FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

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

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

Proposals for one new concentration in the MTLA program - Curriculum and Instruction
Proposals for three new graduate courses:
• MTLA 668 Curriculum: Foundations, Principles, Issues and Applications
• MTLA 671 Introduction to Project Based Learning
• MTLA 672 Applications of Project Based Learning
• MTLA 674 Practicum in Project Based Learning
Included Documents for four new courses and the new concentration:
• Change/Delete Graduate Program Proposal Form
• Graduate Course Proposal Forms for MTLA 668, MTLA 671, MTLA 672, and MTLA 674
• Course Syllabi for MTLA 668, MTLA 671, MTLA 672, and MTLA 674

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

2. Signature of Academic Dean:

3. Signature of Provost:

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

5. Signature of Curriculum Committee Chair:

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

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

8. Signature of Faculty Senate Secretary:

The committee needs to determine if these are concentrations or not.

☐ fee approved on __________
☐ BOT approval pending
FACULTY COMMITTEE ON GRADUATE EDUCATION, CONTINUING EDUCATION AND SPECIAL PROGRAMS

CHANGE/DELETE GRADUATE PROGRAM PROPOSAL FORM

Contact Name: mutindi ndunda Email: ndundam@cofc.edu Phone: 953-8046

Department and School Name: TEDU EHHP
Name and Acronym of Graduate Program: Masters in Teaching, Learning and Advocacy (MTLA)

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: 18
  (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.

We propose to add an additional 18-credit concentration in Curriculum and Instruction to the MTLA program. The concentration will draw from the jointly¹ developed three-course project based learning endorsement and from courses emphasizing curriculum and instruction that are already in the existing MTLA concentrations. MTLA 668 Curriculum: Foundations, Principles, Issues and Applications will be a required course.

¹ The Riley Institute at Furman University, Claflin University, College of Charleston, Furman University, Winthrop University and South Carolina Department of Education has led the initiative to develop the three course PBL endorsement.

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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.

The Curriculum and Instruction concentration will provide an additional option for students seeking to develop expertise in the core MTLA goals (1. Understand and apply advanced theories that inform their teaching and work in diverse communities, 2. Use and critique multiple forms of research and inquiry, 3. Think systematically about their own practice, provide support for other professionals and communicate clearly with their students, other educators, and parents, 4. Advocate for students and the profession, and 5. Understand the relationships among educational policies and practices, local context, and learners) while developing the skills and knowledge associated with advanced study of the purpose, process, and ramifications of curriculum and instruction design and implementation. The specific goals for the Curriculum and Instruction concentration are:

- Deepen knowledge of theories and practices that inform the development and implementation of P-12 curriculum and instruction.
- Develop and enhance the students’ skills in curriculum development, implementation and evaluation
- Analyze the intersection of student characteristics (e.g., race, class, gender, language, disability) and appropriate curriculum and instruction.
- Understand how federal, state and local policies influence teachers’ curricular and instructional choices
- Use advocacy tools to advocate for the development of effective curriculum and instruction
- Reflect on the influence of personal preferences on selection and adoption of specific curricula and instructional strategies

The Curriculum and Instruction concentration also provides students an opportunity to focus on project-based learning curriculum and instruction. Through a joint effort with Furman, Winthrop, and Claflin Universities and the South Carolina Department of Education, a set of three courses have been developed to provide a state-approved endorsement in project-based learning. The College of Charleston included an additional course MTLA 668 to the three-course endorsement so that teachers could acquire a certificate in Project-Based Learning.
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.

### Masters of Teaching Learning and Advocacy: MTLA Curriculum and Instruction Strand

<table>
<thead>
<tr>
<th>Core Courses 18 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTLA 601 Class, Race and Gender (3)</td>
</tr>
<tr>
<td>MTLA 602 Policies and Issues in Contemporary Education (3)</td>
</tr>
<tr>
<td>MTLA 607 Teachers as Advocates for Children and Youth (3)</td>
</tr>
<tr>
<td>EDFS 632 Learning, Cognition and Motivation (3)</td>
</tr>
<tr>
<td>EDFS 635 Educational Research (3)</td>
</tr>
<tr>
<td>MTLA 702 Research and Development Project (3) Capstone</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum and Instruction 18 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTLA 688: Curriculum: Foundations, Principles, Issues and Applications (3) REQUIRED - NEW COURSE</td>
</tr>
</tbody>
</table>

Select 15 credits from the courses below
MTLA 603 Family and Community Involvement (3 credits)

MTLA 605 Instructional Foundations and Assessments of Early Literacies (3 credits)

MTLA 648 Teaching Content Area and Disciplinary Literacies (3 credits)

MTLA 663 Texts and Tools for Consuming and Producing Literacies (3 credits)

MTLA 671 Introduction to Project-Based Learning (PBL) (3 credits) NEW COURSE –

EDFS 670 Principles and Strategies of Teaching English to Speakers of Other Languages (3 credits)

SMFT 670 Advanced Methods in Science and Mathematics (3 credits)

MTLA 672 Applications of Project-Based Learning in Curriculum and Instruction (3 credits) NEW COURSE –

MTLA 674 Practicum in Project-Based Learning (3 credits) NEW COURSE

MTLA 678 Instruction and Assessment of Older Literacies Learners (3 credits)

EDFS 692 Advanced Technology Applications in Education (3 credits)

EDFS 714 Introduction to Curriculum and Instruction in Special Education

SMFT 703 Curriculum, Policy and Systems in Science and Math (3 credits)

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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. Deepen knowledge of theories and practices that inform the development and implementation of P-12 curriculum and instruction.</td>
<td>Students will be assessed using multiple strategies including: Research papers, projects, class/online discussions, class presentations, test and quizzes, capstone research project and presentation.</td>
</tr>
<tr>
<td></td>
<td>When and how often: In all courses, especially</td>
</tr>
</tbody>
</table>

September 2011 Page 4
<table>
<thead>
<tr>
<th>2. Develop and enhance students’ skills in curriculum development, implementation and evaluation</th>
<th>Students will be assessed using multiple strategies including: Research papers, curriculum units, class presentations, test and quizzes, capstone research project and presentation. When and how often: In all courses, especially MTLA 668, MTLA 672, MTLA 674, SMFT 703. Assessment expectation: Meet expectations designated in assessment rubrics/criteria.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Understand how federal, state and local policies influence teachers’ curricular and instructional choices</td>
<td>Students will be assessed using multiple strategies including: Research papers, projects, class presentations, test and quizzes, capstone research project and presentation. When and how often: In all courses, especially MTLA 602, SMFT 703, MTLA 668. Assessment expectation: Meet expectations designated in assessment rubrics/criteria.</td>
</tr>
<tr>
<td>4. Use advocacy tools to advocate for the development of effective curriculum and instruction</td>
<td>Students will be assessed using multiple strategies including: Research papers, projects, class presentations, test and quizzes, capstone research project and presentation. When and how often: In all courses, especially MTLA 607, MTLA 602, MTLA 702. Assessment expectation: Meet expectations designated in assessment rubrics/criteria.</td>
</tr>
<tr>
<td>5. Analyze the intersection of student characteristics (e.g., race, class, gender, language, disability) and</td>
<td>Students will be assessed using multiple strategies including: Research papers, projects, class presentations, test and quizzes, capstone research</td>
</tr>
</tbody>
</table>
appropriate curriculum and instruction.  

project and presentation.

When and how often: In all courses, especially MTLA 601, MTLA 671, MTLA 672, MTLA 674.

Assessment expectation: Meet expectations designated in assessment rubrics/criteria.

6. Reflect on the influence of personal preferences on selection and adoption of specific curricula and instructional strategies

Students will be assessed using multiple strategies including: Research papers, projects, class presentations, test and quizzes, capstone research project and presentation.

When and how often: In all courses, especially MTLA 668, MTLA 671, MTLA 672, MTLA 674.

Assessment expectation: Meet expectations designated in assessment rubrics/criteria.

**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 concentration will increase enrollment in the MTLA program. It will also increase the number of teacher leaders with curriculum specialization and in addition teachers will be able to get PBL endorsement.

<table>
<thead>
<tr>
<th>Is this changed/deleted program used by others?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If yes, please provide a letter of support in each case.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.

This additional concentration will not require new faculty/staff, library materials or equipment.
VIII. APPROVAL and SIGNATURES

Signature of Program Director:  

Date: 9/3/15  

Signature of Department Chair:  

Date: 9/3/15  

Signature of School Dean:  

Date: 9/9/15  

Signature of the Provost:  

Date: 10/5/15  

Return form to the Graduate School Office for Further Processing

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

Date: 10/7/2015  

Signature of Chair of the Graduate Council:  

Date: 10/19/15  

Signature of Faculty Senate Secretary:  

Date:  

Date Approved by Faculty Senate:  

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FACULTY COMMITTEE ON GRADUATE EDUCATION, CONTINUING EDUCATION AND SPECIAL PROGRAMS

GRADUATE COURSE PROPOSAL FORM

Contact Name: mutindi ndunda Email: ndundam@cofc.edu Phone: 953-8046

Department Name: TEDU Graduate Program name: Masters of Teaching, Learning and Advocacy (MTLA)

Course Prefix, Number, and Title: MTLA 671 Introduction to Project-Based Learning (PBL)

1. 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>☐ Change Title (IV, VII, VIII, IX)</td>
<td>☐ Change Credits/Contact hours (II, IV, VII, IX)</td>
<td>☐ Prerequisite Change (IV, VII, VIII, IX)</td>
</tr>
<tr>
<td>☐ Edit Description (III, IV, VII, VIII, IX)</td>
<td>☐ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)</td>
<td></td>
</tr>
</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

| none |

Will this course be added to the Degree Requirements?

a) ☑ Yes ☐ No

b) If yes, explain

September 2011
Will this course be added to the Degree Requirements?

a) ☒ Yes ☐ No

b) If yes, explain

This course will be an elective in the MTLA program offered as a part of the Curriculum and Instruction Concentration. It will also be a part of the four-course requirement for a Project Based Learning certificate offered by the College of Charleston in collaboration with South Carolina Department of Education.

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>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours 3

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 is designed to introduce students to the theory behind Project Based Learning (PBL) and the basics of designing, delivering, and assessing PBL that supports student attainment of core academic content. The course demonstrates 21st century skills necessary for success including personal agency, critical/analytical thinking, collaboration, communication, and technological proficiency.

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.

