To: Faculty Curriculum Committee
From: Robert Perkins, Department Chair, Teacher Education
Date: 18 September 2016
Reason: Curriculum Committee Forms Submitted

We are requesting a change in the Middle Grades Education Program. This includes the replacement of EDEE 325: Foundations of Language and Literacies Development with TEDU 325: Foundations of Language and Literacies Development Grades 5-12. It includes the addition of EDMG 335: Teaching Writing/Design with Adolescent Literature and Multimodal Texts 5-8. Additionally, EDFS 436 Using Instructional Technology in Problem-Based Learning is to be an allowed substitute for EDFS 326. The change in program also includes changes to the general education requirements for the Middle Grades Program.

The replacement of EDEE 325 with TEDU 325 is done to comply with the new SC mandated Read to Succeed legislation. The course will focus more on the adolescent literacy standards while still covering the early childhood and elementary literacy standards. The addition of EDMG 335 focuses specifically on the methods of teaching writing, children's/adolescent literature, and multimodal texts in grades 5-8. This course will be required for Middle Grades ELA majors. This content is no longer addressed since EDEE 377 was deleted from the catalog. The teaching of writing and young adult literature requires extended study given the implementation of Read to Succeed legislation and the South Carolina English Language Arts standards (2015). The legislation and SC state standards focus on writing and close reading, and specifically require teacher education students to have extensive preparation in the teaching of writing and young adult literature. The proposed methods course will prepare CofC students, who have practicum experiences and complete their student internships in area schools, for teaching the writing expectations mandated by Read to Succeed and South Carolina. Both courses will include methods and processes for teaching reading and writing to English language learners. EDFS 436 incorporates a problem based philosophy with regard to educational technology and allows students a choice between EDFS 326 and EDFS 436.

The general education requirements for the Middle Grades Program will switch to the College of Charleston's general education requirements. This will allow students to experience the liberal arts education and have time to take courses in their areas of concentration.

Enclosed please find the EDMG 335 Course Form, TEDU 325 Course Form, EDFS 436 Course Form and the Middle Grades Change of Major Form. This change affects only the Middle Grades Program.
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From: Robert Perkins, Department Chair, Teacher Education
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The replacement of EDEE 325 with TEDU 325 is done to comply with the new SC mandated Read to Succeed legislation. The course will focus more on the adolescent literacy standards while still covering the early childhood and elementary literacy standards. The addition of EDMG 335 focuses specifically on the methods of teaching writing, children’s/adolescent literature, and multimodal texts in grades 5-8. This course will be required for Middle Grades ELA majors. This content is no longer addressed since EDEE 377 was deleted from the catalog. The teaching of writing and young adult literature requires extended study given the implementation of Read to Succeed legislation and the South Carolina English Language Arts standards (2015). The legislation and SC state standards focus on writing and close reading, and specifically require teacher education students to have extensive preparation in the teaching of writing and young adult literature. The proposed methods course will prepare CofC students, who have practicum experiences and complete their student internships in area schools, for teaching the writing expectations mandated by Read to Succeed and South Carolina. Both courses will include methods and processes for teaching reading and writing to English language learners.

The entrance requirements for the Middle Grades Program will switch to the College of Charleston’s general education requirements. This will allow students to experience the liberal arts education and have time to take courses in their areas of concentration.

Enclosed please find the EDMG 335 Course Form, TEDU 325 Course Form, and the Middle Grades Change of Major Form. This change affects only the Middle Grades Program.
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.

EDMG 335 Course Form
TEDU 325 Course Form
Middle Grades Change of Major Form

EDFS 436 Course Form

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

   
   Date: 9/30/15

2. Signature of Academic Dean:

   
   Date: 10/21/15

3. Signature of Provost:

   
   Date: 10/12/15

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

   
   Date: ________________

   □ fee approved on _________
   □ BOT approval pending

5. Signature of Curriculum Committee Chair:

   
   Date: ________________

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

   
   Date: ________________

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

   
   Date: ________________

8. Signature of Faculty Senate Secretary:

   
   Date: ________________

Date Approved by Faculty Senate: ________________
FACULTY CURRICULUM COMMITTEE
CHANGE/DELETE PROGRAM FORM

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

A. CONTACT INFORMATION.

Name: Bob Perkins Phone: 953-8042 Email: perkinsr@cofc.edu
Department or Program: Teacher Education School: Education, Health and Human Performance
Name and Acronym of Major: Middle Grades (currently EDEF, but new courses added will be EDMG)

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

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

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

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

C. GENERAL INFORMATION

Number of Current Credit Hours (for existing program): ______ 99+
Number of Proposed Credit Hours (for changed program): ______ 99+
Catalog Year in which changes will take effect: FALL 2016

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

This form was last updated on 6/6/2013 and replaces all others.
TEDU 325: Foundations of Language and Literacies Development Grades 5-12 (new course proposal submitted)

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

EDMG 335 Teaching Writing/Design with Adolescent Literature and Multimodal Texts 5-8 (new course proposal submitted)

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

Middle Grades Program of Study Worksheet for the major:

Required Courses:

English: ENGL 110 or HONS 110 is required unless credit is awarded for AP, IB and/or Transfer English credit. A degree candidate must enroll in ENGL 110 in the first year.

Foreign Language: Satisfactory completion of the 202-level or its equivalent or demonstration of proficiency at that level from one of the following: Arabic, Chinese, French, Ancient Greek, German, Hebrew, Hindi, Italian, Japanese, Latin, Portuguese, Russian, or Spanish.

First-Year Experience: All entering students with less than one year of college experience are required to complete a First-Year Experience (First-Year Seminar (FYSM), a Learning Community (LC), or an Honors College First-Year Experience course) within their first three consecutive academic terms.

Humanities: Complete 12 credit hours from the list of approved Humanities courses with no more than 6 credit hours with the same course acronym. An additional HIST course and one Humanity elective. EDFS 201 counts toward this requirement.

Math/Logic (6): Complete 6 credit hours of approved Math/Logic courses in mathematics or logic, in any combination.

Natural Science (8): Complete 8 credit hours of an introductory or higher sequence (of which 2 credit hours must be earned in the accompanying laboratories) from one of the following: Astronomy, Biology, Chemistry, Geology, and Physics.

Social Sciences (6): Complete 6 credit hours from the list of approved Social Science courses.

History (6): Complete one course in pre-modern history and one course in modern history from the list of approved History courses satisfying the history requirement.

This form was last updated on 6/6/2013 and replaces all others.
The Middle Grades program is changing the course requirements needed for entry into the program. The new requirements align with the College of Charleston’s General Education requirements. The change is to emphasize the liberal arts nature of the College of Charleston and provide more freedom in selecting courses within each requirement area.

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

Select two courses from the following:

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

Select one course from the following:

**ENGL 216**  Introduction to African American Literature (3) PR: ENGL 110 or equivalent
**ENGL 313**  African American Literature (3) PR: ENGL 110 or equivalent
**HIST 201**  United States to 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).  
**HIST 202**  United States Since 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).  
**HIST 210**  Special Topics in U.S. History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).  
**HIST 211**  American Urban History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).  
**HIST 212**  American Labor History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).  
**HIST 213**  American Jewish History: Colonial Times to the Present (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-edu).  
**HIST 214**  American Ethnic History: 1607 to the Present (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education requirement (see http://registrar.cofc.edu/general-edu).
history requirement (see http://registrar.cofc.edu/general-edu).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

This form was last updated on 6/6/2013 and replaces all others. Page 4 of 10
HIST 320 Special Topics in Low Country History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see http://registrar.cofc.edu/general-education).

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

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

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

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

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

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

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testing) or have completed this course as a pre-requisite, they are required to take MATH 111 as a co-requisite. CO: CHEM 111L

CHEM 111
Principles of Chemistry Lab (1) CO: CHEM 111

CHEM 112
Principles of Chemistry (3) PR: CHEM 111 and 111L, CO: CHEM 112L

CHEM 112L
Principles of Chemistry Lab (1) CO: CHEM 112

GEOL 101
Dynamic Earth (3) PR: None; CO: GEOL 101L

GEOL 101L
Dynamic Earth Lab (1) CO: GEOL 101

GEOL 103
Environmental Geology (3) PR: None; CO: GEOL 103L

GEOL 103L
Environmental Geology Lab (1) CO: GEOL 103

GEOL 105
Earth History (3) PR: GEOL 101 and 101L, or GEOL 103 and 103L; CO: GEOL 105L

GEOL 105L
Earth History Lab (1) CO: GEOL 105

PHYS 101
Introductory Physics I (3) PR: None; CO: PHYS 101L

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

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

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

PHYS 111
General Physics I (3) PR or CO: MATH 130 or equivalent or instructor permission; CO: PHYS 111L

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

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

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

Core Certification Course

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

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

Professional Program Semester 1

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

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

EDEE 325 EDEE 325 Foundations of Language and Literacies (3) PR: None

EDDS 326 Integrating Technology Into Teaching (3) PR: None OR

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

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

EDEE 366 Teaching Mathematics 2-8* (3) PR: None (2 of 4 needed; based upon concentrations)

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Page 6 of 10
EDEE 368  Teaching Science 2-8* (3) PR: None (2 of 4 needed; based upon concentrations)
EDEE 373  Teaching Social Studies 2-8* (3) PR: None (2 of 4 needed; based upon concentrations)
EDMG 335  Teaching Writing/Design with Adolescent Literature and Multimodal Texts 5-8 (3)
        (additional course)* (2 of 4 needed; based upon concentrations)
EDMG 401  Adolescent/Disciplinary Literacies 5-8 (3) PR: None
EDEE 384  Application of Curriculum & Instruction 5-8 (field experience) (3) PR: None
EDMG 415  Middle School Organization and Curriculum (3) PR: EDEE 327

Note: *Students must consult with their faculty advisor regarding the planning and selection of their two areas of concentration in content areas (science, English Language Arts, math or social sciences).
Students must take 2 of the 4 teaching courses in their concentration areas (EDEE 366, 368, 373, and EDMG 335).
EDMG 335 and 401 are only offered once a year and may be taken in either Semester 2 or 3 of program.

