read, viewed, listened to and reflected upon assigned texts and completed designated assignments) and actively participate in class through sharing reflections and responding to and building upon classmates' ideas.  
  b. Student professionalism will be assessed and receive a point every class period.  
  c. Students who are present and prepared will receive 100%. Students who are present but not prepared or arrive to class late will receive 50%. Students who are not present will receive 0%.  
  
Quizzes  
  a. Quizzes will cover content learned over the course. All quizzes are content-based (from readings, videos, podcasts, in-class discussions, handouts, etc.). They require that students recall, synthesize and apply research, theory, and practice of concept, information and terminology addressed in EDEE 633.  
  b. Three quizzes will be given during the semester.  
  c. 80% of students will be expected to receive a B or better on each quiz.  
  
Writing/Design Unit of Study  
  a. Students will map out a unit of study for teaching and assessing writing/design in an elementary grade with first and second English language learners. |
| --- | --- |
| 5. Demonstrate strategies for teaching writing with second language English learners. | Writing/Design Unit of Study  
  a. Students will map out a unit of study for teaching and assessing writing/design in an elementary grade with first and second English language learners.  
  b. A rubric will be used.  
  c. 80% of students will be expected to receive a B or better on each quiz. |
| 6. Be able to assess writing to determine students' competencies and plan instruction accordingly. | Writing/Design Unit of Study  
  a. Students will map out a unit of study for teaching and assessing writing/design in an elementary grade with first and second English language learners.  
  b. A rubric will be used.  
  c. 80% of students will be expected to receive a B or better on each quiz. |
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

This course will be offered as part of a comprehensive literacy preparation course set for teaching literacies in elementary grades. This course aligns with learning outcomes of developing expertise of elementary grades content and pedagogical knowledge. It specifically addresses the areas of writing/designing and reading literature and multimodal texts. The content will be new to students. It will be introduced and demonstrated throughout the course. The readings, assignments and projects will reinforce students' learning throughout the course. This course will complement EDEE 653, Instructional Strategies for Teaching Reading 2-6.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

Through adding this writing course, EDEE 633, Instructional Strategies for Teaching Reading 2-6, we will have more time and space to address reading strategies more deeply—including comprehension, fluency, vocabulary, and phonics instruction.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

Another course from the program has been removed so there will be no net change.
EDEE 633: Advanced Teaching Writing /Design with Children’s Literature and Multimodal Texts, 2-6 Sample Syllabus

Meeting Time and Place:

Instructor’s Name:

Office Hours:

Office Location:

Office phone/Email:

Course Description:

Students will research children’s and young adult print, visual, and digital texts, and contexts that support elementary grades writing. Students will use these texts as mentors for teaching writing with first and second English language learners. A variety of popular and academic genres, formats, and tools will be critically examined.

This course is officially listed as a “Meets With” course because it may have an undergraduate version meeting at the same time as a graduate version. Each fulfills the requirement for their respective degree program but a student may not take the undergraduate version and then take the graduate version for credit later. While the course content and assignments may overlap with the undergraduate course it meets with, the grading scale and requirements for fulfilling the credit hours will differ (e.g. readings and assignments) with an expectation that there will be more depth to the graduate version.

Course Objectives:

Students will:

- Read a variety of elementary level children’s literature.
- Use a variety of digital tools that can be used in instruction with elementary aged literacy learners.
- Make explicit curricular and instructional connections between course material and their teaching of writing/designing.
- Demonstrate strategies for teaching writing with second language English learners.
- Be able to assess writing to determine students’ competencies and plan instruction accordingly.

Course objectives:
All teacher preparation programs in the School of Education, Health, & Human Performance (EHHP) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher competency which are at the heart of the EHHP Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course; they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

This course is also guided by Read to Succeed Competencies (R2S), International Literacy Association Standards for Reading Professionals (ILA), and International Society for Technology in Education standards (ISTE).