The goals/objectives for this course are as follows:

1. Identify characteristics of PBL and discuss the theories and data that support it
2. Demonstrate an understanding of how PBL supports attainment of content knowledge and college and career skills
3. Demonstrate an understanding of the role of student agency and how to cultivate and support it within a diverse student body

Relationship to the Strategic plan

The goal/objectives for the course supports the strategic plan of College/University of Charleston in the following ways:

a) The strategic plan aims at providing a personalized education with opportunities for experiential learning. Educators (students) will learn strategies for teaching PBL to K-12 students by creating PBL units specific to their content area which allows for a personalized education. Educators (students) will examine data
4. Demonstrate an understanding of the advantages and disadvantages of PBL and its implications for student achievement

5. Develop a single-subject project-based unit including a project rationale and theoretical basis for the project.

6. Demonstrate and understanding of the role of presentations and portfolios in PBL

7. Identify the sources and use of basic technologies that support the PBL process for students, and teachers/facilitators

8. Develop and implement an “Introduction to PBL” multimedia presentation for use with parent, community, and business partners that explains PBL for lay-persons and the average citizenry in a conversational format deliverable in 30 minutes or less.

from their classrooms and analyze the impact of PBL providing opportunities for experiential learning.

b) The strategic plan aims at providing students a global and interdisciplinary perspective that would address social, economic, environmental, scientific and political issues of the 21st century. Educators (students) will learn how to teach 21st century skills to K-12 students as they create and research PBL units that address social, economic, environmental, scientific and political issues from a global perspective.

c.) The strategic plan aims at developing collaborative programs with in-state university partners, industries, and local business. The three PBL courses were developed through collaboration with faculty members from Claflin, Furman, Winthrop, College of Charleston and SC State Department of Education representatives. This will be ongoing partnership which will include local businesses and industries.

d.) The strategic plan aims at increasing the number of graduate faculty and students. An improved curriculum has the potential to attract more graduate students to the college/university.

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>

<p>| 1. Identify characteristics of PBL and discuss the theories and data that support it. | Each student will write theory-based reflections tied to the course readings, videos, and case studies. |
| 2. Demonstrate and understanding of how PBL supports attainment of content knowledge and college and career skills. | Assessment expectation: Meet expectations designated in assessment rubrics/criteria developed by the instructor. |
| 3. Demonstrate and understanding of the role of student agency and how to cultivate and support it within a diverse student body. | |
| 4. Demonstrate an understanding of the advantages and disadvantages of PBL and its implications for student achievement. | |
| 5. Demonstrate and understanding of the role of | Each student will observe and analyze PBL units/lessons from videos and case studies with a view of highlighting: |</p>
<table>
<thead>
<tr>
<th>Presentations and Portfolios in PBL</th>
<th>The role of the teacher as facilitator of various the types PBL learning activities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore and implement teacher’s role as facilitator of learning who guides students through the PBL process and teaches them the art of constructive critique.</td>
<td>Assessment expectation: Meet expectations designated in assessment rubrics/criteria developed by the instructor.</td>
</tr>
<tr>
<td>Demonstrate and understanding of the value of student collaboration and how to design PBL learning activities and environments that support student learning and promote equitable distributed learning.</td>
<td>Each student will develop a PBL unit that demonstrates understanding of the content learned in this introductory course. The unit may include: an entry document including standards-based learning objectives, project description, timelines, activities, materials, related resources and technological supports; and project rationale and theoretical basis for the project.</td>
</tr>
<tr>
<td>Identify the sources and use of basic technologies that support the PBL process for students (project development, completion of projects, collaboration, communication, and simple tools for accessing and analyzing data and information).</td>
<td>Assessment expectation: Meet expectations designated in assessment rubrics/criteria developed by the instructor.</td>
</tr>
<tr>
<td>Identify the sources and use of technology that support the PBL process for teachers/facilitators (formative assessment tools and tracking, project libraries, etc.)</td>
<td></td>
</tr>
<tr>
<td>Develop a single-subject project-based unit that may include: an entry document including standards-based learning objectives, project description, timelines, activities, materials, related resources and technological supports; and project rationale and theoretical basis for the project</td>
<td></td>
</tr>
<tr>
<td>Develop rubrics aligned to curriculum standards and corresponding simple formative and summative assessments and for monitoring and evaluating PBL units and student outcomes through the continued development of an individual project-based unit</td>
<td></td>
</tr>
<tr>
<td>Develop and implement an “Introduction to PBL” multi-media presentation for use with parent, community, and business partners that explains PBL for lay-persons and the average citizenry in a conversational format deliverable in 30 minutes or less</td>
<td>Each student will create and share a multi-media project that explains PBL.</td>
</tr>
<tr>
<td>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?</td>
<td>Assessment expectation: Meet expectations designated in assessment rubrics/criteria developed by the instructor.</td>
</tr>
</tbody>
</table>

This is an introductory course to Project Based Learning and aligns to the following goals of the MTLA program:

- understand and apply advanced theories that inform their teaching and work in diverse communities
- use and critique multiple forms of research and inquiry
- think systematically about their own practice, provide support for other professionals and communicate clearly with their students, other educators, and parents
- advocate for students and the profession
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 will be the second of three PBL courses added to the MTLA program. This course will be required for the Project-Based Learning endorsement and as an elective in the proposed Curriculum and Instruction concentration in the MTLA program.

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.

There is no cost associated with this change.

IX. APPROVAL AND SIGNATURES

Signature of Program Director:

[Signature]  Date: 9/3/15

Signature of Department Chair:

[Signature]  Date: 9/3/15

Signature of Additional Chair*:

[Signature]  Date: 9/3/15

Signature of Schools’ Dean:

[Signature]  Date: 

Signature of Additional Schools’ Dean*:

[Signature]  Date: 

Signature of the Provost:

[Signature]  Date: 10/5/15

Signature of Budget Director/Business Affairs Office:

[Signature]  Date: 

September 2011
*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: 10/7/2015

Signature of Chair of the Graduate Council:

Date: 10/9/15

Signature of Faculty Senate Secretary:

Date: 

Date Approved by Faculty Senate: 

September 2011
MTLA 671 Introduction to Project Based Learning (PBL)
College of Charleston
Course Term

<table>
<thead>
<tr>
<th>Instructor's Name</th>
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<tbody>
<tr>
<td>Credit Hours</td>
<td></td>
</tr>
<tr>
<td>Meeting Time/Location</td>
<td></td>
</tr>
<tr>
<td>Office Hours/Location</td>
<td></td>
</tr>
<tr>
<td>Contact Information</td>
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</tbody>
</table>

**Course Description**
This course is designed to introduce students to the theory behind PBL and the basics of designing, delivering, and assessing PBL that supports student attainment of core academic content. The course also demonstrates 21st century skills necessary for success including personal agency, critical/analytical thinking, collaboration, communication, and technological proficiency.

The course is divided into five units and includes immersion in a PBL experience and a multi-media presentation component.

**Required Readings**
Articles/resources located in Unit Schedule.

**Course Objectives**
Students should be able to:

1. Identify characteristics and attributes of PBL.
2. Discuss the theories and data to support PBL.
3. Comprehend and explain how PBL supports attainment of content knowledge, as well as college and career skills.
4. Comprehend and explain the advantages/disadvantages of PBL and its implications for student achievement.
5. Develop a single subject project unit including all required paperwork.
6. Through the continued development of an individual project-based unit, develop rubrics aligned to curriculum standards and corresponding simple formative and summative assessments for monitoring and evaluating PBL units and student outcomes.
7. Comprehend and explain the role of presentations and portfolios in PBL.
8. Explore and implement the teacher's role as facilitator of learning who guides students through the PBL.
9. Comprehend and explain the value of student collaboration and how to design PBL learning activities and environments that support student learning and promote equitable distributed learning.

<table>
<thead>
<tr>
<th>SOEHHP Standards</th>
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<tbody>
<tr>
<td>III</td>
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<td>VI</td>
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<td>VI</td>
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<tr>
<td>I</td>
</tr>
<tr>
<td>VI</td>
</tr>
<tr>
<td>III</td>
</tr>
</tbody>
</table>
| Description of Assignments | 1. Theory-based reflections tied to the course readings, videos, and case studies.  
2. Observe and analyze PBL units/lessons from videos and case studies.  
3. Creation of a PBL unit that incorporates knowledge and content learned in this introductory course.  
4. Creation of multi-media project. |
|---------------------------|-----------------------------------------------------------------------------------|
| Evaluation Scale          | A = 100-93  
B+ = 92-89  
B = 88-85  
C+ = 84-81  
C = 80-77  
F = 76-0 |
| Evaluation Criteria       | 1. Reflections: 20%  
2. Observations/Analysis: 20%  
3. PBL Unit Project: 30%  
4. Multi-Media Project: 30% |
| Attendance Policy         | 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). |
| Honor Code                | The Honor System of the College of Charleston is intended to promote and protect an atmosphere of trust and fairness in the classroom and in the conduct of daily life. The Honor System is composed of two major components: The Honor Code and the Code of Conduct. Specific policies fall under each major component. Students and student organizations at the College of Charleston are bound by honor and by their enrollment at the College to abide by the Honor and Conduct codes and are required to report violations. Faculty and staff members are equally responsible to report violations of the Honor Code or Code of Conduct. As members of the college community, students are expected to evidence a |
| Special Circumstances | high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Alleged violations of the Honor Code or Code of Conduct which are not admitted by the student will be heard by a disciplinary panel or an Honor Board, bodies composed of students, faculty, and staff members or an administrator. A student who admits to a violation of the Honor Code or Code of Conduct will have the violation adjudicated by the reporting faculty member(s), a disciplinary panel, an Honor Board or an administrator. |

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to Reasonable Accommodations. Please notify the instructor during the first week of class of any accommodations needed for the course.  

***Students that are part of the SNAP Program who need accommodations must speak to the instructor to make arrangements. |
<table>
<thead>
<tr>
<th>Unit # 1 - Objectives</th>
<th>Instructional Strategy/Activities/lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to PBL</td>
<td>1. Watch video case studies of PBL classrooms and reflect on these observations</td>
</tr>
<tr>
<td>A. Identify characteristics and attributes of PBL</td>
<td>2. Unpack the research and theories that support PBL</td>
</tr>
<tr>
<td>B. Discuss the theories and data to support PBL</td>
<td>3. Engage immediately in PBL through participation in PBL unit developed by instructor.</td>
</tr>
<tr>
<td>C. Explain how PBL supports attainment of content knowledge and college and career skills</td>
<td>4. Review a variety of PBL units to determine best practices for developing PBL-aligned cross-disciplinary objectives and integrated methodologies.</td>
</tr>
<tr>
<td>D. Discuss the advantages and disadvantages of PBL and its implications for student achievement</td>
<td>5. Participate in a statewide PBL endorsement experience: Students from all South Carolina schools of education offering the PBL endorsement will convene for two days of “PBL Camp” in Columbia to experience immersion in the PBL process, meet PBL experts in the field, hear from a compelling keynote speaker, and connect with other PBL teachers statewide to share project ideas and experiences (optional)</td>
</tr>
<tr>
<td></td>
<td>6. Reflect on statewide experience (optional)</td>
</tr>
</tbody>
</table>

| Unit 1 Resources                                                                    |
|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| Edutopia - http://www.edutopia.org/pbl-research-annotated-bibliography#barron2      |
| Theory Behind PBL. http://ltd.stanford.edu/~jeepark/jeepark+portfolio/PBL/theory.htm |

<table>
<thead>
<tr>
<th>Unit # 2 - Objectives</th>
<th>Instructional Strategy/Activities/lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design PBL Unit -</td>
<td>1. Begin development of single-subject PBL unit (development will continue throughout the course) focusing on entry document (with standards-based learning objectives). project description, rationale and theoretical basis for the</td>
</tr>
<tr>
<td>Develop a single-subject project-based</td>
<td></td>
</tr>
</tbody>
</table>
### Unit 2 General Resources