Professional Program Semester 3
EDEE 409  Meeting Needs of Diverse Learners (3) PR: None
EDEE 407  Creating Learning Environments (3) PR: None
EDEE 417  Curriculum, Instruction & Assessment 5-8 (field experience) (3) PR: None
        *This course may be taken either Semester 2 or 3 depending upon when students enter the program
        and the course is offered.

Note: Students are to take any remaining courses in their concentration areas.

Professional Program Semester 4
EDEE 459* Middle Grades Clinical Practice (12) PR: EDEE 417

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

We are requesting the addition of TEDU 325 Foundations of Language and Literacies Development.

Currently Middle Grades students are required to take EDEE 325: Foundations of Language and Literacies Development during their Semester 1 in the Middle Grades program. EDEE 325 is also required by the Teacher Education Early Childhood, Elementary and Middle Grades programs and focuses most heavily on early childhood and elementary aged language and literacies development. The addition of this course, TEDU 325, will shift the focus from early childhood and elementary aged students to adolescence and will address the middle and secondary grades standards mandated in the SC Read to Succeed Act.

We are requesting the addition of EDMG 335 Teaching Writing/Design with Adolescent Literature and Multimodal Texts 5-8.

The Middle Grades Program proposes to add a course that focuses specifically on the methods of teaching writing, children’s/adolescent literature, and multimodal texts in grades 5-8. This course would be required for Middle Grades English Language Arts (ELA) majors. The previous course EDEE 377: ELA Methods course was deleted from the catalog. The Middle Grades Program requires that students take a methods course for each concentration area. EDMG 335 will be the methods course for students whose concentration area is ELA.

*This course may be taken either Semester 2 or 3 depending upon when students enter the program and the course is offered.
## F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Middle Grades Teacher Education Candidates are able to write and teach an effective unit of content in a middle school classroom.</strong></td>
<td>During the third field practicum, candidates must create a Unit Plan based upon the content area of their placement and certification area. The criteria for this Unit Plan include concepts, alignment to standards, teaching strategies, development of thinking, and organization of activities. The assessment is done continuously each semester for each cohort and completed by the end of EDEE 417. Students are rated on an overall rubric with a scale ranging from 1-3 with 1 being unacceptable, 2 being target, and 3 being exemplary. All students must meet target on all criteria.</td>
</tr>
<tr>
<td><strong>Middle Grades Teacher Education Candidates are able to write a philosophy paper.</strong></td>
<td>In EDMG 415 Candidates prepare a philosophy paper on teaching and learning within the context of middle grades. The criteria for the paper include... The assessment is done continuously each semester for each cohort and completed by the end of EDMG 415. Students are rated on an overall rubric with a scale ranging from 1-3 with 1 being unacceptable, 2 being target, and 3 being exemplary. All students must meet target on all criteria.</td>
</tr>
<tr>
<td><strong>Middle Grades Teacher Education Candidates are able to create a school organization project. Candidates develop their own middle school based upon their knowledge of middle grades education, curriculum, assessment, family, and students.</strong></td>
<td>The Middle Level School Organization Project is the culmination of the course on Middle School Organization and Curriculum, EDMG 415. The criteria for the project include organizational components, curriculum, instruction, exceptional learners, and family and community involvement. The assessment is done continuously each semester for each cohort and completed by the end of EDMG 415. Students are rated on an overall rubric with a scale ranging from 1-3 with 1 being unacceptable, 2 being target, and 3 being exemplary. All students must meet target on all criteria.</td>
</tr>
<tr>
<td><strong>Middle Grades Teacher Education Candidates are able to explain the effects of teaching on student</strong></td>
<td>During the clinical internship, candidates are to teach a section of their long range plan, if possible, and collect pre- and post-test content data from the students they teach. This results in a Candidate Work Sample. Analysis of the...</td>
</tr>
</tbody>
</table>

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learning.

Data is completed with a paper reflecting on the ability of the candidate to re-teach and learn from the implementation of the lesson plans.

There are 9 criteria that the candidates must complete for the adolescent-specific Candidate Work Sample including: unit overview description, contextual factors, objectives and correlated standards, pre and post assessments, data analysis, activities, strategies, materials and resources, analysis of student learning, reflection and self-assessment and literacy. The assessment is done continuously each semester for each cohort and completed by the end of EDMG 415. Students are rated on an overall rubric with a scale ranging from 1-3 with 1 being unacceptable, 2 being target, and 3 being exemplary. All students must meet target on all criteria.

Additional Outcomes or Comments:

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

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

The proposal for Middle Grades applicants to the School of Education, Health, and Human Performance will potentially decrease the number of students in the currently required courses for admission. A letter was sent to all department chairs stating the intended change and the potential for impact in their courses.

The addition of TEDU 325 will separate the middle level students from the Early Childhood and Elementary students. This will decrease the course sections of EDEE 325 offered by one. There will be no impact on the MG program or other programs within EHHP.

The addition of EDMG 335 will not affect other programs or courses. It will be offered once a year and provide the required methods course for ELA concentration students. Current students are taking other methods courses, and this would decrease enrollment in those courses by 2-3 students per methods course. There will be no impact on the MG program or other programs within EHHP.

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

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

I. CHECKLIST

☒ I have completed all relevant parts of the form.

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

This form was last updated on 6/6/2013 and replaces all others. Page 9 of 10
☒ I have attached a Course Form for each newly-created or modified course.

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

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

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

A. CONTACT/COURSE INFORMATION.

Name: Bob Perkins  Phone: 953-5699  Email: perkinsr@cofc.edu

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

Subject Acronym and Course Number: EDMG 335

Catalog Year in which changes will take effect: FALL_2016

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

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

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

The Middle Grades Program proposes to add a course that focuses specifically on the methods of teaching writing, children’s/adolescent literature, and multimodal texts in grades 5-8. This course would be required for Middle Grades English Language Arts (ELA) majors. The previous course EDEE 377 was deleted from the catalog. The Middle Grades Program requires that students take a methods course for each concentration area. EDMG 335 will be the methods course for students whose concentration area is ELA. All other middle grades certification areas (i.e. Math, Science, and Social Studies) have a designated methods course for their specific content area. At this time, the middle grades ELA program does not have a designated ELA methods course. Students currently must take a methods course (2 of 4, but the fourth course was deleted) that is not aligned to one of

This form was last updated on 12/13/13 and replaces all others.
their concentration areas. The addition of this course would serve as the fourth available methods
course in the program, and allow ELA students to take a second methods course in their second
concentration area. There is no similar course available. Adding this course will restore 3 credits in
English language arts methods for Middle Grade students who select ELA as one of their
concentration areas.

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

This course is used solely in teacher education programs so does not affect any programs outside
of the School of Education, Health and Human Performance. There will be some decrease in
numbers in other methods courses, but the impact is minimal since this was a required course
prior to being deleted. The number of students needing a ELA methods course will still be the
same.

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

Department:  
School:  
Subject Acronym:  
Course Number:  

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

Course title:  

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

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

Cross-listing, if any:

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

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

Department: TEDU  
School: SOEHHP  
Subject Acronym: EDMG  
Course Number: 335  

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

Course title: Teaching Writing /Design with Adolescent Literature and Multimodal Texts 5-8

This form was last updated on 12/13/13 and replaces all others.
Course description (maximum 50 words, exactly as it appears in the catalog):

This course examines texts as mentors for teaching diverse middle grades learners writing and designing. The course will explore adolescent print, visual, and digital texts, and differentiated contexts that support middle grades writing instruction. A variety of popular and academic writing genres and tools will be addressed.

Restrictions (pre-requisites, co-requisites, majors only, etc.): None.