Understanding and valuing the learner:

- Recognize, understand, value, the forms of diversity that exist in society and their importance in learning to read and write. (RTS 4.1) (EHHP I) (ILA 4) (ITSE 1)
- Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity. (RTS 4.2) (EHHP III) (ILA 4) (ITSE 4)
- Develop and implement strategies to advocate for equity. (RTS 4.3) (EHHP III) (ILA 4) (ITSE 4)
- Know that within a classroom, students have a range of abilities, which include those who receive services from special education. (RTS 4.4) (EHHP I) (ILA 4) (ITSE 4)
- Know that culturally relevant content is selected to validate personal experiences, cultural and historical contributions for all students. (RTS 4.6) (ILA 4) (ITSE 4)

Knowing what and how to teach, assess, and create learning environments:

- Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources. (R2S 2.5) (EHHP 2) (ILA 2)
- Know how to organize time and space to implement a variety of instructional frameworks in support of reading and writing instruction (e.g., know how to organize reading and writing instruction within a workshop approach to provide a framework for effective instruction). (RTS 2.19) (EHHP 2) (ILA 2)
• Know how to scaffold learning incorporating a gradual release of responsibility approach (Pearson & Gallagher, 1983). (RTS 2.20) (EHHP 2) (ILA 2)
• Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback). (RTS 5.3) (EHHP II) (ILA 5)
• Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. (RTS 5.4) (EHHP II) (ILA 5)
• Design the physical environment to optimize students’ use of traditional print, digital, and online resources in reading and writing instruction. (RTS 5.1) (EHHP III) (ILA 4)
• 5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students’ opportunities for learning to read and write. High engagement during reading requires access to texts, time to read, reading success to promote agency, and a supportive literacy-rich environment. (RTS 5.2) (EHHP III) (ILA 5)

Understanding selves as professionals:

• Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors (R2S 6.2) (EHHP 4&5) (ILA 6) (ISTE 3,4,5).

Possible Course Texts:


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

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

*South Carolina Standards:* [https://ed.sc.gov/scde-grant-opportunities/documents/FinalVersion-EnglishLanguageArtsStandards.pdf](https://ed.sc.gov/scde-grant-opportunities/documents/FinalVersion-EnglishLanguageArtsStandards.pdf)

Variety of children’s and young adult literature from different genre and cultural contexts- you'll need to be ready to use your county library frequently and set aside time to peruse books on reserve in the curriculum lab.

**Assignments**

<table>
<thead>
<tr>
<th><strong>Children’s and Young Adult Literature Digital Story Anthology (15%)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will select and read a variety of children’s and young adult literature and construct a children’s and young adult literature matrix. A rubric will be used to evaluate this project.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Visual and Digital Tools Review Chart (10%)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will explore and evaluate a variety of iPad apps on a matrix that grows throughout the semester. A rubric will be used to evaluate this project.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Weekly Attendance, Preparedness and Participation (15%)</strong></th>
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</thead>
<tbody>
<tr>
<td>Literacy and teaching are social processes. Students will be expected to come to each class prepared (having read and reflected upon assigned readings and completed designated assignments) and actively participate in class through sharing reflections and responding to and building upon classmates’ ideas. Participation in a face-to-face weekly book club to discuss picture books, series books, and nonfiction texts relevant to literacy learners is included in this grade.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>Writing/Design Project and Partnership (20%)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will take part in digital writing workshop that includes engaging in the writing/design process for informational, narrative and persuasive texts. Students will draw upon mentor texts and further develop one of the writing projects as a digital story. Throughout the process students will share their work with a writing partner who will provide feedback. A rubric will be used to evaluate this project.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Writing/Design Sequence of Mini-lessons (15%)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will develop a matrix of five mini-lessons for teaching and assessing writing/design in a particular genre and elementary grade. A rubric will be used to</td>
</tr>
</tbody>
</table>
Quizzes (15%)
Three quizzes (each worth 5%) will cover content learned over the course. All quizzes are content-based (from readings, videos, podcasts, in-class discussions, handouts, etc.). They require that you recall, synthesize and apply research, theory, and practice of concept, information and terminology addressed in EDEE 633. Neither study guides nor make-up quizzes will be given. See course calendar for specific quiz dates.

Writing Research Literature Review (10%)
Students will conduct a literature review in the teaching of writing in elementary grades resulting in instructional recommendations.

Tentative Scope and Sequence

Week 1: August 26: Introductions, Syllabus; Writing Workshop and Writing Process Overview

Week 2: Culturally Relevant Literature and Using Mentor Texts to Improve Writing Craft; Learning Progression Across Elementary Grades

Week 3: Launching the Writing Workshop with Narrative Text; Minilessons

Week 4: Narrative Writing: Memoir; Conferring with Writers

Week 5: Publishing, Reflecting and Setting Goals for Writing; Assessing Writing; Planning and Researching for Information Writing

Week 6: Information Writing: Nonfiction Chapter Books & Feature Articles

Week 7: Information Writing Across the Disciplines

Week 8: Opinion Writing: Writing About Reading

Week 9: Opinion Writing: Speeches, Petitions and Editorials; Writing for Social Action