### Unit #3 - Objectives

<table>
<thead>
<tr>
<th>Instructional Strategy/Activities/lessons</th>
<th>Manage the Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Revisit various PBL models to discuss how projects are managed from each perspective</td>
<td>A. Develop a single-subject project-based unit that may include: an entry document including standards-based Learning objectives, project description, timelines, activities, materials, related resources and technological supports; and project rationale and theoretical basis for the project</td>
</tr>
<tr>
<td>2. Reflect on the teacher’s role as facilitator of learning who guides students through the PBL process and teaches them the art of constructive critique</td>
<td>B. Explore and implement teacher’s role as facilitator of learning who guides students through the PBL process and teaches them the art of constructive critique</td>
</tr>
<tr>
<td>3. Reflect on student collaboration and how to design PBL learning activities and environments that support student learning and promote equitable distributed learning</td>
<td>C. Comprehend and explain the value of student collaboration and how to design PBL learning activities and environments that support student learning and promote equitable distributed learning</td>
</tr>
<tr>
<td>4. Continue development of single-subject PBL unit focusing on timelines, activities, and materials</td>
<td>D. Comprehend and explain the role of student agency and how to cultivate and support it within a diverse student body</td>
</tr>
<tr>
<td>5. Reflect on PBL development process</td>
<td></td>
</tr>
</tbody>
</table>
Unit 3 General Resources


Unit # 4 - Objectives

Technology and PBL –
A. Develop a single-subject project-based unit that may include: an entry document including standards-based learning objectives, project description, timelines, activities, materials, related resources and technological supports; and project rationale and theoretical basis for the project
B. Identify the sources and use of basic technologies that support the PBL process for students; (project development, completion of projects, collaboration, communication, and simple tools for accessing and analyzing data and information)
C. Identify the sources and use of technology that support the PBL process for teachers/facilitators (formative assessment tools and tracking: project libraries; etc.); m) Develop and implement an “Introduction to PBL” multi-media presentation for use with parent, community, and business partners that explains PBL for lay-persons in a conversational format deliverable in 30 minutes or less

Instructional Strategy/Activities/lessons
1. Review the role of technology in the various PBL models
2. Create a multi-media presentation “Introduction to PBL” for use with parent, community, and business partners that explains PBL for lay-persons in a conversational format deliverable in 30 minutes or less
3. Continue development of single-subject PBL unit focusing on technological and other supports.
4. Reflect on the role of technology in one’s own single-subject PBL project and refine

Unit 4 General Resources

- Video on Edutopia: Transformed by Technology at High Tech High
Unit # 5 - Objectives

**Assessment**

A. Develop a single-subject project-based unit that may include: an entry document including standards-based Learning objectives, project description, timelines, activities, materials, related resources and technological supports; and project rationale and theoretical basis for the project

B. Through the continued development of an individual project-based unit, develop simple formative and summative assessments and corresponding rubrics aligned to curriculum standards for monitoring and evaluating PBL units and student outcomes

C. Comprehend and explain the role of presentations and portfolios in PBL

**Instructional Strategy/Activities/lessons**

1. Continue development of single-subject PBL unit, focusing on the creation of formative and summative assessments for individual PBL units, with emphasis on rubric formation and development
2. Create an outline of a hard or digital portfolio that would fully document the work, reflections and products associated with development of their PBL unit
3. Continue development of single-subject PBL unit focusing on rubrics and formative and summative assessment aligned to the curriculum standards
4. Reflect on PBL development process

---

### Unit 5 General Resources

- Classroom Guide: Top Ten Tips for Assessing Project-Based Learning (from Edutopia)
FACULTY COMMITTEE ON GRADUATE EDUCATION, CONTINUING EDUCATION AND SPECIAL PROGRAMS

GRADUATE COURSE PROPOSAL FORM

Contact Name: mutindi ndunda   Email: ndundam@cofc.edu   Phone: 953-8046

Department Name: TEDU Graduate Program name: Masters of Teaching, Learning and Advocacy (MTLA)

Course Prefix, Number, and Title: MTLA 668 Curriculum: Foundations, Principles, Issues and Applications

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>□ Change Title (IV, VII, VIII, IX)</td>
<td>□ Change Credits/Contact hours (II, IV, VII, IX)</td>
</tr>
<tr>
<td></td>
<td>□ Prerequisite Change (IV, VII, VIII, IX)</td>
<td>□ Edit Description (III, IV, VII, VIII, IX)</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: Fall 2015

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

none

Will this course be added to the Degree Requirements?

a) X Yes  □ No

b) If yes, explain

This course will be an elective in the MTLA program.

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></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A. Contact Hours 45

B. Credit Hours 3

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.

New description

The course explores the theories, issues, and practices of curriculum studies highlighting economic, historical, political, and social forces and debates that influence contemporary issues in curriculum. It involves a critical exploration of educational phenomena within and beyond the scope of schools, with a focus on power relations and social justice issues.

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.

<table>
<thead>
<tr>
<th>The goals/objectives of the course are as follows:</th>
<th>Relationship to the Strategic plan</th>
</tr>
</thead>
</table>

September 2011
1. Compare and contrast major historical and philosophical debates and their influences on contemporary issues in curriculum in the United States;

2. Critically reflect on the power dynamics that influence curriculum development/ construction.

3. Identify significant curriculum leaders and discuss the impact each had on education in the United States;

4. Demonstrate an understanding of the content and the processes needed for curriculum development and implementation, with an understanding of the relationships between and among the disciplines;

5. Analyze and evaluate local and/or national curriculum highlighting the historical, philosophical and other economic, political and social discourses that shape the development and implementation of the curriculum

The new course description reflects changes in the field. In addition, the prefix change is for uniformity of courses offered under the new MTLA program.

The goal/objectives for the course supports the strategic plan of College/University of Charleston in the following ways:

a) Providing students the opportunity to develop new ways of understanding curriculum/knowledge and participating in the critical examination of the forces that influence education and educational opportunity

b) The strategic plan aims at increasing the number of graduate faculty and students. An improved curriculum has the potential to attract more graduate students to the college/university which is in line with the strategic plan.

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. Compare and contrast major historical and philosophical debates and their influences on contemporary issues in curriculum in the United States; Each student will analyze a curriculum highlighting the economic, historical and political forces that shaped the curriculum. The students should earn a grade of B grade on
2. Critically reflect on the power dynamics that influence curriculum development/construction and the influence those personal preferences have on selection and adoption of specific curricula and instructional strategies; or above.

3. Identify significant curriculum leaders and discuss the impact each had on education in the United States; Each student will write a research paper that reflects their understanding of curriculum issues in the United States.

4. Demonstrate an understanding of the content and the processes needed for curriculum development and implementation, with an understanding of the relationships between and among the disciplines; Each student will develop a curriculum unit to demonstrate understanding of how curriculum is developed, implemented and evaluated. Graduate students must receive a grade of not less than B.

5. Analyze and evaluate local and/or national curriculum highlighting the historical, philosophical and other economic, political and social discourses that shape the development and implementation of the curriculum; Each student will analyze a current curriculum or recently implemented curriculum with a view of highlighting the forces/factors that have shaped it.

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?

The MTLA program seeks to develop teacher leaders and advocates who have an understanding of how educational opportunities are developed and made available/accessed by different groups of students in the communities. This course will introduce and reinforce their skills to develop equitable learning environments for all children.

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 will be offered as an elective in the MTLA program. The future impact on the MTLA program is that this course will be required in the certificate program in problem-based learning and for a soon to be proposed curriculum and instruction concentration in the MTLA program.

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.

There is no cost associated with this change.

IX. APPROVAL AND SIGNATURES

September 2011
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:
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Curriculum: Foundations, Principles, Issues and Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number:</td>
<td>MTLA 668</td>
</tr>
<tr>
<td>Course Term:</td>
<td>TBA</td>
</tr>
<tr>
<td>Credit Hours:</td>
<td>3</td>
</tr>
<tr>
<td>Instructor (Name, email address, phone #)</td>
<td></td>
</tr>
<tr>
<td>Meeting Time and Place</td>
<td></td>
</tr>
<tr>
<td>Office Hours</td>
<td></td>
</tr>
<tr>
<td>Course Description:</td>
<td>The course explores the theories, issues, and practices of curriculum studies highlighting economic, historical, political, and social forces and debates that influence contemporary issues in curriculum. It involves a critical exploration of educational phenomena within and beyond the scope of schools, with a focus on power relations and social justice issues.</td>
</tr>
<tr>
<td>Course Text/Materials:</td>
<td>Required Text(s):</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>8. Journal of Curriculum Theorizing--abstracts are available online at <a href="http://journal.jetonline.org/index.php/jct/index">http://journal.jetonline.org/index.php/jct/index</a> click here</td>
</tr>
</tbody>
</table>

**Additional Selected chapters from:**


**Additional Resources**


**Course Objectives:**

Upon successful completion of the course, students should be able to:

1. Compare and contrast major historical and philosophical debates and their influences on contemporary issues in curriculum in the United States; (SOE Standards 2 and 7; ETC 1, 2, and 3)
2. Critically reflect on the power dynamics that influence curriculum development/construction and the influence those personal preferences
3. Identify significant curriculum leaders and discuss the impact each had on
education in the United States; (SOE Standards 2 and 7; ETC 1, 2 and 3)
4. Demonstrate an understanding of the content and the processes needed for
curriculum development and implementation, with an understanding of the
relationships between and among the disciplines; (SOE Standards 1, 2, 3, 6,
and 7; ETC 1 and 2)
5. Analyze and evaluate local and/or national curriculum highlighting the
historical, philosophical and other economic, political and social discourses
that shape the development and implementation of the curriculum, (SOE
Standards 1, 2, 3, 6 & 7; ETC 1 and 2)

Course Requirements and
Description of
Projects/Assignments:

1. Students will read the textbook and will come to class prepared to
discuss the questions at the end of each chapter as well as any of their own
that are related to the issues presented in the text. Discussions should be
thoughtful and should integrate current issues with ones discussed in each
chapter.

**DESCRIPTION OF ASSIGNMENTS**

**Assignment #1: chapter/article presentation**
Each student will be responsible for leading the discussion for at least one chapter.
The presenter will need to read the chapter, develop at least four discussion
questions and post them on OAKS three days prior to the class. Ensure that your
facilitation is engaging.

**Assignment#2: reaction papers/reflections**
You will be expected to write and submit 8 reflections for this course. These
reflections will be based on assigned readings. The reflections should be at most a
page long. They should be a) relevant and well-focused on the readings b) analytical--making careful judgments and, c) constructive--shows some course of
agency.

**Assignment #3: curriculum analysis**
This project is the culminating experience that will help you put theory into
practice. In other words, this assignment is to help you make meaning/interrogate
the text/readings in the context of your personal experiences as an educator in a
specific setting. The questions you might ask yourself include: So what? What does
all this theory mean to me/us as educators? How have these notions of curriculum
theory and development become a reality in schools and specifically in the schools
where I teach?