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

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

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

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

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

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

No costs will be incurred. Existing faculty will teach this course.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>a. How will each outcome be measured? b. Who will be assessed, when, and how often? c. How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Students will read and write across genres including narrative, informational, and persuasive.</td>
<td>Writing/Design Project and Partnership</td>
</tr>
<tr>
<td></td>
<td>a. Students will write narrative, informational and persuasive papers with the characteristics, structure and conventions of these genre.</td>
</tr>
</tbody>
</table>

This form was last updated on 12/13/13 and replaces all others.
<table>
<thead>
<tr>
<th>2. Students will develop an annotated bibliography of adolescent texts from across the different genres.</th>
<th>Adolescent Literature Digital Story Bibliography</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Students will select and read a variety of young adult literature and construct a digital annotated bibliography of young adult literature using digital storytelling software or app (e.g. PhotoStory, VoiceThread, Animoto, iMovie, StoryRobe, etc.).</td>
<td></td>
</tr>
<tr>
<td>b. Students will be assessed once using a rubric when they have completed the bibliography.</td>
<td></td>
</tr>
<tr>
<td>c. 80% of students should receive a B or better.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Students will use and evaluate a variety of digital tools applicable for middle grades literacies instruction.</th>
<th>Visual and Digital Tools Review Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Students will explore and evaluate a variety of iPad apps, web sites, and online tools and produce a chart of their critiques.</td>
<td></td>
</tr>
<tr>
<td>b. Students will be assessed using a rubric.</td>
<td></td>
</tr>
<tr>
<td>c. 80% of students should receive a B or better.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Students will make explicit curricular and instructional connections between course material and their literacies teaching.</th>
<th>Writing/Design Unit of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Students will map out a unit of study for teaching and assessing writing/design for first and second English language learners across a three-week period.</td>
<td></td>
</tr>
<tr>
<td>b. Students will be assessed using a rubric.</td>
<td></td>
</tr>
<tr>
<td>c. 80% of students should receive a B or better.</td>
<td></td>
</tr>
</tbody>
</table>

**Quizzes**

a. Quizzes will cover content learned over the course. All quizzes are content-based (from readings, videos, podcasts, in-class discussions, handouts, etc.). They require that you recall, synthesize and apply research, theory, and practice of concept, information and
5. Students will use strategies for teaching writing to English language learners.

Writing/Design Unit of Study

a. Students will map out a unit of study for teaching and assessing writing/design for first and second English language learners across a three-week period.
b. Students will be assessed using a rubric.
c. 80% of students should receive a B or better.

6. Use writing assessments to make decision about writing instruction.

Writing/Design Unit of Study

d. Students will map out a unit of study for teaching and assessing writing/design for first and second English language learners across a three-week period.
e. Students will be assessed using a rubric.
f. 80% of students should receive a B or better.

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

This course will be offered as part of a comprehensive literacy coursework preparation course set for teaching English language arts in middle grades. This course aligns with learning outcomes of developing expertise of ELA middle grades content and pedagogical knowledge. It specifically addresses the areas of writing/designing and reading literature and multimodal texts. The content will be new to students, and demonstrated throughout the course. The readings, assignments, and projects will reinforce students' learning throughout the course. This course will build on foundational understandings of literacy in EDMG 325, Foundation of Language and Literacies Development and complement EDMG 401, Adolescent/Disciplinary Literacies.

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

This proposed course will reinstate the Middle Grades program requirement for ELA concentration majors. The course is being added to the existing degree requirements, because it replaces a previous course that was required in the program. The program change will be included in the degree advising sheet and the roadmap. A change of program form has been submitted with this course proposal.
If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

Attached.

J. CHECKLIST.

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

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

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

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

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

X □ I have submitted one Signature Form that lists all of the different forms I am submitting.
Sample Syllabus for EDMG 335

Teaching Writing /Design with Adolescent Literature and Multimodal Texts 5-8

Course description:

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

Course Objectives:

Students will:

- Engage in writing process from topic selection through publication across genres, including narrative, informational, and persuasive.
- Develop an annotated bibliography of adolescent texts from across the different genres.
- Use and evaluate a variety of digital tools applicable for middle grades literacies instruction for composing and publication.
- Make explicit curricular and instructional connections between course material and their teaching of writing/designing.
- Use strategies for teaching writing to English language learners.
- Use writing assessments to make decision about writing instruction.

Sample Texts


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

Social network contexts such as Edmudo, Diigo,

Digital composing tools such as Animoto, Photostory, iMovie, Blogspot, etc. 
Popular upper elementary grades and/or adolescent texts for face-to-face book clubs

South Carolina Standards: https://ed.sc.gov/soe-grant-opportunities/NewSCStandards.cfm


Variety of young adult literature from different genre and cultural contexts:

Best Sellers/Meaty Issues:
The Hate List by Jennifer Brown
http://www.amazon.com/Hate-List-Jennifer-Brown/dp/0316041459/ref=sr_1_1?ie=UTF8&qid=1345680529&sr=1-1&keywords=the+hate+list

13 Reasons Why by Jay Asher:

The Fault In Our Stars by John Green
http://www.amazon.com/Fault-Our-Stars-John-Green/dp/0525478817/ref=sr_1_1?ie=UTF8&qid=1345680561&sr=1-1&keywords=the+fault+in+our+stars

The Absolutely True Diary of a Part-Time Indian by Sherman Alexie
http://www.amazon.com/Absolutely-Part-time-Indian-Sherman-Alexie/dp/B004U6YTM6/ref=sr_1_1?ie=UTF8&qid=1345680590&sr=1-1&keywords=the+absolutely+true+diary+of+a+part-time+indian+by+sherma+alexie

Wonder by R. J. Palacio
http://www.amazon.com/Wonder-R-J-Palacio/dp/0375869026/ref=sr_1_1?ie=UTF8&qid=1345680434&sr=8-1

Series Books:
The Hunger Games by Suzanne Collins
http://www.amazon.com/Hunger-Games-Suzanne-Collins/dp/0439023521/ref=sr_1_1?ie=UTF8&qid=1345680905&sr=1-1&keywords=the+hunger+games

Divergent by Veronica Roth
http://www.amazon.com/Divergent-Veronica-Roth/dp/0062024035/ref=sr_1_1?ie=UTF8&qid=1345680284&sr=1-1&keywords=divergent+veronica+roth

Other suggestions welcome...

Graphic Novel:
Diary of a Wimpy Kid by Jeff Kinney (any of the series)
Articles from literacy journals such as the *Journal of Adolescent & Adult Literacy* (JAAL) and *Voices from the Middle*

### Sample Assignments to meet Standards

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Young Adult Literature Digital Story Anthology (15%)</strong></td>
<td>Students will select and read a variety of young adult literature and construct a digital annotated bibliography of young adult literature using digital storytelling software or app (e.g. PhotoStory, VoiceThread, Animoto, iMovie, StoryRobe, etc.).</td>
</tr>
<tr>
<td><strong>Visual and Digital Tools Review Chart (15%)</strong></td>
<td>Students will explore and evaluate a variety of iPad apps, web sites, and online tools on a chart that grows throughout the semester.</td>
</tr>
<tr>
<td><strong>Quizzes (20%)</strong></td>
<td>Four quizzes (each worth 5%) will cover content learned over the course. All quizzes are content-based (from readings, videos, podcasts, in-class discussions, handouts, etc.). They require that you recall, synthesize and apply research, theory, and practice of concept, information and terminology addressed in EDEE 335. Neither study guides nor make-up quizzes will be given. See course calendar for specific quiz dates.</td>
</tr>
<tr>
<td><strong>Weekly Attendance, Preparedness and Participation (15%)</strong></td>
<td>Literacy and teaching are a social process. Students will be expected to come to each class prepared (having read, viewed, listened to and reflected upon assigned texts and completed designated assignments) and actively participate in class through sharing reflections and responding to and building upon classmates’ ideas. Participation in a face-to-face bi-weekly book club to discuss young adult fiction relevant to middle grades literacy learners will be included in this grade.</td>
</tr>
<tr>
<td><strong>Writing/Design Project and Partnership (15%)</strong></td>
<td>Students will take part in digital writing workshop where they go through writing/design process including choosing topics, exploring the genre required in the Common Core State Standards, selecting mentor texts of CCSS genre, and publishing their writing/design projects. Throughout the process students will share their work with a writing partner who will provide feedback similar to writing partnerships in elementary grades.</td>
</tr>
<tr>
<td><strong>Writing/Design Unit of Study (20%)</strong></td>
<td>Students will map out a unit of study for teaching and assessing writing/design across a three-week period.</td>
</tr>
</tbody>
</table>
Topics

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

Week 2: Culturally Relevant Literature; Teaching with Book Clubs; Using Mentor Texts to Improve Writing Craft; Learning Progression in Middle Grades