Week 10: Poetry; Studying Craft and Structure

Week 11: Poetry: Writing Deeply

Week 12: Digital Design; Using iPad Apps to Support Writing

Week 13: Digital Design; Collaborative Writing

Week 14: Overflow and Student Evaluations

POLICIES AND PROCEDURES FOR COURSES
IN THE SCHOOL OF EDUCATION®
1. GRADING SCALE:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>&gt;93%</td>
</tr>
<tr>
<td>B+</td>
<td>88-92%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>C+</td>
<td>78-82%</td>
</tr>
<tr>
<td>C</td>
<td>74-77%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;73%</td>
</tr>
</tbody>
</table>

** A grade of 73 or below is considered a failing grade for all graduate courses. No D's are given in graduate classes.

2. PROFESSIONAL BEHAVIORS/DISPOSITIONS: Students are responsible for all content and assignments for each course and are expected to demonstrate professional behaviors consistent with our EHHP professional dispositions:
   - We believe that all children can learn
   - We value and respect individual differences
   - We value respectful human interactions
   - We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
   - We are committed to inquiry, reflection, and self-assessment
   - We value collaborative and cooperative work
   - We are sensitive to community and cultural contexts
   - We engage in fair, responsible, and ethical practice

3. ATTENDANCE: Class attendance and punctuality are expected professional behaviors. A student may earn a failing grade for excessive absences equaling more than 15% of class meetings or 2 weeks of class (15% of classes meeting 3 x weekly = 6 absences; 2 x weekly = 4 absences; 1 x weekly = 2 absences). The instructor has the right to withdraw students for excessive absences (more than 15%). In addition, students are responsible for meeting specific attendance requirements outlined in each course syllabus.

4. MISSED COURSE ASSESSMENTS: If a student misses a course assessment (e.g., quiz, test, examination, assignment) other than the final examination for a legitimate reason (as determined by the instructor), the
instructor has the discretion to administer a make-up. It is the responsibility of the student to make arrangements with the instructor for any make up work.

5. **DUE DATES:** All due dates for scheduled course assignments and assessments are listed in each course syllabus. Changes are announced in class. The instructor determines consequences related to late work. It is suggested that students have a reliable class contact for course information in case of absences.

6. **FINAL EXAMINATIONS:** The course final examination (test, performance, project) only takes place during the college-specified period. Undergraduate students with more than two finals scheduled on one day may arrange an alternate time for one exam with Undergraduate Academic Services. Graduate students apply to the Graduate School for changes.

7. **COURSE PAPERS:** All course papers will be word-processed using the most current style guide published in the Publication Manual of the American Psychological Association.

8. **HONOR SYSTEM:** All courses in the School of Education, Health, and Human Performance are conducted under the College of Charleston Honor Code found in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/](http://studentaffairs.cofc.edu/honor-system/)

Students are responsible for reading, understanding, and adhering to the Code of Conduct. **Ignorance is no excuse.** Both students and faculty are responsible for reporting violations to Student Affairs. Conviction of an Honor Code violation results in a grade of XF for the course in which the violation occurred. For help clarifying paraphrasing vs. plagiarism, see the following websites:

http://writing.wisc.edu/Handbook/QPA_paraphrase.html

https://www.indiana.edu/~istd/example1paraphrasing.html

http://owl.english.purdue.edu/owl/resource/619/01/

9. **ADA ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed. Once the Professor Notification Letter is received, take the letter to professors as early in the semester as possible (preferably during their office hours). The letter will document SNAP status and the accommodations to which you are entitled, while providing you the opportunity to arrange for timely service.
10. MISSION: The mission of the School of Education, Health, and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world. Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. Professionals who can make the Teaching-Learning Connection through attaining the three Elements of Teacher Competency (ETC) create these opportunities for learners. The ETCs organize the EHHP standards for effective teaching.