In this project you examine how certain school/learning experiences (curriculum)
have been or are structured and how they came to be the way they are. You can
choose a subject area or a program that is made available to different students such
as the talented and gifted program, honors programs etc. Please discuss your topic
with the instructor before you proceed.
**Assignment #4: curriculum design**
Students will prepare a curriculum unit for a grade level and subject of their choice. Instructions and rubrics for this project will be provided.

**Assignment #5: research paper**
In this assignment, you will write an 8-10 pages double spaced (excluding reference page/s) research paper on a topic in curriculum. For this assignment you are expected to conduct primary source/primary document analysis (if applicable) and secondary research on the topic and to utilize a minimum of ten peer-reviewed journal articles (outside of the course syllabus). You will submit an annotated bibliography of your initial research midway through the semester in preparation for the final research paper. After you select a topic, you will craft a statement of the problem that explains your topic and why you find it in need of being addressed as an issue related to curriculum. You will use your secondary research to support your statement of the problem.

Possible topics include a) development of educational testing, b) educational standards, c) educational reform efforts--past, present and future (ex. standards movement, common core, Project Based Learning, or international curriculum issues, e.g. Education for All), d) privatization of education e) charter and academic magnet schools etc. f) community organizing and/ community-school partnerships

Please talk to your professor/instructor about your topic choice.

Considerations for the paper:
- a) History of the issue and major debates on it, and how it connects to the historical and philosophical foundations of curriculum studied in the course
- b) Provide a rationale for the topic--why is this topic important? What are the central problems surrounding this topic?
- c) Analysis of related educational policies or other primary source documents that relate to the curriculum issue.
- d) Highlight the factors that have influenced the issue--politics, economics, policies law, etc.
- e) Significance-how does your analysis provide new ways of thinking about the issue as an important one for the field of curriculum studies?

**Participation:** Students are expected to actively participate in class and online discussions.

<table>
<thead>
<tr>
<th>Evaluation Scale:</th>
<th>A = 100 – 93</th>
<th>C+ = 84-81</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B+ = 92 – 89</td>
<td>C = 80-77</td>
</tr>
<tr>
<td></td>
<td>B = 88 – 85</td>
<td>F = 76-0</td>
</tr>
<tr>
<td></td>
<td>C+ = 84 - 81</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation Criteria:**
1. Curriculum design: 20%
2. Curriculum analysis: 20%
3. Reaction papers/reflections: 20%
4. Chapter/article presentation: 15%
5. A research paper: 20%
6. Participation: 5%
<table>
<thead>
<tr>
<th>Attendance Policies:</th>
<th>For a grade to be awarded, students must attend at least 85% of the class hours. Students may be withdrawn by the instructor for absences that exceed this limit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special consideration/agreements:</td>
<td>TBA</td>
</tr>
</tbody>
</table>
| Honor code            | **HONOR CODE:**  
The Honor System of the College of Charleston is intended to promote and protect an atmosphere of trust and fairness in the classroom and in the conduct of daily life. The Honor System is composed of two major components: The Honor Code and the Code of Conduct. Specific policies fall under each major component. Students and student organizations at the College of Charleston are bound by honor and by their enrollment at the College to abide by the Honor and Conduct codes and are required to report violations. Faculty and staff members are equally responsible to report violations of the Honor Code or Code of Conduct.  
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A student who admits to a violation of the Honor Code or Code of Conduct will have the violation adjudicated by the reporting faculty member(s), a disciplinary panel, an Honor Board or an administrator. |
| Course Focus          | **Course overview:**  
According to William Pinar curriculum theory is that field of scholarly inquiry which labors to understand teaching and learning across the subject matters and academic disciplines. It is more than a focus on specific subject matter (English, math, language arts etc.) and pragmatic (how to teaching issues-differentiating curriculum etc.). Curriculum theory and inquiry aspires to understand the overall educational significance of the curriculum, focusing especially upon interdisciplinary themes as well as the relations among curriculum, the individual, and society.  
This course will also introduce students to the field of curriculum history beginning with a close look at the competing curricular theories, theorists, and their contexts. The course readings portray numerous distinctive and influential curricular perspectives from the beginning of the field of curriculum studies through |
contemporary curriculum debates. We will also discuss teachers' positions in the struggles to reform daily school practices in the past and in the present.

One emphasis in the course readings, discussions and written assignments is to understand curriculum development and theorizing as occurring within particular socio-historical and political contexts. Another emphasis in the course is to develop an ability to read curriculum history and theorizing critically - that is, to begin to become a participant in curriculum conversations. A third course emphasis is to develop an ability to analyze/critique K-12 curricula from various perspectives and to develop an equitable curriculum.

<table>
<thead>
<tr>
<th>DATE</th>
<th>Topics</th>
<th>To be read prior to class</th>
<th>Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to curriculum course</td>
<td>Review the syllabus and Discuss assignments/expectations</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Curriculum Approaches; Definition of Curriculum; History of Curriculum</td>
<td>Chapter 1 Orstein et al chapter 1-3 Pinar et al</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Philosophies of Curriculum; *Curriculum analysis rubric *John Dewey and the lab school</td>
<td>Chapter 2 Orstein Dewey (pp. ix-29)</td>
<td>Reaction #1: With which curriculum approach do you most closely identify and why? What is Dewey’s main argument about the lab school and it’s significance to schooling today?</td>
</tr>
<tr>
<td>Week 4</td>
<td>Historical Foundations of Curriculum; Discussion of the Standards and essential and unit questions</td>
<td>Chapter 3: Orstein et al Chapter 3: Pinar et al Freire et al (pedagogy of the oppressed)</td>
<td>An outline of curriculum unit Reflection #2 How do you see pedagogy of the oppressed lived/experienced in today’s schooling (one page)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Psychological Foundations of Curriculum; Interdisciplinary curriculum</td>
<td>Chapter 4 Dewey pp. 30-64</td>
<td>Reaction #3: Which period in the history of American education would you like to visit and why? Share your research topic. a) what is it and why you have chosen it</td>
</tr>
<tr>
<td>Week 6</td>
<td>Social Foundations of Curriculum; Discussion of historical,</td>
<td>Chapter 5: Ornestein et al Chapter 5 &amp; 6 Pinar et al Ch. 5 Understanding Curriculum</td>
<td>A draft of the curriculum analysis project (assgn#1) covering historical,</td>
</tr>
<tr>
<td>Week 7</td>
<td>Psychological and social aspects of your curriculum analysis project</td>
<td><strong>as Political Text</strong></td>
<td>Psychological and social foundations</td>
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<tr>
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<td></td>
<td>Curriculum theory and &quot;camps&quot; *Types of assessment strategies and developing rubrics (Curriculum unit assignment)</td>
<td>Ch. 6 Understanding Curriculum as Racial Text</td>
<td>A draft of your assessment strategies</td>
</tr>
<tr>
<td>Week 8</td>
<td>Curriculum Development; Review drafts of assessments for curriculum units</td>
<td>Chapter 6 Orstein chapter 7 &amp; 8-Pinar et al Ch. 7 Understanding Curriculum as Gender Text 358 Ch. 8 Understanding Curriculum as Phenomenological Text 404</td>
<td>A draft of your curriculum analysis project to be discussed in class to receive feedback from professor and colleagues.</td>
</tr>
<tr>
<td>Week 9</td>
<td>Curriculum Design; Instructional materials strategies aligned with Multiple Intelligences Interdisciplinary curriculum</td>
<td>Chapter 7-Orstein et al Chapter 9: Pinar et al Ch. 9 Understanding Curriculum as Poststructuralist, Deconstructed, Postmodern Text</td>
<td>Reaction #4: Is curriculum design art or science? Why?</td>
</tr>
<tr>
<td>Week 10</td>
<td>Curriculum and reconceptualizing school Aims, Goals, and Objectives; Review Curriculum Units all parts *Curriculum analysis project—aims, goals and objectives Dewey—Waste in education</td>
<td>Chapter 9: Orstein Dewey (pp. 63-93) Chapter 1, 4,&amp;5 : Goodland</td>
<td>Research paper due. Incorporate Dewey's &amp; Goodland ideas Reflection #5-reconceptualizing schooling--</td>
</tr>
<tr>
<td>Week 12</td>
<td>Curriculum Implementation; The Change Process</td>
<td>Chapter 10-orstein Chapter 10- Goodland readings from Freire, Anyon &amp; bell hooks (teaching to transgress)</td>
<td>Reaction #6: What do you think are the three most important purposes of schooling and why? Use the readings to guide your reflections..</td>
</tr>
<tr>
<td>Week 13</td>
<td>Evaluation of Curricula</td>
<td>Chapter 11: Orstein et al</td>
<td>Reaction #7: Why is change such a difficult process? What strategies can a curriculum specialist employ to make change less traumatic?</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Week 14</td>
<td>Curriculum Issues and Trends &amp; International perspectives</td>
<td>Chapter 12-Orstein et al Chapter 13: Pinar et al</td>
<td>Reaction #8: What are your views on the notion of</td>
</tr>
<tr>
<td>Week 15</td>
<td>Curriculum Unit Presentations</td>
<td>Chapter 13: Understanding Curriculum as Institutionalized Text</td>
<td>“scripted programs”?</td>
</tr>
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<tr>
<td>12/16</td>
<td></td>
<td></td>
<td>Curriculum Unit</td>
</tr>
</tbody>
</table>
FACULTY COMMITTEE ON GRADUATE EDUCATION, CONTINUING EDUCATION AND SPECIAL PROGRAMS

GRADUATE COURSE PROPOSAL FORM

Contact Name: mutindi ndunda   Email: ndundam@cofc.edu   Phone: 953-8046

Department Name: TEDU Graduate Program name: Masters of Teaching, Learning and Advocacy (MTLA)

Course Prefix, Number, and Title: MTLA 672 Applications of Project-Based Learning in Curriculum and Instruction

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</td>
<td>☐ Change Number (IV, VII, VIII, IX)</td>
<td>☐ Delete Course (IV, VII, IX)</td>
</tr>
<tr>
<td>(attach syllabus*)</td>
<td>☐ 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>☐ Prerequisite Change   (IV, VII, VIII, IX)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Edit Description (III, IV, VII, VIII, IX)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>☐ Approve for Cross-listing (attach Graduate Permission to Cross-list Form)</td>
<td></td>
</tr>
</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

MTLA 670 Introduction to Project-Based Learning (PBL)

Will this course be added to the Degree Requirements?

a) ☒ Yes    ☐ No

b) If yes, explain

This course will be an elective in the MTLA program offered as a part of the Curriculum and Instruction Concentration. It will also be a part of the four-course requirement for a Project Based Learning endorsement offered by the College of Charleston in collaboration with South Carolina Department of Education.

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>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours

3

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 is designed to give teachers the experiences required to plan, create, and integrate instructional methodologies and technology within PBL units that supports the achievement of students with diverse needs. Teachers will design and integrate activities that promote critical thinking, problem solving, and collaboration. Prerequisite: MTLA 670 (Intro to PBL)

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.

The goals/objectives for this course are as follows:

- Students will plan, create, facilitate, and integrate

Relationship to the Strategic plan

The goal/objectives for the course supports the strategic plan of College/University of Charleston in the following
appropriate instructional methodologies and technology within a PBL unit of study. Students will design and integrate key activities into their projects that promote the development of critical thinking, problem solving, and collaborative skills. Students will develop and implement a variety of authentic formative and summative assessments for the purpose of guiding instructional decision making. Students will analyze and reflect upon student performance data gathered using a variety of authentic assessments and data collection methods. Students will examine the key roles of and identify methods for integrating community partners into the development and implement of their PBL projects. Students will design and implement two PBL projects. The first will be a cross-disciplinary PBL unit developed collaboratively with peers in the classroom, and the second is a PBL unit of study that each student will create independently.

ways:

A. The strategic plan aims at providing a personalized education with opportunities for experiential learning. Educators (students) will learn strategies for teaching PBL to K-12 students by creating PBL units specific to their content area. Educators (students) will examine data from their classrooms and analyze the impact of using PBL to provide opportunities for experiential learning.

B. The strategic plan aims at providing students a global and interdisciplinary perspective that would address social, economic, environmental, scientific and political issues of the 21st century. Educators (students) will collaborate to develop interdisciplinary units. Educators (students) will learn how to teach 21st century skills to K-12 students through PBL units.

C. The strategic plan aims at developing collaborative programs with in-state university partners, industries, and local business. The three PBL courses were developed through collaboration with faculty members from Claflin, Furman, Winthrop, College of Charleston and SC State Department of Education representatives. This will be an ongoing partnership which will include local business and industries.

D. The strategic plan aims at increasing the number of graduate faculty and students. An improved curriculum has the potential to attract more graduate students to the college/university.

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. Demonstrate an understanding of the connections between and among disciplines by constructing PBL units of study that appropriately integrate methods and activities across curriculum standards to facilitate student academic achievement</td>
<td>Each student will develop two PBL units, cross-curricular and content based, integrating appropriate methodologies and technology. Assessment expectation: Meet expectations designated in assessment rubrics/criteria expressed in the objectives.</td>
</tr>
<tr>
<td>2. Utilize community partners, parents, and businesses in the development and implementation of authentic, contextually appropriate PBL units of study</td>
<td></td>
</tr>
</tbody>
</table>

September 2011
4. Develop and implement effective formative and summative assessment instruments for a PBL unit.

5. Choose strategies/materials that promote student learning within a diverse classroom and student body.

6. Utilize technologies that will support the delivery of PBL instruction and facilitate student learning across a variety of ability levels including students with exceptionalities.

7. Select and utilize appropriate instructional methodologies and technology that will support the academic achievement of students with diverse learning needs.

8. Develop co-curricular rubrics aligned to emerging, developing, proficient, and advanced attainment of learning objectives for math, science, ELA, and social studies.

9. Develop a cross-curricular PBL unit, which may include: an entry document including project description, timelines, rubrics, activities, materials, related resources and technological supports; standards-based learning objectives, project rationale and theoretical basis for the project; and formative and summative assessments aligned to the curriculum standards.

10. Collect and analyze student assessment data to identify progress and gaps in student learning in order to inform ongoing refinement of instruction and practice.

11. Develop and implement an individual PBL unit for one content area in his/her classroom that focuses specifically on PROCESS (i.e., introduction, task, process, and references). The unit project will also contain an entry document including project description, timelines, rubrics, activities, materials, related resources and technological supports; standards-based learning objectives, project rationale and theoretical basis for the project; and formative and summative assessments aligned to the curriculum standards.

10. Observe PBL classrooms for no less than ten hours.

Each student will work with a peer team or group to develop a cross-curricular PBL unit that is line with objectives 1 - 9.
Assessment expectation: Meet expectations designated in assessment rubrics/criteria expressed in the objectives.

Each student will create an individual content-based (single subject) PBL unit that addresses objectives 1-7, 10 and 11.
Assessment expectation: Meet expectations designated in assessment rubrics/criteria expressed in the objectives.

Each student will complete journal reflections on at least ten hours of classroom observations done in field experience.
Assessment expectation: Meet expectations designated in assessment rubrics/criteria developed by the instructor.

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 demonstrates the students' knowledge of PBL and aligns to the following goals of the MTLA program:

- Understand and apply advanced theories that inform their teaching and work in diverse communities
- Use and critique multiple forms of research and inquiry
- Think systematically about their own practice, provide support for other professionals and communicate clearly with their students, other educators, and parents
- Advocate for students and the profession

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 will be the second of three PBL courses added to the MTLA program. This course will be required for the Project-Based Learning endorsement and as an elective in the proposed Curriculum and Instruction concentration in the MTLA program.

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.

There is no cost associated with this change.

IX. APPROVAL AND SIGNATURES

Signature of Program Director:

Date: 9/3/15

Signature of Department Chair:

Date: 9/3/15

Signature of Additional Chair*:

Date: 9/9/15

Signature of Schools' Dean:

Date:

Signature of Additional Schools' Dean*:

September 2011  Page 5
Signature of the Provost:  
[Signature] Date: 10/5/15

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: 10/7/05

Signature of Chair of the Graduate Council:  
[Signature] Date: 10/19/05

Signature of Faculty Senate Secretary:  
[Signature] Date:  

Date Approved by Faculty Senate:  

September 2014
MTLA 672 - Applications of Project-Based Learning in Curriculum & Instruction  
College of Charleston  
Course Term

<table>
<thead>
<tr>
<th>Instructor’s Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Information</td>
<td></td>
</tr>
<tr>
<td>Credit Hours</td>
<td></td>
</tr>
<tr>
<td>Meeting Time/Location</td>
<td></td>
</tr>
<tr>
<td>Office Hours/Location</td>
<td></td>
</tr>
<tr>
<td>Course Prerequisites</td>
<td>Introduction to Project-Based Learning</td>
</tr>
</tbody>
</table>

Course Description:

This classroom and field-based course is designed to give teachers the experiences required to plan, create, facilitate, and integrate appropriate instructional methodologies and technology within a PBL unit of study that will support the academic achievement of students with diverse learning needs. During the course, teachers will observe PBL classrooms for no less than 10 hours. Teachers will learn to design and integrate key activities into their projects that promote the development of critical thinking, problem solving, and collaborative skills. Additionally, teachers will learn how to develop and implement a variety of authentic formative and summative assessments for the purpose of guiding instructional decision making. To successfully complete these projects and the course, the teachers will learn to appropriately select, apply, analyze, and reflect upon student performance data gathered using a variety of authentic assessments and data collection methods. Teachers will also learn how to examine the key roles of and identify methods for integrating community partners into the development and implement of their PBL projects. Then, utilizing the content knowledge and experiences from Course 1, teachers will design and implement two PBL projects. The first will be a cross-disciplinary PBL unit developed collaboratively with peers in the classroom, and the second is a PBL unit of study that each student will create independently. This second PBL unit will also serve as the course’s key assessment. The course will be taught using PBL methodologies that include the development of projects, analysis of student data, and reflection upon the development experience.

Course Text/Materials
<table>
<thead>
<tr>
<th>Course Objectives - At the end of this course, students will be able to:</th>
<th>SOEHHP Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an understanding of the connections between and among disciplines by constructing PBL units of study that appropriately integrate methods and activities across curriculum standards to facilitate student academic achievement</td>
<td>I, III</td>
</tr>
<tr>
<td>2. Utilize community partners, parents, and businesses in the development and implementation of authentic, contextually appropriate PBL units of study</td>
<td>IV, V, VII</td>
</tr>
<tr>
<td>3. Develop co-curricular rubrics aligned to emerging, developing, proficient, and advanced attainment of learning objectives for math, science, ELA, and social studies</td>
<td>II, IV, VII</td>
</tr>
<tr>
<td>4. Develop and implement effective formative and summative assessment instruments for a PBL unit</td>
<td>VI</td>
</tr>
<tr>
<td>Collect and analyze student assessment data to identify progress and gaps in student learning in order to inform ongoing refinement of instruction and practice</td>
<td>I, VI</td>
</tr>
<tr>
<td>Select and utilize appropriate instructional methodologies and technology that will support the academic achievement of students with diverse learning needs.</td>
<td>I, III, V</td>
</tr>
<tr>
<td>Choose strategies/materials that promote student learning within a diverse classroom and student body.</td>
<td>I, III</td>
</tr>
<tr>
<td>Utilize technologies that will support the delivery of PBL instruction and facilitate student learning across a variety of ability levels including students with exceptionalities.</td>
<td>I, III</td>
</tr>
<tr>
<td>Develop a cross-curricular PBL unit, which may include: an entry document including project description, timelines, rubrics, activities, materials, related resources and technological supports; standards-based learning objectives, project rationale and theoretical basis for the project; and formative and summative assessments aligned to the curriculum standards.</td>
<td>VI</td>
</tr>
<tr>
<td>Develop and implement an individual PBL unit for one content area in his/her classroom that focuses specifically on PROCESS (i.e., introduction, task, process, and references). The unit project will also contain an entry document including project description, timelines, rubrics, activities, materials, related resources and technological supports; standards-based learning objectives, project rational and theoretical basis for the project; and formative and summative assessments aligned to the curriculum standards.</td>
<td>II</td>
</tr>
<tr>
<td>Observe PBL classrooms for no less than ten hours</td>
<td>VII</td>
</tr>
<tr>
<td>Description of Projects/Assignments</td>
<td>Key assessments summary:</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td>1. Reflect on ten hours of PBL classroom observation</td>
</tr>
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<td></td>
<td>2. Create a cross-disciplinary PBL unit (peer team or group project)</td>
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<tr>
<td></td>
<td>3. Create an individual, content-based (single subject) PBL unit (inclusive – goals and objectives, instructional strategies, learning activities, formative and summative assessment(s) with rubrics (individual)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluation Scale</th>
<th>A = 100-93</th>
<th>C+ = 84-81</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B+ = 92-89</td>
<td>C = 80-77</td>
</tr>
<tr>
<td></td>
<td>B = 88-85</td>
<td>F = 76-0</td>
</tr>
</tbody>
</table>

| Attendance Policy | 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). |

| Honor Code | 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) |

| Special Circumstances | In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to Reasonable Accommodations. Please notify the instructor during the first week of class of any accommodations needed for the course.  
***Students that are part of the SNAP Program who need accommodations must speak to the instructor to make arrangements. |

| Other Resources | [Center for Student Learning](http://csl.cofc.edu): I encourage you to utilize the CSL’s academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at [http://csl.cofc.edu](http://csl.cofc.edu) or call (843) 953-5635. |
Unit Outlines

Unit #1: Using PBL to teach PBL; a review of the PBL process from Course One; using data to develop a cross-disciplinary project.

Objective

- Demonstrate an understanding of the connections between and among disciplines by constructing PBL units of study that appropriately integrate methods and activities across curriculum standards to facilitate student academic achievement.
- Collect and analyze student assessment data to identify progress and gaps in student learning in order to inform ongoing refinement of instruction and practices.
- Develop a cross-curricular PBL unit, which may include: an entry document including project description, timelines, rubrics, activities, materials, related resources and technological supports; standards-based Learning objectives, project rationale and theoretical basis for the project; and formative and summative assessments aligned to the curriculum standards.

Instructional strategy/learning activities/sample lessons

- Teachers collect and analyze baseline student academic data to determine present level of performance for individuals within the class and inform instructional decision-making.
- Teachers review PBL units to determine best practice for developing PBL aligned cross-disciplinary objectives and integrated methodologies. Specifically, teachers will analyze PBL units to determine if the unit provides differentiated instructional opportunities and activities, including technology and strategy appropriate to the key tasks in the project.

Assessments

- Teachers will design PBL driving questions, learning objectives, lesson plans, activities, planning sheets, etc. Instructors will assess teacher work products to determine if they adequately develop PBL units that provide differentiated instructional opportunities and activities, including technology and strategies appropriate to the key tasks in the project. Instructors may use rubrics from a variety of resources found throughout this course, including the one below, to assess teachers’ ability to construct instructional units that contain the essential project-based learning elements.
- Specific resource: Buck Institute for Education rubric for determining if a project contains the essential elements of project-based learning:
Unit #2: Refining the cross-disciplinary project with formative and summative assessments, including rubric development.

Objective

- Demonstrate an understanding of the connections between and among disciplines by constructing PBL units of study that appropriately integrate methods and activities across curriculum standards to facilitate student academic achievements.
- Develop co-curricular rubrics aligned to emerging, developing, proficient, and advanced attainment of learning objectives for math, science, ELA, and social studies.
- Develop and implement effective formative and summative assessment instruments for a PBL unit.

Instructional strategy/learning activities/sample lessons

- Development of formative and summative assessments (for the cross-disciplinary project) that assess content standards and select 21st century skills such as collaboration, presentation and critical thinking, and technology literacy.
- Development of co-curricular rubrics connected to above formative and summative assessments.

Assessments

- Assess students/teachers ability to develop and utilize PBL rubrics that measure oral presentation skills by students' structure and organization, vocal expressions, physical characteristics, appropriateness of content and language, overall impact, and features.
- Instructors will assess formative and summative assessments and accompanying rubrics to determine adequacy.

Unit #3: Using PBL to cultivate a culture of independent learning with a diverse classroom and student body; embracing differences.

Objective

- Select and utilize appropriate instructional methodologies and technology within a PBL unit of study that will support the academic achievement of students with diverse learning needs.
- Choose strategies and materials that will cultivate and support a culture of independent student learning within a diverse classroom and student body.
- Select and apply a variety of technology that will support the delivery of PBL instruction and facilitate student learning across a variety of ability levels including students with exceptionalities.
Instructional strategy/learning activities/sample lessons

- Use data to select appropriate methods and learning strategies for diverse learners.
- Use appropriate and various instructional methods and technologies to support independent learning through the use of strategies for the delivery of PBL instruction across a variety of learner ability levels.
- Introduce and implement The Learning Toolbox to help students with learning difficulties become more effective learners so that they can meet the increasingly rigorous academic demands of today's schools. The Learning Toolbox is designed to teach learning strategies that promote independent learning and provide equal access to content for all students. http://coe.jmu.edu/LearningToolbox/purposerationale.html
- Use the six-stage Big6 Skills tool to teach and assess students' ability to independently solve problems or make decisions by using information. The Big 6 focuses on developing and assessment of information literacy, information communication, ICT skills, and the problem solving process.
- Assess teacher's ability to develop PBL units that promote student use of use of higher order thinking skills; goal setting; research skills; assembling relevant, credible information; and reflection. http://big6.com/
- Teachers conduct an analysis of unit lesson plans from a variety of sources to determine if the unit provides differentiated instructional opportunities and activities that meet the instructional needs of diverse learners, as well as technology and learning strategies appropriate to the key tasks and objectives in the unit.
- Teachers use chart and table templates to collect student academic data. The instructor demonstrates how the data might be analyzed and used to guide instructional decision making and unit planning.

Resources the instructor may draw from for this activity include the following:

- Intel Corporation project-based learning unit plans
- Buck Institute for Education project-based learning module examples anchored to Common Core State Standards http://174.123.25.183/default.htm
- Edutopia.org project-based learning video library http://www.edutopia.org/videos
- Sun Associates examples of various strategies and activities that teachers can incorporate into project-based learning units that can be used to support different student academic ability levels. http://www.sun-associates.com/lynn/pbl/pbl.html
- Blog and Video: http://bie.org/blog/how_does_pbl_support_differentiated_instruction
Science Teaching,  

http://onlinelibrary.wiley.com/store/10.1002/tea.1017/asset/1017_ftp.pdf?v=1&t=htbipe5o&s=e5e153449b593536921a54dfb66aa7cb30d3514

Unit #4: Creating and implementing an individual, content-based PBL unit in the classroom.

Objective
- Demonstrate an understanding of the connections between and among disciplines by constructing PBL units of study that appropriately integrate methods and activities across curriculum standards to facilitate student academic achievement
- Utilize community partners, parents, and businesses in the development and implementation of authentic, contextually appropriate PBL units of study
- Develop and implement effective formative and summative assessment instruments for a PBL unit
- Collect and analyze student assessment data to identify progress and gaps in student learning in order to inform ongoing refinement of instruction and practice;
- Select and utilize appropriate instructional methodologies and technology within a PBL unit of study that will support the academic achievement of students with diverse learning needs
- Choose strategies and materials that will cultivate and support a culture of independent student learning within a diverse classroom and student body
- Select and apply a variety of technology that will support the delivery of PBL instruction and facilitate student learning across a variety of ability levels including students with exceptionalities
- Develop a cross-curricular PBL unit, which may include: an entry document including project description, timelines, rubrics, activities, materials, related resources and technological supports; standards-based Learning objectives, project rational and theoretical basis for the project; and formative and summative assessments aligned to the curriculum standards
- Develop and implement an individual PBL unit for one content area in his/her classroom that focuses specifically on PROCESS (i.e., introduction, task, process, and references). The unit project will also contain an entry document including project description, timelines, rubrics, activities, materials, related resources and technological supports; standards-based Learning objectives, project rational and theoretical basis for the project; and formative and summative assessments aligned to the curriculum standards;
Instructional strategy/learning activities/sample lessons

- Create disciplinary objectives and include appropriate methodology in project design
- Analyze student assessment data within the project to inform instruction and practice during project implementation
- Create, use, and revise unit rubrics and assessments
- Project implementation: teachers make videos of themselves teaching PBL lessons; blog reflections to classmates as they progress through the implementation of their PBL unit or have an online discussion board for the same purpose; teachers discuss implementation and student academic progress in groups. They receive feedback from peers and instructor and are then given opportunities to modify lessons after class discussion and review of their data.

Assessments

- Assess teachers’ objectives for the planned unit project
- Assess teachers’ individual data analysis of project implementation
- Assess teachers’ reflections for standards-based discussion regarding project implementation

Unit #5: PBL and the Community – utilizing partners and promoting the methodology

Objective

- Utilize community partners, parents, and businesses in the development and implementation of authentic, contextually appropriate PBL units of study.

Instructional strategy/learning activities/sample lessons

- Review the cross curricular and individual content PBLs and assess how/when stakeholders were used. Teachers will then develop and incorporate an appropriate plan for involving stakeholder’s participation into their PBL unit
- Analyze and create stakeholder strategies to improve/inform practice

Assessments

- Develop rubric to assess teachers’ ability to utilize stakeholders appropriately for two prior PBL units and assess teachers’ progress

Unit #6: Course Summation and looking ahead to the Practicum

Objective

- Review all objectives previously listed

Instructional strategy/learning activities/sample lessons

- Course evaluation
- Expectations for Practicum: PBL in practice
Assessments

- Instructor should develop rubrics to assess teacher’s ability to design PBL content and assessments. Assessment rubrics will determine a student’s collaborative ability, mastery of learning objectives, activities rubrics, technology utilization rubrics, critical thinking, and problem solving rubrics, etc. Instructors will assess teachers’ three key work products (the two projects and their field-based reflections) to determine if they adequately developed PBL units that provide differentiated instructional opportunities and activities to meet the instructional needs of diverse learners, including technology, strategies appropriate to the key tasks in the project, and presentation skills.

Resources

- Edutopia.org PBL tools http://www.edutopia.org/stw-project-based-learning-best-practices-resources-lesson-plans
- Buck Institute for Education common core aligned project-based learning rubrics http://bie.org/objects/documents
- Buck Institute for Education Essential Element Checklist file:///E:/State%20PBL%20Team/PBLa20Essential%20Elements%20Checklist%2020%20Project%20%20Based%20Learning%20%20BIE.htm
Contact Name: mutindi ndunda   Email: ndundam@cofc.edu   Phone: 953-8046

Department Name: TEDU Graduate Program name: Masters of Teaching, Learning and Advocacy (MTLA)

Course Prefix, Number, and Title: MTLA 674 Practicum in Project-Based Learning

1. CATEGORY OF REVIEW (Check all that apply)

NEW COURSE  CHANGE COURSE  DELETE COURSE

☐ New Course (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)

☐ 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

List prerequisites and / or other restrictions below

MTLA 670 Introduction to Project-Based Learning (PBL)
MTLA 672 Applications of Project-Based Learning in Curriculum and Instruction
Will this course be added to the Degree Requirements?

a) ☑ Yes ☐ No

b) If yes, explain

This course will be the second of three PBL courses added to the MTLA program. This course will be required for the Project-Based Learning endorsement and as an elective in the proposed Curriculum and Instruction concentration in the MTLA program.

II. NUMBER OF CREDITS and CONTACT HOURS per week

<table>
<thead>
<tr>
<th>A. Contact Hours</th>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours 3

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 practicum course is designed to provide teacher/practitioners with opportunities to demonstrate their knowledge, skills, and dispositions for implementing PBL into the regular classroom setting. The course will consist of four, monthly on-campus seminars, some online instruction, and at least two field-based observations of teaching/PBL implementation. Prerequisites: MTLA 670 (Intro) and MTLA 672 (Applications).

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.

<table>
<thead>
<tr>
<th>The goals/objectives for this course are as follows:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Develop and implement PBL unit(s), which may include project description(s), timeline(s), standards-based learning objectives, project rationales, integrative activities, formative and summative assessments, related resources and technological supports;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relationship to the Strategic plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. The strategic plan aims at providing a personalized education with opportunities for experiential learning. Educators (students) will learn how to use PBL strategies teach K-12 students by creating PBL units specific to their content area. Educators (students) will have the opportunity to demonstrate their knowledge and skills of teaching using PBL by participating in a</td>
</tr>
</tbody>
</table>

September 2011
2) Write and provide ongoing lesson plans for PBL unit(s) for an entire quarter (nine-weeks of learning);

3) Design and deliver PBL instruction that meets the academic needs of all students

4) Develop and present a professional development introduction to PBL for their peers that could include: a grade-level workshop, a department-level workshop, or a school-wide faculty meeting.

field practicum supervised a university supervisor.

b. Educators (students) will design an Introduction to PBL Workshop to promote the development/implementation of PBL teaching strategies in their local schools.

c. Educators (students) will be encouraged to write a proposal to present at a state or regional conference which may attract more graduate students to the college/university which is in line with the strategic plan.

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. Develop and implement PBL unit(s), which may include project description(s), timeline(s), standards-based learning objectives, project rationales, integrative activities, formative and summative assessments, related resources and technological supports;</td>
<td>PBL Journal - One per week for a total of 12 entries. Each entry concentrates on one of the six key PBL strategies addressed in the prior courses and during the practicum.</td>
</tr>
<tr>
<td>2. Write and provide ongoing lesson plans for PBL unit(s) for an entire quarter (nine-weeks of learning);</td>
<td>PBL Lesson Plan Implementation - This assessment will evaluate students' ability to implement PBL units across an academic period.</td>
</tr>
<tr>
<td>3. Design and deliver PBL instruction that meets the academic needs of all students</td>
<td>Practicum Classroom Observations - The university supervisor or PBL mentor will observe the teacher at least two times during the implementation period.</td>
</tr>
<tr>
<td>4. Develop and present a professional development introduction to PBL for their peers that could include: a grade-level workshop, a department-level workshop, or a school-wide faculty meeting.</td>
<td>Designing an Introduction to PBL Workshop - Each teacher/practitioner will design a workshop for peers, and staff at the school placement site that will raise critical awareness of project-based learning and promote development and implementation of PBL at their school(s).</td>
</tr>
</tbody>
</table>
Assessment expectation: Meet expectations designated in assessment rubrics/criteria expressed in the objectives.

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 demonstrates the students’ ability to apply their knowledge of PBL and aligns to the following goals of the MTLA program:

- Understand and apply advanced theories that inform their teaching and work in diverse communities
- Use and critique multiple forms of research and inquiry
- Think systematically about their own practice, provide support for other professionals and communicate clearly with their students, other educators, and parents
- Advocate for students and the profession

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 will be the second of three PBL courses added to the MTLA program. This course will be required for the Project-Based Learning endorsement and as an elective in the proposed Curriculum and Instruction concentration in the MTLA program.

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.

There is no cost associated with this change.

IX. APPROVAL AND SIGNATURES

Signature of Program Director:  

Date: 9/3/15

Signature of Department Chair:  

Date: 9/3/15

Signature of Additional Chair*:

September 2011
Signature of Schools’ Dean: 

Date: 9/9/15

Signature of Additional Schools’ Dean*: 

Date: 

Signature of the Provost: 

Date: 10/15/15

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: 10/1/2015

Signature of Chair of the Graduate Council: 

Date: 10/1/2015

Signature of Faculty Senate Secretary: 

Date: 

Date Approved by Faculty Senate: 

September 2011
# MTLA 674 - Practicum in Project-Based Learning

## College of Charleston

## Course Term

<table>
<thead>
<tr>
<th>Instructor's Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours</td>
<td></td>
</tr>
<tr>
<td>Meeting Time/ Location</td>
<td></td>
</tr>
<tr>
<td>Office Hours/Location</td>
<td></td>
</tr>
<tr>
<td>Contact Information</td>
<td></td>
</tr>
</tbody>
</table>

## Course Description

The field-based practicum is designed to provide teacher/practitioners with experience and opportunities to demonstrate their knowledge, skills, and dispositions for implementing PBL into the regular classroom setting. This knowledge is demonstrated through planning for, implementing, and managing standards-based PBL and content instruction using a wide range of resources and technology effectively. The instruction is based on the use and interpretation of performance-based assessment tools and PBL techniques. The teachers will also have an opportunity to provide professional development and build partnership with colleagues. The course will consist of four, monthly on-campus seminars and at least two field-based observations of teaching/PBL implementation. All other course procedures will take place in an online format.

## Course Text/Materials


## Course Objectives

Students should be able to:

| SOEHHP Standards |  |
1. Develop and implement PBL unit. 

2. Write and provide ongoing lesson plans for PBL unit(s) for an entire quarter (nine-weeks of learning) 

3. Design and deliver PBL instruction that meets the academic needs of all students 

4. Develop and present a professional development introduction to PBL for their peers that could include: a grade-level workshop, a department-level workshop, or a school-wide faculty meeting. 

<table>
<thead>
<tr>
<th>Evaluation Scale</th>
<th>A= 100-93</th>
<th>C+ = 84-81</th>
</tr>
</thead>
<tbody>
<tr>
<td>B+= 92-89</td>
<td>C= 80-77</td>
<td></td>
</tr>
<tr>
<td>B=88-85</td>
<td>F= 76-0</td>
<td></td>
</tr>
</tbody>
</table>

**Assignment Descriptions**

**Key Assessments Summary:** The Practicum consists of four assessments, including maintaining an online PBL journal; scheduled and unscheduled classroom observations; written PBL units and lesson plans; and designing an introduction to PBL workshop for peers. These are detailed below, and the rubrics are found at the end of the syllabus.

**Key Assessment #1: PBL Journal.** The PBL journal requires one entry every week for a total of 12 entries. Each entry should concentrate on one of the six key PBL strategies addressed in the prior courses and during the practicum. The formatting and length of the journal entries are at the discretion of the candidates; however, the entries should be sufficient to thoroughly provide evidence of discussing each strategy and meeting each requirement.

**Key Assessment 2: PBL Lesson Plan Implementation.** Teachers in the Practicum should have satisfactorily completed courses one and two (Introduction to Project Based Learning and Applications of Project-Based Learning In Curriculum and Instruction) and demonstrated mastery in PBL unit research and preparation. This assessment seeks to measure their implementation of PBL units across an academic period. Elementary teachers may implement in one content area (i.e. language arts or social studies) or choose to implement across two content areas. Middle and high school teachers who are content specialists may choose to implement in one section of one content course (i.e. 1st period Math II) or across multiple sections of the same content specialty (i.e. all three sections of English IV CP). If possible, they may also choose to develop projects across two content areas. The assessment rubric seeks to examine teacher success in planning and design for implementing PBL strategies and content standards. Design of rubric(s) for assessments and pacing will also be assessed.

**Key Assessment 3: Practicum Classroom Observations.** The university supervisor or PBL mentor will observe the teacher at least two times during the implementation period. One observation will be unannounced based on the teacher’s PBL calendar and lesson plans provided to the
instructor. A formal, planned observation will take place after the mid-point of the term and PBL implementation. The assessment rubric seeks to examine standards-based content strength, success in the implementation of six key PBL strategies, and the degree to which a culture of student agency has been incorporated into the PBL classroom.

Key Assessment 4: Designing an Introduction to PBL Workshop. Each teacher/practitioner will design a workshop for faculty, peers, and staff at the school placement site that will raise critical awareness of project-based learning and promote development and implementation of PBL at their school(s). Teachers who are currently working at PBL project schools may choose to deliver their workshop off-site, or write a proposal to present at a state or regional conference in lieu of this site-based requirement. A written proposal, overview, and design of the project will be required. These peer-responses should reference the standards and key PBL strategies as defined above.

| Evaluation Criteria | 1. Journal Entries: 15%  
|                     | 2. Lesson Plan Implementation: 30%  
|                     | 3. Practicum Observations: 20%  
|                     | 4. PBL Workshop Design: 35%  |

| Attendance Policy | 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 \times \text{weekly} = 6 \text{ absences}; 2 \times \text{weekly} = 4 \text{ absences}; 1 \times \text{weekly} = 2 \text{ absences}).  |

| Honor Code | 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)  |

| Special Circumstances | In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to Reasonable Accommodations. Please notify the instructor during the first week of class of any accommodations needed for the course.  
|                       | **Students that are part of the SNAP Program who need accommodations must speak to the instructor to make arrangements.**  |

| Other Resources | Center for Student Learning: I encourage you to utilize the CSL’s academic support services for assistance in study strategies, speaking & writing skills, and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. For more information regarding these services please visit the CSL website at [http://csl.cofc.edu](http://csl.cofc.edu) or call (843) 953-5635.  |
# Course Calendar