Week 3: Narrative Text: Personal Narrative and Realistic Fiction; Minilessons

Week 4: Narrative Writing: Investigative Journalism; Conferring with Writers

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

Week 6: Research Based Information Writing

Week 7: Information Writing Across the Disciplines

Week 8: Opinion Writing: Literary Essays

Week 9: Opinion Writing: Research-Based Argument and Position Papers

Week 10: Writing for Social Action

Week 11: Poetry: Studying Craft and Structure

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

Week 13: Digital Design; Collaborative Writing

Week 14: Overflow and Student Evaluations

POLICIES AND PROCEDURES FOR COURSES
IN THE SCHOOL OF EDUCATION*

1. GRADING SCALE:

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>91 - 92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89 - 90%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86 - 88%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>84 - 85%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>82 - 83%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>79 - 81%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>77 - 78%</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>75 - 76%</td>
<td>1.3</td>
</tr>
</tbody>
</table>
2. PROFESSIONAL BEHAVIORS/DISPOSITIONS: Students are responsible for all content and assignments for each course and are expected to demonstrate professional behaviors consistent with our EHHP professional dispositions:

- We believe that all children can learn
- We value and respect individual differences
- We value respectful human interactions
- We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
- We are committed to inquiry, reflection, and self-assessment
- We value collaborate and cooperative work
- We are sensitive to community and cultural contexts
- We engage in fair, responsible, and ethical practice

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

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

5. DUE DATES: All due dates for scheduled course assignments and assessments are listed in each course syllabus. Changes are announced in class. The instructor determines consequences related to late work. It is suggested that students have a reliable class contact for course information in case of absences.
6. **FINAL EXAMINATIONS**: The course final examination (test, performance, project) only takes place during the college-specified period. Undergraduate students with more than two finals scheduled on one day may arrange an alternate time for one exam with Undergraduate Academic Services. Graduate students apply to the Graduate School for changes.

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

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

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

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

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

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

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

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

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

A. CONTACT/COURSE INFORMATION.

Name: William Veal  Phone: 953-8045  Email: vealw@cofc.edu

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

Subject Acronym and Course Number: TEDU 325

Catalog Year in which changes will take effect: FALL 2016

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

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

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

In the past three years, local, state and federal organizations have advocated for higher quality and more targeted literacy instruction. The South Carolina Read to Succeed Act mandates 6 hours of literacy instruction for preservice teachers in middle grades and has published a set of standards for middle and secondary grades and designated two required courses. This course will fulfill one of the required courses and address the published standards.

Currently Middle Grades students are required to take EDEE 325: Foundations of Language and Literacies Development during their Semester I in the Middle Grades program. EDEE 325 is also required by the Teacher Education Early Childhood, Elementary and Middle Grades programs and focuses most heavily on early childhood and elementary aged language and literacies development. The addition of this course, TEDU 325, will shift the focus from early childhood and elementary aged students to adolescence and will address the middle and secondary grades standards mandated in the SC Read to Succeed Act.

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

This form was last updated on 12/13/13 and replaces all others.
This course is used solely in teacher education programs so does not affect any programs outside of the School of Education, Health and Human Performance. There will be some decrease in numbers in EDEE 325, but the course will shift students to TEDU 325 from EDEE 325. Impact should be minimal. The number of students needing a foundational literacies course will still be the same.

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

Department:  
School:  
Subject Acronym:  
Course Number:  

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

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

Restrictions (pre-requisites, co-requisites, majors only, etc.):  
Cross-listing, if any:  

Is this course repeatable? [ ] yes [ ] no  

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

Department: TEDU  
School: SOEHHP  
Subject Acronym: TEDU  
Course Number: 325  

Credit hours: 3 lecture ___ lab ___ seminar ___ independent study  
Contact hours: 3 lecture ___ lab ___ seminar ___ independent study  

Course title: **Foundations of Language and Literacies Development Grades 5-12**  
Course description (maximum 50 words, exactly as it appears in the catalog):  

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

Restrictions (pre-requisites, co-requisites, majors only, etc.):  
If this is a newly-created course, is it intended to be the equivalent of an existing course? [ ] yes [ ] no  
If so, which course? EDEE 325  
If equivalent, will the newly-created course replace the existing course? [ ] yes [ ] no  

*Note: If yes, you must deactivate that course by submitting an additional Course Form.*

This form was last updated on 12/13/13 and replaces all others.
Cross-listing, if any (submit approval from relevant department): _______________

Note: Cross-listed courses are equivalent.

Is this course repeatable? ______

Is there an activity, lab, or other fee associated with this course? __ no W

Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

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

There will be no costs associated with this request, because it is replacing an existing course.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1.</td>
<td><strong>Mini Literacy Ethnography</strong></td>
</tr>
<tr>
<td>a) Develop personal and class definitions of language and literacy.</td>
<td>Students will construct a Literacy Ethnography through the narrative format of choice (e.g. essay (2 pages), digital story, online photo book, blog, audio podcast, etc.) discussing the patterns in literacy practices and the purposes for which literacy was used.</td>
</tr>
<tr>
<td>b) Evaluate changing self-perceptions about language and literacies, including the use thereof in teaching and learning.</td>
<td><strong>Professional Reflections (15 points)</strong></td>
</tr>
<tr>
<td>Each week students will reflect upon readings from this course and the collaborative discussions from class. the reflection will also compare and contrast this knowledge to observations in the community and classroom.</td>
<td>Both assignments will be assessed using a rubric.</td>
</tr>
<tr>
<td>At least 80% of students will score a “B” or higher.</td>
<td></td>
</tr>
<tr>
<td>2. Describe the models of language and literacies acquisition as well as the many theories concerning language development.</td>
<td><strong>Language and Literacy Development Theorist Presentation</strong></td>
</tr>
<tr>
<td>Students will produce a one page bulleted handout outlining the major points that a theorist made regarding language development as well as a visual representation of the theorist’s big ideas. Theorists to be included: Bruner, Vygotsky, Chomsky, Bakhtin, Gee, Alvermann, Huber, Shannah, Leu, and Heath.</td>
<td></td>
</tr>
</tbody>
</table>
3.
   a) Appreciate the impact of family and community upon language and literacies development.
   b) Recognize differing language patterns and dialects and develop strategies for incorporating these patterns into a systematic program of language expansion.

Language Autobiography
Students will complete a project documenting the significant role both family and community have played in shaping his or her life (paper 4-6 pages or digital story 3-5 minutes). As part of this project, each student must select a text that was important in his or her development as an adolescent and share information in the project.

Observational Case Studies
Develop a case study based upon videos on language and literacy developmental sequence. Use information and observations from two groups of adolescents in an authentic setting as they interact.

The assignment will be assessed using a rubric.
At least 80% of students will score a “B” or higher.

4.
   a) Describe the patterns of child and adolescent growth and development in language and literacies.
   b) Identify the scope and sequence of competencies necessary for appropriate language and literacies development.

Midterm
Students will analyze vignettes of language and literacies development and write up descriptions of learners’ stage development.

Linguistics Exam
Exam of linguistic knowledge based upon Words Their Way developmental stages.

Both exams will be assessed using an answer key.
At least 80% of students will score a “B” or higher.

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

This course will be offered as part of a comprehensive literacy coursework preparation course set for teaching literacies in middle grades. This course aligns with learning outcomes of developing expertise of middle grades content and pedagogical knowledge. It specifically addresses the areas of birth-adolescent language and literacies development. The content will be new to students. Content in this course is the introduction of foundational knowledge and competencies regarding language and literacies development. Content from this class will be essential for developing understandings of literacy learning and instruction for the next course, EDMG 401.
I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? X □ yes

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

J. CHECKLIST.

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

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

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

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

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

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

This form was last updated on 12/13/13 and replaces all others.
Sample Syllabus for TEDU 325

Foundations of Language and Literacies Development Grades 5-12
3 Credit Hours
Course meets the requirements for R2S Foundations in Reading course

Meeting time and place:
Instructor’s name:
Office hours:
Office location:
Office phone/fax/email:

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

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

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

There will be an overview of Early Childhood and Elementary language and literacy development with a focus on adolescence.

Understanding and valuing the learner:

- Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language
comprehension, strategic knowledge, and reading-writing connections (R2S 1.1)(EHHP 1) (ILA 1) (ISTE 3).

- Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture (R2S 6.1) (EHHP 1) (ILA 1) (ISTE 3).

- Use a wide range of texts (e.g., narrative, informational, expository, and poetry) from traditional print, digital, and online resources, taking into consideration the students' background knowledge and academic ability (R2S 2.3) (EHHP 2) (ILA 2 &4) (ISTE 1&2).

- Recognize, understand, value, incorporate, and build upon the students' cultural and linguistic diversity and know their differences in the teaching strategies and materials used to improve literacy learning (R2S 4.1) (EHHP 7) (ILA 2 & 4) (ISTE 3&4)

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

- Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum (R2S 2.1) (EHHP 2&3) (ILA 2 &5) (ISTE 2).

- Use appropriate and varied instructional approaches, including those that develop vocabulary, language, and reading-writing connections (R2S 2.2) (EHHP 3) (ILA 2) (ISTE 2).

- Understand types of assessments and their purposes, strengths, and limitation (R2S 3.1) (EHHP 6) (ILA 3) (ISTE 2).

- Select, develop, administer, and interpret formative and summative assessments, both traditional print and electronic, for specific purposes (R2S 3.2) (EHHP 4&6) (ILA 3) (ISTE 2).

Understanding selves as professionals:

- Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement (R2S 1.2) (EHHP 5&7) (ILA 6) (ISTE 5).

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


Other related articles on language and literacies development and culturally relevant pedagogies.

Sample course assignments:

**Mini Literacy Ethnography and Reflective Paper (5 points)**
For this assignment, you will document the literacy events in your life over a TWO day period (preferable a work/school day and a day with more leisure). During this period you will record when, how, with whom and for what purposes you engage with both the print and non-print texts in your life. You will receive a chart in class that will serve as the template for your literacy ethnography. After documenting the literacy events you engage in during this period, you will construct a response through the narrative format of your choice (e.g. essay (2 pages), digital story, online photo book, blog, audio podcast, etc.) discussing the patterns in your literacy practices and the purposes for which you use literacy.

**Language and Literacy Development Theorist Presentation (10 points)**
You will research one of the major theorists with regard to language development. You will produce a one page bulleted handout outlining the major points that the theorist made regarding language development as well as a visual representation of the theorist's big ideas. Theorists to be included: Bruner, Vygotsky, Chomsky, Bakhtin, Gee, Heath, Krashen & Cummins, Huber, Moje, Shanahan & Shanahan, Leu, etc.

**Language Autobiography (15 points)**
Language and story are central to culture, community, family, and personal lives. Therefore, each candidate will complete a project documenting the significant role both these elements have played in shaping his or her life, using specific moments in elementary, middle, and secondary schooling (paper 4-6 pages, or digital story 4-6 minutes). As part of this project, each student must select a book/story/text that was
important in his or her development in each of these time periods within the family and share information in the project.

**Midterm (20 points)**
A midterm addressing content from first seven weeks of course will be given.

**Observational Case Studies (15 points)- Interview English language learner**

Observe one English language learner adolescent in an authentic setting as he/she interacts with others. Identify the scope of adolescent’s level of English language acquisition and academic language and literacy competencies. Reflect on implications for instruction. Alternate opportunities with instructor approval.

**Resource File- web-based, alternative samples, reading level, etc.**
Develop a page on student website that includes a wide array of supplemental resources for teaching key topics/units of study. This allows a teacher to better tailor his/her instruction to the students’ needs, interests, and/or learning styles. In this personalized resource file, students will collect a set of interesting teaching/learning artifacts focusing on essential understandings of a unit of study typically included in your content area.

Students will also produce a “Learning Support” video explaining your resource file, explain your thinking in creating the file, and explain instructional techniques that would be used in delivering the content. Students should critique some of your resources in your folio and discuss how and why you might incorporate them into a unit of study to enhance content acquisition.

**Linguistics Exam (20 points)**
Online, timed assessment of linguistic knowledge based upon Words Their Way developmental stages. An 84% or higher mastery must be achieved on this exam for achieving a B or higher in this course.

**Professional Reflections (15 points)**
Each week you will reflect upon readings from this course and the collaborative discussions from class. You will analyze and reflect upon what you have learned in readings and class and apply the new knowledge to your growing understanding of language and literacies development. You will also compare and contrast this knowledge to what you observe in your own community and in classroom observations. (See Rubric)

**Professionalism Points (Attendance and Professional Behaviors=15 points)**
You are expected to be present in mind and body each day of class. Two absences and two tardies will be excused. All tardies and absences past two will result in the loss of the week’s professionalism point. Professional behaviors are expected in class. Students must engage in active listening and participation to earn the week’s
professionalism point. Failure to actively listen in class or contribute to class discussion will result in zero professionalism points for the week.

**Proposed course outline:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Language, literacy and identities</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Language and literacy development overview-from oral to print: Beginners</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Language and literacy development overview-from oral to print: Novices</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Language and literacy development overview-from oral to print: Experimenters; Phonics; Acquisition of print-based language patterns, including spelling stages of orthography (focus on letter name spellers)</td>
<td>Language and literacy development overview-from oral to print: Conventional; Acquisition of print-based language patterns, including spelling stages of orthography (focus on within word spellers)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Upper elementary grades language and literacies; Storytelling; Acquisition of print-based language patterns, including spelling stages of orthography (focus on syllables &amp; affixes and derivational relations spellers)</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Theorist presentations</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Midterm</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Adolescent literacies: Digital literacies, pop culture, and identity strategies for language development</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Adolescent literacies: Culturally responsive and contextually appropriate teaching</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Adolescent literacies: Language Development Among Children of Linguistic Diversity: ESL, Bilingual and Multilingual Literacy Education; Literacies Focus: Ethnicity</td>
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<tr>
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<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Week 11</td>
<td>Adolescent literacies: Teaching with Dialectical Diversity in Mind; Literacies Focus: Race</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Adolescent literacies: Literacies and Identities Focus: Gender</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Adolescent literacies: Literacies and Identities Focus: Social Class</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Overflow; Course evaluations</td>
<td></td>
</tr>
</tbody>
</table>
POLICIES AND PROCEDURES FOR COURSES
IN THE DEPARTMENT OF TEACHER EDUCATION

1. GRADING SCALE:

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>91 – 92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 90%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86 – 88%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>84 – 85%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>82 – 83%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>79 – 81%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>77 – 78%</td>
<td>1.7</td>
</tr>
<tr>
<td>D+**</td>
<td>75 – 76%</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>72 – 74%</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>70 – 71%</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

** A grade of 76 or below is considered a failing grade for all graduate courses. No D's are given in graduate classes.

2. PROFESSIONAL BEHAVIORS/DISPOSITIONS: Students are responsible for all content and assignments for each course and are expected to demonstrate professional behaviors consistent with our EHHP professional dispositions:

- We believe that all children can learn
- We value and respect individual differences
- We value respectful human interactions
- We exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas
- We are committed to inquiry, reflection, and self-assessment
- We value collaborate and cooperative work
- We are sensitive to community and cultural contexts
- We engage in fair, responsible, and ethical practice

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

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

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

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

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

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

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

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

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

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

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

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

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

A. CONTACT/COURSE INFORMATION.

Name: Bob Perkins Phone: 953 5699 Email: perkins@cofc.edu

Department or Program: Teacher Education School: Education, Health and Human Performance

Subject Acronym and Course Number: EDFS 436

Catalog Year in which changes will take effect: FALL 2016

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

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

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

Our current undergraduate students take EDFS 326 to learn how technology is used in pre K to 12 classrooms. However, some students arrive with more knowledge. This course will be a higher level technology component as well as an emphasis on Project-Based Learning.

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

This course is used solely in teacher education programs so does not affect any programs outside of the School of Education, Health and Human Performance. There may be some decrease in numbers in EDFS 326 but since this course will only be offered in the summer currently, impact should be minimal. If the course is offered during the fall and spring, it would replace a section of EDFS 326 so there should be no net impact. The number of students needing a technology class will still be the same.

This form was last updated on 12/13/13 and replaces all others.
E. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: [ ] School: [ ] Subject Acronym: [ ] Course Number: [ ]

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

Course title:

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

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

Cross-listing, if any: This course will be cross listed with EDFS 692, an existing graduate course.

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

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

Department: TEDU School: EHHP Subject Acronym: EDFS Course Number: 436

Credit hours: _3_ lecture ___ lab ___ seminar ___ independent study
Contact hours: _3_ lecture ___ lab ___ seminar ___ independent study

Course title: Using Instructional Technology in Problem-Based Learning

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

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

Restrictions (pre-requisites, co-requisites, majors only, etc.): EDFS 201 prerequisite

If this is a newly-created course, is it intended to be the equivalent of an existing course? [x] yes [ ] no
If so, which course? ___EDFS 326________

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

Cross-listing, if any (submit approval from relevant department): ___It will be cross listed with EDFS 692, the graduate version of the course.________
Note: Cross-listed courses are equivalent.

Is this course repeatable? [ ] yes [x] no If yes, how many total credit hours may the student earn? _____
G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.
Because the course is offered as a summer course or to replaces a fall or spring section of EDFS 326, there will be no additional staff or cost associated with the course. For the summer, it actually increases the likelihood that EDFS 692 will be offered by increasing course enrollment.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tbody>
<tr>
<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. Create an educational unit based on Understanding by Design and Project-Based Learning theories;</td>
<td>Students will submit an Understanding by Design template completed in stages (3) with revisions made after each stage. A rubric will be used to assess the Project-Based Learning components at the end of the semester.</td>
</tr>
<tr>
<td>2. incorporate advanced uses of technology in the educational setting and content area in which they plan to teach;</td>
<td>Students must create lessons that use technology to address SC State Department of Education Standards. Assignments include lesson plans, a unit and a SMART Notebook project. Checklists and rubrics are used when assignments are submitted (across the semester).</td>
</tr>
<tr>
<td>3. demonstrate how technology can be used to present information to students in different forms;</td>
<td>Students develop lesson plans, video, SMART Notebook and web sites to teach their future students. There are rubrics and checklists to assess students.</td>
</tr>
<tr>
<td>4. demonstrate a knowledge of hardware and new technology (such as audio and video digitizing)</td>
<td>Students will post practice files of edited video with audio, web sites, online discussions.</td>
</tr>
</tbody>
</table>

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

For education programs to meet accreditation standards by CAEP (formerly NCATE), Teacher education programs must address the International Society for Technology Education (ISTE) National Educational Technology Standards for teachers (NETS-T) and students (NETS-S).

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

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

☐ I have completed all relevant parts of the form.

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

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

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

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

☐ I have submitted one Signature Form that lists all of the different forms I am submitting.
College of Charleston
EDFS 436/ Using Instructional Technology in Problem-Based Learning
Credit Hours- 3

Meeting Time and Place: Online
Instructor's Name: Dr. Bob Perkins
Office Hours: By Appt.
Office Location: 86 Wentworth St.
Office phone/ 953-5699
Fax/ 953-8109
Email: perkinsr@cofc.edu
Web Page http://perkinsr.people.cofc.edu/classes/EDFS692

Course Description: This course will incorporate students' previous experiences using technology with advanced computer techniques such as importing files between programs, integrating files into finished documents, and using new educational technology. The class will be based on hypermedia and related technologies to allow students to create their own educational software. The class will incorporate instructional design theory with using an authoring system in this process. Related technologies will include video and audio digitizing, and Web 2.0.

Course Text/Materials: Required Text:


Other requirements

- USB Flash Drive
- access to Oaks & CofC email account

Course Objectives: All teacher preparation programs in the School of Education (SOE) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency (ETC) which are at the heart of the SOE Conceptual Framework:

- 1. Understanding and valuing the learner,
- 2. Knowing what and how to teach and assess and how to create environments in which learning occurs, and
3. Understanding yourself as a professional.

These three competencies underlie all learning objectives in this course, helping the candidate develop the knowledge, and dispositions necessary to become an effective teacher.

<table>
<thead>
<tr>
<th>OBJECTIVES: Students will be able to:</th>
<th>EHHP Standard(s) Addressed</th>
<th>ISTE NETS-T Standards Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. demonstrate a knowledge of how technology can be used to create educational lessons;</td>
<td>II, III, V, VI</td>
<td>1, 2, 3, 4 &amp; 5</td>
</tr>
<tr>
<td>2. demonstrate an understanding of advanced uses of technology in the educational setting and content area in which they plan to teach;</td>
<td>II, III, V, VI</td>
<td>1, 2 &amp; 3</td>
</tr>
<tr>
<td>3. demonstrate how technology can be used to present information to students in different forms;</td>
<td>II, III, V</td>
<td>2, 3 &amp; 4</td>
</tr>
<tr>
<td>4. demonstrate a knowledge of hardware and new technology (such as audio and video digitizing)</td>
<td>II, III</td>
<td>1, 2, 3 &amp; 5</td>
</tr>
<tr>
<td>5. utilize instructional design procedures in software creation;</td>
<td>I, II, III, V, VI</td>
<td>1, 2, 3, 4 &amp; 5</td>
</tr>
<tr>
<td>6. produce and edit using hypermedia software;</td>
<td>II, III, V</td>
<td>1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>7. create and maintain a web site;</td>
<td>II, III, V, VI</td>
<td>1</td>
</tr>
<tr>
<td>8. incorporate technology into a Project-Based Learning lesson;</td>
<td>I, II, III, IV, VI, VII</td>
<td>1, 2, 3, 4 &amp; 5</td>
</tr>
<tr>
<td>9. take into account assistive technology to assist individuals with disabilities.</td>
<td>I, III, VI</td>
<td>2 &amp; 4</td>
</tr>
</tbody>
</table>

Course Requirements:
Description of Projects/Assignments:

*Work Submission: All work is submitted at the beginning of class on date on course calendar.

*Rubrics and/or additional directions for assignments or projects are posted on the assignments web page and discussed completely in class. If you do not understand, it is your responsibility to ask questions well before the assignment is due, not when an assignment is submitted or after a grade has been earned.
**Evaluation Scale EDFS 560:**
- A = 93-100
- A- = 91-92
- B+ = 89-90
- B = 86-88
- B- = 84-85
- C+ = 82-83
- C = 79-81
- C- = 77-78
- D+ = 75-76
- D = 72-74
- D- = 70-71
- F < 70

**Evaluation Criteria:**

<table>
<thead>
<tr>
<th>EVALUATION: assignments description</th>
<th>Points</th>
<th>ISTE NETS-T Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Edmodo Project (as student)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>8</td>
<td>1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>Final Group Presentation</td>
<td>35</td>
<td>1, 2, 3, 4 &amp; 5</td>
</tr>
<tr>
<td><strong>Project Based Learning Project (as teacher)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PBL Project proposal</td>
<td>2</td>
<td>1, 2 &amp; 3</td>
</tr>
<tr>
<td>UbD 1 &amp; 2</td>
<td>5</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>Two lesson plans with accompanying technology tool</td>
<td>210</td>
<td>1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>Completed UbD unit</td>
<td>35</td>
<td>1, 2 &amp; 3</td>
</tr>
<tr>
<td>SMART Board Notebook lesson</td>
<td>60</td>
<td>1, 2, 3 &amp; 4</td>
</tr>
<tr>
<td>PBL project rubric</td>
<td>10</td>
<td>1, 2, 3 &amp; 5</td>
</tr>
<tr>
<td>PBL Project presentation</td>
<td>50</td>
<td>1, 2, 3 &amp; 5</td>
</tr>
<tr>
<td><strong>Other assignments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class wiki</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Oaks Verification Activities</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Grade is calculated by dividing points received by total points</td>
<td>Total 472</td>
<td></td>
</tr>
</tbody>
</table>

**Attendance Policies:** There is no way to take attendance in this online class but it is important.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 16</td>
<td>- <strong>Project Learning</strong> from Edutopia:</td>
<td>- (codes are in Oaks) Request Access to edfs560and692summer2015.wikispaces.com.</td>
</tr>
<tr>
<td></td>
<td>- An Introduction to Project Learning <em>(video)</em>.</td>
<td>- Set up an account at BIE.org.</td>
</tr>
<tr>
<td></td>
<td>- History of PBL <em>(text)</em>.</td>
<td>- If you don’t already have one, set up an Edmodo account at Edmodo.com.</td>
</tr>
<tr>
<td></td>
<td>- Project Learning: An Overview <em>(video)</em>.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Discuss course requirements.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Discuss class wiki.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Explore <a href="http://www.edutopia.org/blog/20-tips-pbl-project-based-learning-educators-andrew-miller">link 1</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Explore <a href="http://www.edutopia.org/blog/20-ideas-for-engaging-projects-suzie-boss">link 2</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Discuss Project-Based Learning using BIE.org website.</td>
<td></td>
</tr>
<tr>
<td>July 17</td>
<td>- Discuss Understanding by Design.</td>
<td>- Read Chapter 1</td>
</tr>
<tr>
<td></td>
<td>- Discuss Lesson Planning</td>
<td>- Submit video selfie</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Project-Based Learning Reflection (discussion)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Post &quot;Who Am I?&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>July 20</td>
<td></td>
<td>- Read Chapter 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Post &quot;What is the theme?&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Post &quot;Gangs of New York discussion&quot;</td>
</tr>
<tr>
<td>July 21</td>
<td>• Presentation on <a href="http://OnePlaceSC.org">OnePlaceSC.org</a>, <a href="http://KnowitAll.org">KnowitAll.org</a>, <a href="http://StreamlineSC.org">StreamlineSC (Streamline Notes)</a>, Builders (<a href="http://BuilderNotes.org">Builder Notes</a>).</td>
<td></td>
</tr>
</tbody>
</table>
| July 22 | • Discuss Instructional Design and [Gagne's Events of Instruction](http://GagnesEvents).  
• Introduction to SMART Board Notebook software. Note - Smart Board Notebook download information, product key and ID and password for Streamline SC available in the Oaks site. |
| July 23 | • Continue Notebook practice exercise.  
• [Notebook Resources](http://NotebookResources.com) from Jessica Donaldson, Berkeley County Elem. Instructional Technologist. |
| July 24 | • Finish creating SMART Board presentation using digitized images.  
• [Adding video](http://AddingVideo.com) to NoteBook files.  
• Discuss Sample Notebook pages. |
| July 27 | • Video converting using a conversion program ([Video Conversion notes](http://VideoConversionNotes.com)).  
• Posting video to YouTube and other websites.  
• Introduction to digital video cameras.  
• Video editing using MovieMaker ([Notes](http://MovieMakerNotes.com)).  
• Accessing sound from [Free Play Music](http://FreePlayMusic.com). |
| July 28 | • Use [Audacity](http://Audacity.com) to edit sound.  
• Discuss [podcasting](http://Podcasting.com).  
• [Podcasting and Mobile Media for Teaching and Learning](http://PodcastingMobileMedia.com) (ISTE 2011 video).  
• PodBean.com (podcasts).  
• Discuss Student Response Systems. |
| July 29 | • Digital Storytelling. |
|        | • Post Oral History |
|        | • Read Chapter 3  
• Chapter 1 wiki due.  
• Post UbD discussion |
|        | • Read [Ten of the best virtual field trips](http://TenOfTheBestVirtualFieldTrips.com)  
• NoteBook Practice 1 due.  
• Post StreamlineSC Reflection. |
|        | • Read Chapter 4  
• Read SMART Notebook Software Learner Resource (Notebook starts on page 15)  
• NoteBook Practice 2 due.  
• Chapter 2 wiki due.  
• Start Fourth Grade group project research. |
|        | • Chapter 3 wiki due.  
• NoteBook Practice 3 due. |
|        | • Read Chapter 5 |
|        | • Read Chapter 6  
• Chapter 4 wiki due.  
• PBL project proposal due.  
• MovieMaker Practice due. |
|        | • Read Chapter 7  
• Read [The Art of Digital Story Telling](http://ArtOfDigitalStoryTelling.com). |
| July 30 | • Discuss **assistive technology** devices.  
• *Assistive Technology: Enabling Dreams.* |
| July 31 | • Discuss Web Quests. Explore *Education World* and *Bernie Dodge’s WebQuest* site.  
• Participate in *Interstate 526 WebQuest.*  
• Student Examples from *Harbor View* Project.  
• Discuss how to create a web site using *PbWorks* by creating an electronic portfolio (*Notes*).  
• *PbWorks How to page*  
• Continue developing web pages.  
• Read Chapter 8  
• Begin creating Fourth Grade Project presentation.  
• Post Assistive Technology Discussion |
| Aug. 3 | • Read Chapter 9  
• Chapter 6 wiki due.  
• Submit Understanding by Design Template 2.0 with Stage 1 and 2 |
| Aug. 4 | • Read Chapter 10  
• Submit Understanding by Design Template 2.0 with Stage 1, 2 and 3  
• Post address for the practice website.  
• Lesson Plan 1 due with Tech Tool 1.  
• Chapter 7 wiki due  
• Read *Updated Appendix A.*  
• Chapter 8 wiki due |
| Aug. 5 | • Read Chapter 11  
• Read *How Blogging Can Improve Student Writing*  
• .Chapter 9 wiki due |
| Aug. 6 | • Read Chapter 11  
• Read *How Blogging Can Improve Student Writing*  
• *Banning Is Not the Answer* to Mobile and Social Tools in Schools  
• How to Create Social Media Guidelines for Your School  
• Chapter 10 wiki due.  
• Read *Updated Appendix A.*  
• Chapter 8 wiki due  
• Read Chapter 9  
• Chapter 6 wiki due.  
• Submit Understanding by Design Template 2.0 with Stage 1 and 2 |
| Aug. 7 | • Present Fourth Grade Group Project  
• Chapter 11 wiki due.  
• Group Project presentation due. |

Note: *Links to sites top 60 sites*
<table>
<thead>
<tr>
<th>Date</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 10</td>
<td>Discuss research on Problem Based Learning and Project Based Learning PBL research.</td>
</tr>
</tbody>
</table>
| Aug. 11 | Discuss safety issues (notes) on the Internet using SCAET Cyber Safety.  
PBL Online.org Check FAQ and Video Library  
Ripped from the Headlines: Real Events Yield Relevant Projects (ISTE 2011 video). |
| Aug. 12 | Last day  
Where to go from here  
Discuss professional organizations and conferences SCAET/EdTech, ISTE/NECC, Closing the Gap. |
| Aug. 14 | Chapter 12 wiki due.  
Lesson Plan 2 and associated Tech Tool 2 due.  
Appendix A wiki due.  
Notebook project due.  
Complete Rubric on your PBL project due.  
Post PBL presentation |
Instructions:
- Please fill out all of the portions of the form that are specified in section B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, please start by checking the detailed instructions on the website.
- Please feel free to contact the committee chair with any remaining questions you might have.

A. CONTACT INFORMATION.

Name: William Veal  Phone: 953-8045  Email: vealw@cofc.edu
Department or Program: TEDU  School: EHHP
Name and Acronym of Major: Middle Grades (currently EDEF, but new courses added will be EDMG and TEDU)

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

☑ Change Request (fill out all sections)
   □ Add an existing course to requirements or electives
   ☑ Add a new course to requirements or electives (attach completed course form for each)
   □ Delete courses from requirements or electives
   □ Add or modify concentration*
   □ Add or modify cognate*
   *Note: Only concentrations and cognates requiring 18 or more credit hours will be tracked in Banner and Degree Works and noted on the transcript.

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

C. GENERAL INFORMATION

Number of Current Credit Hours (for existing program): ____99+_____
Number of Proposed Credit Hours (for changed program): __99+_____
Catalog Year in which changes will take effect: FALL __2016________

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

This form was last updated on 6/6/2013 and replaces all others.
TEDU 325: Foundations of Language and Literacies Development Grades 5-12 (new course proposal submitted)

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

EDMG 335 Teaching Writing/Design with Adolescent Literature and Multimodal Texts 5-8 (new course proposal submitted)

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

Middle Grades Program of Study Worksheet for the major:

Required General Education changes:

Previously, there were requirements for specific general education Humanities Science, and Social Science course. Remove these specific requirements so that the general education requirements are the same as all other College of Charleston students.

The Middle Grades program is changing the course requirements needed for entry into the program. The new requirements align with the College of Charleston’s General Education requirements. The change is to emphasize the liberal arts nature of the College of Charleston and provide more freedom in selecting courses within each requirement area. "These were requirements above and beyond the previous General Education requirements."

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

Select two courses from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH 101</td>
<td>History of Art: Prehistoric Through Medieval (3) PR: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ARTH 102</td>
<td>History of Art: Renaissance Through Modern (3) PR: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSC 131</td>
<td>Music Appreciation (3) PR: None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>THTR 176</td>
<td>Introduction to Theatre (3) PR: None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This form was last updated on 6/6/2013 and replaces all others.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title and Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 216</td>
<td>Introduction to African American Literature (3) PR: ENGL 110 or equivalent</td>
</tr>
<tr>
<td>ENGL 313</td>
<td>African American Literature (3) PR: ENGL 110 or equivalent</td>
</tr>
<tr>
<td>HIST 204</td>
<td>United States to 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofe.edu/general.edu">http://registrar.cofe.edu/general.edu</a>).</td>
</tr>
<tr>
<td>HIST 202</td>
<td>United States Since 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofe.edu/general.edu">http://registrar.cofe.edu/general.edu</a>).</td>
</tr>
<tr>
<td>HIST 210</td>
<td>Special Topics in U.S. History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofe.edu/general.edu">http://registrar.cofe.edu/general.edu</a>).</td>
</tr>
<tr>
<td>HIST 214</td>
<td>American Urban History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofe.edu/general.edu">http://registrar.cofe.edu/general.edu</a>).</td>
</tr>
<tr>
<td>HIST 212</td>
<td>American Labor History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofe.edu/general.edu">http://registrar.cofe.edu/general.edu</a>).</td>
</tr>
<tr>
<td>HIST 213</td>
<td>American Jewish History: Colonial Times to the Present (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofe.edu/general.edu">http://registrar.cofe.edu/general.edu</a>).</td>
</tr>
<tr>
<td>HIST 214</td>
<td>American Ethnic History: 1607 to the Present (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofe.edu/general.edu">http://registrar.cofe.edu/general.edu</a>).</td>
</tr>
<tr>
<td>HIST 215</td>
<td>Native American History (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofe.edu/general.edu">http://registrar.cofe.edu/general.edu</a>).</td>
</tr>
<tr>
<td>HIST 216</td>
<td>African American History to 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofe.edu/general.edu">http://registrar.cofe.edu/general.edu</a>).</td>
</tr>
<tr>
<td>HIST 217</td>
<td>African American History Since 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofe.edu/general.edu">http://registrar.cofe.edu/general.edu</a>).</td>
</tr>
<tr>
<td>HIST 218</td>
<td>The American West (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofe.edu/general.edu">http://registrar.cofe.edu/general.edu</a>).</td>
</tr>
<tr>
<td>HIST 219</td>
<td>Native Americans in Film (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofe.edu/general.edu">http://registrar.cofe.edu/general.edu</a>).</td>
</tr>
<tr>
<td>HIST 221</td>
<td>Women in the United States (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofe.edu/general.edu">http://registrar.cofe.edu/general.edu</a>).</td>
</tr>
<tr>
<td>HIST 222</td>
<td>History of South Carolina (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofe.edu/general.edu">http://registrar.cofe.edu/general.edu</a>).</td>
</tr>
<tr>
<td>HIST 224</td>
<td>History of the South to 1865 (3) PR: One course in pre-modern history and one course in modern history from the list of approved courses satisfying the general education history requirement (see <a href="http://registrar.cofe.edu/general.edu">http://registrar.cofe.edu/general.edu</a>).</td>
</tr>
</tbody>
</table>

This form was last updated on 6/6/2013 and replaces all others.
modern history from the list of approved courses satisfying the general education history requirement (see \url{http://registrar.cofc.edu/general-edu}).

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

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

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

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

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

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

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

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

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

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

**MATH 103**  
Contemporary Math with Applications (3) PR: MATH 101 or placement

**MATH 104**  
Elementary Statistics (3) PR: MATH 101 or placement

**MATH 105**  
Calculus for Business and the Social Sciences (3) PR: MATH 101 or placement

**MATH 111**  
Pre-Calculus Mathematics (4) PR: C- or better in MATH 101 or placement

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

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

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

**MATH 250**  
Statistical Methods I (3) PR: Either MATH 111, 120 or instructor permission

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

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

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Select 12-18 credit hours from the following with a sequence of 8 credit hours in one area. At least 4 of the credit hours must be Biological Science (BIOL) and at least 4 of the credit hours must be Physical Science (ASTR, CHEM, GEOL, PHYS). Labs are required for all.

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

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

Core Certification Course

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

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

Professional Program Semester 1
EDFS 303* Human Growth and Educational Process (3) PR: None
EDEE 323 The Development of Mathematical Thinking (3) PR: None
EDEE 325 EDEE 325 Foundations of Language and Literacies (3) PR: None
TEDU 325 Foundations of Language and Literacies Development Grades 5-12 (3) PR: None
EDFS 326 Integrating Technology Into Teaching (3) PR: None OR

OR
EDFS 436 Using Instructional Technology in Problem-Based Learning (3) PR: None
EDEE 327 Learner Development and the Context of Learning (field experience) (3) PR: None

Professional Program Semester 2 (select two areas of concentration in a content area in consultation with your faculty advisor)*
EDEE 366 Teaching Mathematics 2-8 (3) PR: None (2 of 4 needed; based upon concentrations)
EDEE 368 Teaching Science 2-8 (3) PR: None (2 of 4 needed; based upon concentrations)
EDEE 373 Teaching Social Studies 2-8 (3) PR: None (2 of 4 needed; based upon concentrations)
EDMG 335 Teaching Writing/Design with Adolescent Literature and Multimodal Texts 5-8 (3) (additional course)* (2 of 4 needed; based upon concentrations)
EDMG 401 Adolescent/Disciplinary Literacies 5-8 (3) PR: None
EDEE 384 Application of Curriculum & Instruction 5-8 (field experience) (3) PR: None
EDMG 415 Middle School Organization and Curriculum (3) PR: EDEE 327

Note: *Students must consult with their faculty advisor regarding the planning and selection of their two areas of concentration in content areas (science, English Language Arts, math or social sciences).
Students must take 2 of the 4 teaching courses in their concentration areas (EDEE 366, 368, 373, and EDMG 335). EDMG 335 and 401 are only offered once a year and may be taken in either Semester 2 or 3 of program.

Professional Program Semester 3
EDEE 409 Meeting Needs of Diverse Learners (3) PR: None
EDEE 407 Creating Learning Environments (3) PR: None
EDEE 417 Curriculum, Instruction & Assessment 5-8 (field experience) (3) PR: None

*This course may be taken either Semester 2 or 3 depending upon when students enter the program and the course is offered.

Note: Students are to take any remaining courses in their concentration areas.

Professional Program Semester 4
EDEE 459* Middle Grades Clinical Practice (12) PR: EDEE 417

This form was last updated on 6/6/2013 and replaces all others.
E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it.

We are requesting the addition of TEDU 325 Foundations of Language and Literacies Development Grades 5-12.

Currently Middle Grades students are required to take EDEE 325: Foundations of Language and Literacies Development during their Semester 1 in the Middle Grades program. EDEE 325 is also required by the Teacher Education Early Childhood, Elementary and Middle Grades programs and focuses most heavily on early childhood and elementary aged language and literacies development. The addition of this course, TEDU 325, will shift the focus from early childhood and elementary aged students to adolescence and will address the middle and secondary grades standards mandated in the SC Read to Succeed Act.

We are requesting the addition of EDMG 335 Teaching Writing/Design with Adolescent Literature and Multimodal Texts 5-8.

The Middle Grades Program proposes to add a course that focuses specifically on the methods of teaching writing, children’s/adolescent literature, and multimodal texts in grades 5-8. This course would be required for Middle Grades English Language Arts (ELA) majors. The previous course EDEE 377: ELA Methods course was deleted from the catalog. The Middle Grades Program requires that students take a methods course for each concentration area. EDMG 335 will be the methods course for students whose concentration area is ELA.

*This course may be taken either Semester 2 or 3 depending upon when students enter the program and the course is offered.

F. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the major or program?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>Middle Grades Teacher Education Candidates are able to write and teach an effective unit of content in a middle school classroom.</td>
<td>During the third field practicum, candidates must create a Unit Plan based upon the content area of their placement and area of certification. The criteria for this Unit Plan include concepts, alignment to standards, teaching strategies, development of thinking, and organization of activities. The assessment is done continuously each semester for each cohort and completed by the end of EDEE 417. Students are rated on an overall rubric with a scale ranging from 1-3 with 1 being unacceptable, 2 being target, and 3 being exemplary. All students must meet target on all criteria.</td>
</tr>
</tbody>
</table>
| Middle Grades Teacher Education Candidates are able to write a philosophy paper. | In EDMG 415 Candidates prepare a philosophy paper on teaching and learning within the context of middle grades. The criteria for the paper include...

The assessment is done continuously each semester for each cohort and completed by the end of EDMG 415. Students are rated on an overall rubric with a scale ranging from 1-3 with 1 being unacceptable, 2 being target, and 3 being exemplary.

All students must meet target on all criteria. |
| --- | --- |
| Middle Grades Teacher Education Candidates are able to create a school organization project. Candidates develop their own middle school based upon their knowledge of middle grades education, curriculum, assessment, family, and students. | The Middle Level School Organization Project is the culmination of the course on Middle School Organization and Curriculum, EDMG 415. The criteria for the project include organizational components, curriculum, instruction, exceptional learners, and family and community involvement.

The assessment is done continuously each semester for each cohort and completed by the end of EDMG 415. Students are rated on an overall rubric with a scale ranging from 1-3 with 1 being unacceptable, 2 being target, and 3 being exemplary.

All students must meet target on all criteria. |
| Middle Grades Teacher Education Candidates are able to explain the effects of teaching on student learning. | During the clinical internship, candidates are to teach a section of their long range plan, if possible, and collect pre- and post-test content data from the students they teach. This results in a Candidate Work Sample. Analysis of the data is completed with a paper reflecting on the ability of the candidate to re-teach and learn from the implementation of the lesson plans.

There are 9 criteria that the candidates must complete for the adolescent-specific Candidate Work Sample including: unit overview description, contextual factors, objectives and correlated standards, pre and post assessments, data analysis, activities, strategies, materials and resources, analysis of student learning, reflection and self-assessment and literacy. The assessment is done continuously each semester for each cohort and completed by the end of EDMG 415.

Students are rated on an overall rubric with a scale ranging from 1-3 with 1 being unacceptable, 2 being target, and 3 being exemplary.

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

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

The proposal for Middle Grades applicants to the School of Education, Health, and Human Performance will potentially decrease the number of students in the currently required courses for admission. A letter was sent to all department chairs stating the intended change and the potential for impact in their courses.

The addition of TEDU 325 will separate the middle level students from the Early Childhood and Elementary students. This will decrease the course sections of EDEE 325 offered by one. There will be no impact on the MG program or other programs within EHHP.

The addition of EDMG 335 will not affect other programs or courses. It will be offered once a year and provide the required methods course for ELA concentration students. Current students are taking other methods courses, and this would decrease enrollment in those courses by 2-3 students per methods course. There will be no impact on the MG program or other programs within EHHP.

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

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

I. CHECKLIST

☒ I have completed all relevant parts of the form.

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

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

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

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

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