College of Charleston Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others’ exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.
Students can find the complete Honor Code and all related processes in the Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php)
IX. APPROVAL AND SIGNATURES

Signature of Program Director: ___________________________ Date: 10/27/15

Signature of Department Chair: __________________________ Date: 10/30/15

Signature of Additional Chair*: __________________________ Date: __________

Signature of Schools' Dean: ____________________________ Date: 10/20/15

Signature of Additional Schools' Dean*: __________________ Date: __________

Signature of the Provost: ____________________________ Date: 1/20/16

Signature of Budget Director/Business Affairs Office: __________________________ Date: __________

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs:

_____________________________ Date: 1/27/16

Signature of Chair of the Graduate Council:

_____________________________ Date: 2/15/14

Signature of Faculty Senate Secretary:

_____________________________ Date: __________

Date Approved by Faculty Senate: ____________________________

September 2011
Contact Name: Jennifer Barrett-Tatum  Email: barrettmyesj@cofc.edu  Phone: 843-953-5821

Department Name: Teacher Education  Graduate Program name: Masters of Arts in Teaching

Course Prefix, Number, and Title: EDEE 695 (current) Field Experience III in Elementary Education

(proposed) Advanced Curriculum, Instruction and Literacies Assessment (2-6):
Field Experience III

1. CATEGORY OF REVIEW (Check all that apply)

NEW COURSE  CHANGE COURSE  DELETE COURSE

☐ New Course  ☐ Change Number (IV, VII, VIII, IX)  ☐ Delete Course (IV, VII, IX)
(attach syllabus*)  ☑ Change Title (IV, VII, VIII, IX)
☐ Change Credits/Contact hours (II, IV, VII, IX)
☐ Prerequisite Change (IV, VII, VIII, IX)
☐ Edit Description (III, IV, VII, VIII, IX)

☐ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)

Date (Semester/Year) the course will first be offered, course changes or deletion will go into effect: Fall 2017

NEW COURSE:

*ATTACH THE SYLLABUS FOR A NEW GRADUATE COURSE to include:

- Course description and objectives
- Method of teaching (e.g., lecture, seminar, on-line, hybrid)
- Required and optional texts and materials
- Graduate School Grading Scale
- Assignments, student learning outcomes and assessment components
- Policies to include attendance, Honor Code, American Disabilities Act statement
- Tentative course schedule with specific topics
I. List prerequisites and/or other restrictions below


Will this course be added to the Degree Requirements?

a) ☐ Yes ☑ No

b) If yes, explain


II. NUMBER OF CREDITS and CONTACT HOURS per week


A. Contact Hours


B. Credit Hours

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


III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog: include prerequisites, co-requisites, and other restrictions. If changing course description, please include both old and new course descriptions.

Candidates will establish a positive learning environment, teach multiple subjects, and learn to administer and analyze literacy assessments in order to adapt instruction of diverse learners. Candidates will also learn to reflect on and self-assess their performance in the classroom. A minimum of 30 hours of field experience is required.

September 2011
IV. RATIONALE / JUSTIFICATION: If course change – please indicate the course change details. If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course and the relationship to the strategic plan.

In the past three years, local, state and federal organizations have all begun to advocate for higher quality literacy instruction. The South Carolina Read to Succeed mandates 12 hours of literacy instruction for preservice teachers (undergraduate and MAT). Furthermore, the International Literacy Association (ILA) in particular states that early childhood and elementary teacher candidates in initial certification programs need a minimum of 9-12 credit hours in literacy and literacy related courses. The MAT program seeks to create a 12 hour literacy course sequence that meets state legislative requirements.

The proposed changes to the course title and description more appropriately reflects the Read to Succeed’s requirements for preservice teachers to proficiently assess students’ literacy development and mastery.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact and expected changes of this new/changed/deleted course on other departments, programs and courses; if deleting a course—list all departments and programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments; if adding or deleting a course that will be part of a joint program identify the partner institution.

Changes to EDEE 695 will not impact any of the other fields for the MAT Elementary program. Including literacies assessments in the Field III will open up space within EDEE 617 to focus more specifically on literacy instruction, as 617 will introduce literacy assessments but students will be able to implement it Field III EDEE 695.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested. New courses requiring additional resources will need special justification.

None
IX. APPROVAL AND SIGNATURES

Signature of Program Director:  
[Signature]
Date: 9/21/15

Signature of Department Chair:  
[Signature]
Date: 9/21/15

Signature of Additional Chair*:  
[Signature]
Date: 

Signature of Schools’ Dean:  
[Signature]
Date: 9/21/15

Signature of Additional Schools’ Dean*:  
[Signature]
Date: 

Signature of the Provost:  
[Signature]
Date: 9/29/15

Signature of Budget Director/Business Affairs Office:  
[Signature]
Date: 

*For interdisciplinary courses

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs:  
[Signature]
Date: 11/27/14

Signature of Chair of the Graduate Council:  
[Signature]
Date: 2/15/16

Signature of Faculty Senate Secretary:  
[Signature]
Date: 

Date Approved by Faculty Senate: 