| 1st Class Meeting | 1. Review of course requirements, key objectives and assessments, and rubrics  
|                   | 2. Review of online course delivery system (Moodle or equivalent) and reflection journal  
|                   | 3. Discussion of Course Two (Applications of Project-Based Learning In Curriculum and Instruction)  
|                   | 4. Discuss PBL units to be developed and possible implementation scenarios  
|                   | 5. Class activities based on PBL implementation with sample units  
| 2nd Class Meeting | 1. Review of online reflection journal, concerns and successes  
|                   | 2. Review of lesson plan requirements, and deadlines for written unit submission  
|                   | 3. Sharing of successes  
| 3rd Class Meeting | 1. Sharing of successes through digital records of observations  
|                   | 2. Peer review of reflection journals – discussion  
|                   | 3. Identification of things to work on  
| 4th Class Meeting | 1. Sharing of successes of peer workshops through digital recordings  
<p>|                   | 2. Celebration of other PBL successes |</p>
<table>
<thead>
<tr>
<th>PBL Key Strategies</th>
<th>Possible Points</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Approaches Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal entry based on 1. Authentic Inquiry</td>
<td></td>
<td>Projects require students to demonstrate exemplary knowledge about authentic inquiry and show possible ‘real-world’ outcomes outside of school for products of student work.</td>
<td>Projects require students to demonstrate satisfactory knowledge of authentic inquiry. Projects have meaning for students and provide ‘need to know’ requirements.</td>
<td>Projects require students to demonstrate partial knowledge about authentic inquiry. Projects have little connection with ‘real-world’ contexts and do not seem to have meaning for students.</td>
</tr>
<tr>
<td>Journal entry based on 2. Academic Rigor of content standards</td>
<td></td>
<td>Projects require students to demonstrate knowledge of exemplary expectations of academic rigor. Content standards are clearly delineated and process and outcomes for students are challenging and instructive.</td>
<td>Projects require students to show knowledge of academic rigor and content standards. Projects have clear content standards and key learning objectives are listed and appropriate.</td>
<td>Projects clearly list and discuss content standards but rigor is absent, or projects may not discuss applicable content standards or key objectives.</td>
</tr>
<tr>
<td>Journal entry based on 3. Applied learning and collaborative problem-solving</td>
<td></td>
<td>Projects require students to demonstrate exemplary incorporation of applied learning and collaborative problem-solving in discussion of PBL. Projects, presentations, and/or portfolios require students to apply new skills and knowledge in real-world settings that are complex. Students must use real-world organizational skills and complex processes of higher-order thinking.</td>
<td>Projects require students to demonstrate satisfactory incorporation of applied learning and collaborative problem-solving in discussion of PBL. Projects, presentations, and/or portfolios require students to apply new skills and knowledge appropriately.</td>
<td>Projects require students to demonstrate partial incorporation of applied learning and collaborative problem-solving in discussion of PBL. Projects may not adequately promote new skills or application of knowledge in appropriate ways. Limited use of higher-order thinking skills.</td>
</tr>
<tr>
<td>Journal entry based on 4. Exploring the need to know.</td>
<td></td>
<td>Projects require students to demonstrate exemplary use of various resources, including integrative technology, field-based experiences, and ‘real-world’ settings, to conduct formal research and inquiry.</td>
<td>Projects require students to demonstrate satisfactory use of various resources, including the integrative technology, to conduct formal research and inquiry.</td>
<td>Projects require students to demonstrate partial use of various resources, including integrative technology, conduct research and inquiry. Little independent research may be required or most information is gathered from textbooks or teacher-supplied materials.</td>
</tr>
<tr>
<td>Journal entry based on 5. Connecting to audience</td>
<td></td>
<td>Projects require students to demonstrate exemplary evidence of connections that require</td>
<td>Projects require students to demonstrate satisfactory evidence of communications that</td>
<td>Projects require students to demonstrate evidence of communications that show partial connections</td>
</tr>
<tr>
<td>Contacts with stakeholders, key adults or community members. Students have an opportunity to observe or work in real-world settings alongside adults or participate in field placements with key learning outcomes.</td>
<td>Require contacts with stakeholders, key adults, or community members. Students have an opportunity to observe or work in real-world settings.</td>
<td>But these may not include adult stakeholders or have limited contacts.</td>
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<tr>
<td><strong>Journal entry based on 6. Authentic assessment that includes reflection and revision.</strong></td>
<td>Projects show exemplary evidence of clear expectations, well-formulated formative and summative assessments, and ongoing reflection and journaling, to assess student progress. Final products, including presentations, portfolios, or special projects, are authentic and demonstrate key objectives, often at the suggestion of students themselves or key stakeholders.</td>
<td>Projects show evidence of clear expectations, well-formulated formative and summative assessments, and ongoing reflection and journaling, to assess student progress. Final products, including presentations, portfolios, or special projects, are authentic and demonstrate key objectives.</td>
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<tr>
<td><strong>TOTAL</strong></td>
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</tr>
<tr>
<td>Performance Task</td>
<td>Points</td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Approaches Expectations</td>
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</tr>
<tr>
<td>1. Planning for Standards-based PBL and Content Instruction.</td>
<td></td>
<td>Teacher demonstrates superior knowledge, understanding, and application of PBL concepts, research, and best practices to plan classroom instruction in a supportive PBL learning environment for diverse learners. Well-researched teacher plans meet and exceed all six categories of PBL learning strategies.</td>
<td>Teacher knows, understands, and applies PBL concepts, research, and best practices to plan classroom instruction in a supportive PBL learning environment for diverse learners. Teacher’s plans meet all six categories of PBL learning strategies.</td>
<td>Teacher may know, understand, and apply PBL concepts, research, and best practices to plan classroom instruction in a supportive PBL learning environment for diverse learners but plans do not show complete evidence. Teacher’s plans may not meet all six categories of PBL learning strategies or instructional support for diverse learners may be lacking.</td>
</tr>
<tr>
<td>2. Managing and Implementing Standards-based PBL Content Instruction.</td>
<td></td>
<td>Teacher shows evidence of advanced knowledge, classroom management, and a variety of standards-based instructional strategies. Strategies are engaging, integrative, and interactive. Overwhelming evidence for student agency and student-directed learning.</td>
<td>Teacher knows, manages, and implements a variety of standards-based instructional strategies using integrative and interactive techniques that promote student agency.</td>
<td>Teacher knows and manages an interactive classroom but instructional strategies lack variety, engagement, or integration. Student agency may be diminished or lacking in classroom management.</td>
</tr>
<tr>
<td>3. Using resources Effectively in PBL and Content Instruction.</td>
<td></td>
<td>Advanced knowledge of PBL resources and use of integrative technology is overwhelmingly evidenced in the classroom. Teacher as facilitator assists students in using all resources effectively.</td>
<td>Teacher is familiar with a range of PBL methods, resources, and technologies and chooses, adapts, and assists students in using them in their PBL classrooms.</td>
<td>Teacher is familiar with a range of PBL methods, resources, and technologies, but there is less evidence of student choice, adaptation, and assistance in this PBL classroom.</td>
</tr>
<tr>
<td>4. Using appropriate Assessments for PBL.</td>
<td></td>
<td>Teacher understands, plans for, and implements a variety of performance-based assessment tools and techniques (including portfolios or presentations) to inform instruction in their PBL classroom. Rubrics consistently address the six PBL strategies.</td>
<td>Teacher understands, plans for, and implements a variety of performance-based assessment tools and techniques (including portfolios or presentations) to inform instruction in their PBL classroom. Rubrics adequately address the six PBL strategies.</td>
<td>While teacher understands, and plans for performance-based assessment, the assessments lack variety and do not consistently provide appropriate, measurable data. Rubrics do not consistently address the six PBL strategies.</td>
</tr>
<tr>
<td>5. Unit pacing and long-term planning for PBL.</td>
<td></td>
<td>Overwhelming evidence of project planning for formative and summative assessments is provided. Teacher-made and appropriated assessments show appropriate pacing and flexibility required to implement projects aligned with the six key learning strategies.</td>
<td>Project planning for formative and summative assessments shows appropriate pacing and flexibility required to implement projects aligned with six key learning strategies.</td>
<td>Project planning for formative and summative assessments does not consistently show appropriate pacing and/or the flexibility required to implement projects aligned with the 6 key learning strategies.</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Performance Task</td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Approaches Expectations</td>
<td></td>
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<tr>
<td>------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
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<td>------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Planning for Standards-based PBL and Content Instruction.</td>
<td>Teacher demonstrates superior knowledge, understanding, and application of PBL concepts, research, and best practices to plan classroom instruction in a supportive PBL learning environment for diverse learners. Well-researched teacher plans meet and exceed all six categories of PBL learning strategies.</td>
<td>Teacher knows, understands, and applies PBL concepts, research, and best practices to plan classroom instruction in a supportive PBL learning environment for diverse learners. Teacher’s plans meet all six categories of PBL learning strategies.</td>
<td>Teacher may know, understand, and apply PBL concepts, research, and best practices to plan classroom instruction in a supportive PBL learning environment for diverse learners but plans do not show complete evidence. Teacher’s plans may not meet all six categories of PBL learning strategies or instructional support for diverse learners may be lacking.</td>
<td></td>
</tr>
<tr>
<td>Authentic Inquiry</td>
<td>Observation shows that all students in this classroom go through an extended process of inquiry in ‘real-world’ activities seeking solutions to complex problems, questions, or challenges. Teacher exhibits challenge to students to present and defend a ‘solution’ even though no one correct answer may be available.</td>
<td>It is clearly evident that students go through an extended process of inquiry in ‘real-world’ activities seeking solutions to complex problems, questions, or challenges. Students have to present and defend a ‘solution’ even though no one correct answer may be available.</td>
<td>It is evident that some students go through an extended process of inquiry in ‘real-world’ activities seeking solutions to complex problems, questions, or challenges. Teacher does not exhibit evidence that ALL students have to present and defend a ‘solution’.</td>
<td></td>
</tr>
<tr>
<td>Academic Rigor of content standards</td>
<td>Observed interaction shows that projects are derived from specific learning goals in content area standards that demand rigorous, meaningful and effective learning. Overwhelming evidence, including Teacher observation of facilitating students to develop inquiry-based skills that demand a breadth and depth of specific knowledge of central concepts.</td>
<td>Observed interaction shows that projects are derived from specific learning goals in content area standards that demand rigorous, meaningful and effective learning. Teacher is observed facilitating students to develop inquiry-based skills that demand a breadth and depth of specific knowledge of central concepts.</td>
<td>Observed interaction shows that while projects are derived from specific learning goals in content area standards that demand rigorous, meaningful and effective learning, this is not always consistently observed in the classroom. Teacher may not facilitate effectively or classroom is less developed as yet.</td>
<td></td>
</tr>
<tr>
<td>Applied learning and collaborative problem-solving</td>
<td>Classroom observation shows that students are asked to apply new skills and knowledge toward solution development at a high level. Overwhelming evidence suggests that students are required to work in groups and as a team, to use higher-order thinking skills, advanced organizational skills, to reason logically, and to self-manage as needed. Technology integration, time management, allocation of resources and other ‘real-world skills’ are consistently evident.</td>
<td>Classroom observation shows that students are asked to apply new skills and knowledge toward solution development. Students are required to work in groups and as a team, to use higher-order thinking skills, advanced organizational skills, to reason logically, and to self-manage as needed. Technology integration, time management, allocation of resources and other ‘real-world skills’ are also evident.</td>
<td>Classroom observation shows that students are asked to apply new skills and knowledge toward solution development at an introductory level. While students are required to work in groups and as a team, and to use higher-order thinking skills, these are not advanced enough to show effective self-management. Technology integration, time management, allocation of resources and other ‘real-world skills’ are lacking or not consistent overall.</td>
<td></td>
</tr>
<tr>
<td>Exploring the need to know</td>
<td>Teacher is observed facilitating students as they conduct their own, independent research.</td>
<td>Teacher is observed facilitating students as they conduct their own, independent research.</td>
<td>Insufficient evidence is available to show that the teacher facilitates students in</td>
<td></td>
</tr>
<tr>
<td><strong>Connecting to an audience</strong></td>
<td>Teacher is observed facilitating and preparing students to present their work to other people, preferably adults, by communicating questions and research outcomes while also seeking input. Teacher has facilitated a real-world, workplace setting for implementation or a feasible field-placement for final review.</td>
<td>Teacher is observed facilitating and preparing students to present their work to other people, preferably adults, by communicating questions and research outcomes while also seeking input. Teacher may have facilitated a real-world, workplace setting for implementation.</td>
<td>There is not clear evidence that the teacher has facilitated and prepared students to present their work to other people, preferably adults, by communicating questions and research outcomes while also seeking input. Authentic outcomes with a real-world audience are not observed.</td>
<td></td>
</tr>
<tr>
<td><strong>Authentic assessment that includes reflection and revision</strong></td>
<td>Students are assessed in a process that includes authentic outcomes (such as portfolios and presentations), observable formative assessments, and clear, established criteria. It is clearly evident that this advanced classroom allows for projects where students have established assessment criteria and their own assessment opportunities. While the assessment does not have to occur during observation, evidence of ongoing formative and/or summative assessment should be observable.</td>
<td>Students are assessed in a process that includes authentic outcomes (such as portfolios and presentations), observable formative assessments, and clear, established criteria. While the assessment does not have to occur during observation, evidence of ongoing formative and/or summative assessment should be observable.</td>
<td>There is inconsistent evidence to show that students are assessed in a process that includes authentic outcomes, observable formative assessments, and clear, established criteria. While the assessment does not have to occur during observation, there is insufficient evidence of ongoing formative and/or summative assessment observed.</td>
<td></td>
</tr>
<tr>
<td><strong>Observed Incorporation of Student Agency</strong></td>
<td>Teacher shows evidence of advanced knowledge, classroom management, and a variety of standards-based instructional strategies. Strategies are engaging, integrative, and interactive. Overwhelming evidence for student agency and student-directed learning.</td>
<td>Teacher knows, manages, and implements a variety of standards-based instructional strategies using integrative and interactive techniques that promote student agency.</td>
<td>Teacher knows and manages an interactive classroom but instructional strategies lack variety, engagement, or integration. Student agency may be diminished or lacking in classroom management.</td>
<td></td>
</tr>
</tbody>
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