September 2011
FACULTY COMMITTEE ON GRADUATE EDUCATION, CONTINUING EDUCATION AND SPECIAL PROGRAMS

CHANGE/DELETE GRADUATE PROGRAM PROPOSAL FORM

Contact Name: Bob Perkins  Email: perkinsr@cofc.edu  Phone: 843-953-8042

Department and School Name: Teacher Education, School of Education, Health, & Human Performance
Name and Acronym of Graduate Program: M.A.T. in Special Education

Date (Semester/Year) changed/deleted program will take effect: Fall 2016

I. CATEGORY OF REVIEW (Check all that apply)

X Change Request (attach details):
   X Add existing course or courses to requirements or electives
   □ Add new course(s) to requirements or electives (complete and attach COURSE FORM for each)
   □ Delete courses from requirements or electives
   □ Add new emphasis (check one): □ concentration □ track  Total # of hours: 
   (note: any emphasis involving more than 18 credit hours will also require CHE approval)

□ Terminate Program (check one): □ Degree □ Certificate □ Emphasis (concentration/track)
(if checked, skip section II, IV, V, and VII below)

Are students currently enrolled in the program? □ Yes □ No
If yes, what semester will students complete the program?

If the program termination includes deleting courses from the inventory, a COURSE FORM must be included with this form for each course deletion.

□ Interdisciplinary (attach evidence of acknowledgement from relevant departments)

II. DESCRIPTION OF CHANGES: If a changed program—please explain changes below; if a new emphasis—please provide the details below.

Currently, EDFS 654 Human Growth and Development is listed as a prerequisite for the M.A.T. Special Education program. Because this course is a prerequisite and not included in the graduate program hours, we would like to change it to include the option of completing the prerequisite as a graduate or equivalent undergraduate course. To be consistent with the other MAT programs, we would like the following wording to be used for the MAT Special Education program.

Prerequisites may be taken concurrently with graduate program courses, but must be completed within one calendar year of admission. Undergraduate prerequisites are determined by transcript evaluation. In addition, the following graduate or equivalent undergraduate course is required:
EDFS 654 Human Growth and Development
III. RATIONALE or JUSTIFICATION

For changes or termination, please provide a detailed justification. For a new emphasis, briefly address the goals/objectives for the new emphasis, provide evidence of student interest (i.e., has the program offered special topics courses in this area? has the program interviewed student focus groups as part of an internal assessment? etc.), and explain how the emphasis supports the liberal arts tradition and the mission of the institution.

EDFS 654 Human Growth and Development is a prerequisite to the M.A.T. in Special Education program. We would like to change the prerequisite to include the equivalent undergraduate course, thus, giving the student the option of completing the prerequisite as an undergraduate course. We would also like to change the wording to align with the other M.A.T. programs (Early Childhood and Elementary).

Prerequisites may be taken concurrently with graduate program courses, but must be completed within one calendar year of admission. Undergraduate prerequisites are determined by transcript evaluation. In addition, the following graduate or equivalent undergraduate course is required:
EDFS 654 Human Growth and Development

IV. CURRICULUM

Provide the COMPLETE curriculum for the changed program and/or new emphasis distinguishing between required and elective courses. Note pre-requisite courses where appropriate. Note any sequencing of courses or requirements in the program, listed exactly as it should appear in the catalog.

N/A

Attach the completed COURSE FORM and a sample syllabus for each new course.

Is a syllabus for each new course attached?  ☐ Yes  ☐ No

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Program-Level 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 program/emphasis? Attach Curriculum Map.</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.
VI. IMPACT ON EXISTING PROGRAMS and COURSES Please briefly document the impact of this changed/deleted program or new emphasis on other programs and courses; if changing/deleting a program—list all programs that will be impacted (and how); if adding a new emphasis—explain any overlap with existing programs or courses in the same or different departments.

Providing the option of completing the prerequisite as a graduate or equivalent undergraduate course will not impact the program. The change may decrease the enrollment for EDFS 654, however, the decrease may not be notable because the Special Education program is the only program not allowing EDFS 303 or an equivalent undergraduate course as an alternative for this prerequisite.

Is this changed/deleted program used by others? ☐ Yes ☐ No
If yes, please provide a letter of support in each case.

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

N/A
VIII. APPROVAL and SIGNATURES

Signature of Program Director:

Signature of Department Chair:

Signature of School Dean:

Signature of the Provost:

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs:

Signature of Chair of the Graduate Council:

Signature of Faculty Senate Secretary:

Date Approved by Faculty Senate: