



Curriculum and Course Change System - General Education Checklist

Major Name: Nursing - Registered Nurse Completion Program

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	X COMM 150 or 250	..
Academic & Professional Development			X NURS 405 and 406	..
Mathematics	..	..	X MATHSC 203	..
Natural Science with lab	..	..	X BIOSC 222 and 223	..
Math or Natural Science	..	..	X BIOL 103 or CHEM 101	..
Arts & Humanities (Literature)	X	..	..	..
Arts & Humanities (Non-Literature)	X	..	..	..
Social Sciences	..	..	X SOC 201	..
Cross-Cultural Awareness	X	..	..	..
Science and Tech. In Society	..	..	X NURS 333	..

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** NURS 406 Issues in Professionalism - Ethical Judgement competency is achieved through completion of Course Objective #4: Analyze the effect of legal, ethical, and economic issues on nursing practice and health care. Achievement of course objective is demonstrated through completion of a course assignment: Nursing Ethical Issue Paper: "Describe a current nursing ethical issue and clearly describe why it constitutes an ethical issue. Present opposing and supporting views related to the issue and your personal position regarding the issue." Evaluation is completed through instructor assessment through use of a rubric which is published in the course syllabus. Benchmark for demonstration of Ethical Judgement Integration competency is student grades of 80% on all class assignments. If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions which will increase students' Ethical Judgement Integration competency.

**Communication Integration Plan - Address competencies, implementation, and assessment:** ENGL 315 - Scientific Writing & Communication - Communication Integration Plan competency is met through successful completion of assignments during weeks 2 & 3: A summary report of the main claims, arguments, and conclusions of one of the following articles published in the Journal of Holistic Nursing: "Art Interpretation as a Clinical Intervention Toward Healing" (Rancour & Barrett) or "Advanced Practice Nursing in Performance Arts Health Care" (Weslin & Smith). Evaluation methods include class discussion on Blackboard Learn, 2 essays: rhetorical analysis of journal articles, class participation, multiple choice examination. Evaluation of class assignments will be completed through use of an instructor-developed rubric which is published in the course syllabus. Benchmark for demonstration of Communication Integration Plan competency is student achievement of 80% on all class assignments. If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions which will increase students' Communication Integration competency.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** NURS 319 - Health Assessment for RNs. Critical thinking competency is met through demonstration of the ability to assess and critically analyze health assessment data (through collection of a complete health history and physical examination). The student is able to prioritize health assessment data to develop nursing diagnoses which are clinical judgments about the individual, family, or community experiences, and responses to actual or potential health problems. Nursing diagnoses are used to determine the appropriate plan of care for the patient. Evaluation of learning includes class participation, weekly quizzes, written documentation of complete health assessment, and practical demonstration of physical examination. Faculty uses a rubric which is published in the course syllabus to evaluate student assignments. Benchmark for demonstration of Critical Thinking Integration Plan is achievement of 80% on all class assignments. If the identified benchmark is not achieved, faculty will use evaluation data to make needed course revisions which will increase students' Critical Thinking Integration competency.

Form Originator: AEJOHNS, Arlene Johnson Date Form Created: 10/18/2010

Form Last Updated by: AEJOHNS, Arlene Johnson Date Form Last Updated: 12/1/2010 Form Number: 3547

Approval

<i>Arlene Johnson</i>	12/1/10	<i>Denise W. Mawdsell</i>	12/3/2010
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Rosanne Pruitt</i>	12/1/10		
Department Chair	Date	Chair, Graduate/Curriculum Committee	Date
<i>Stephen J. ...</i>	12/1/10	<i>Alvin O. Nelson</i>	2/7/11
Chair, College Curriculum Committee	Date	Provost	Date
		<i>James J. ...</i>	2/10/11
College Dean	Date	President	Date

000078


**Curriculum and Course Change System - General Education**
**Checklist**
**Major Name:** Nursing

**Specific General Education Requirements**

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	X	..	..	..
Arts & Humanities (Non-Literature)	X	..	..	..
Social Sciences	..	..	..	X
Cross-Cultural Awareness	X	..	..	..
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:**

Ethical judgment is incorporated across the upper division courses of nursing. In Nurs 320 Professionalism, students identify and discuss ethical dilemmas specific to the practice of nursing. In Nurs 330 Research, students select an ethical dilemma of concern and write an ethics paper that is graded according to an established rubric. Students also must successfully complete the CITI research training on-line. In Nurs 410 (capstone course), students complete the Institute for Healthcare Improvement modules which focus on leadership, patient safety, and quality improvement for health care settings. Ethical judgment is interwoven within the modules. Each student must complete the modules with a grade no less than 85%. If more than 20% of students score less than a "B" on the ethics paper, fail the CITI training, or fail the Healthcare Improvement Modules, the nursing faculty will review and revise the ethics components of the curriculum. All nursing graduates must successfully complete the NCLEX to obtain licensure as a registered nurse. Ethical judgment is integrated into management of care on the NCLEX through advocacy, client rights, ethical practice, and legal rights/responsibilities. If fewer than 80% of nursing graduates pass the NCLEX, then nursing faculty will review and revise the curriculum to improve the ethics components of the curriculum.

**Communication Integration Plan - Address competencies, implementation, and assessment:**

Students take Eng 103 and either Comm 150 or 250 during their freshman year.

000079

In the sophomore year, students take Eng 304, 314, or 315 to further develop their written communication skills. Competencies in both oral and written communication are further developed in all of the upper division nursing courses. In Nurs 305 Psychosocial Nursing, students learn therapeutic communication techniques, complete oral presentations in the classroom, and demonstrate communication techniques in the practice settings with actual patients. In Nurs 311 Health Promotion, students develop a teaching plan and present their project to their peers in the classroom. In Nurs 330, students continue to develop communication skills by critiquing research articles and presenting their critique in the classroom. All clinical courses require that students develop and write care plans for patient care. All presentations and care plans are graded according to an established rubric. If fewer than 80% of nursing students receive a "B" or better on the assignments or fail the written care plans, nursing faculty will review and revise the curriculum to improve the communication component of the curriculum. All nursing graduates must successfully complete the NCLEX to obtain licensure as a registered nurse. Communication techniques are integrated into psychosocial integrity on the NCLEX through therapeutic communication. If fewer than 80% of nursing graduates pass the NCLEX, then nursing faculty will review and revise the curriculum to improve the communication components of the curriculum.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** Critical thinking is integrated into all courses in the upper division of nursing courses. Students are introduced to critical thinking as part of Nurs 320 Professionalism as they learn the nursing process: assessment, diagnosis, planning, implementation, and evaluation. The nursing process guides critical thinking in the care of patients in all clinical courses. Students are required to complete the Kaplan standardized nursing test which incorporates critical thinking in the second semester sophomore year. This standardized test is repeated again in the second semester for graduating seniors. Improvement in critical thinking is evaluated based on the difference between these scores. If less than 80% of graduating seniors score above the national mean score on the final Kaplan test, the nursing faculty will review and revise the critical thinking components of the curriculum. All nursing graduates must successfully complete the NCLEX to obtain licensure as a registered nurse. Critical thinking is integrated into all aspects of client care on the NCLEX. Since nursing practice requires application of knowledge, skills, and abilities, the majority of NCLEX questions are written at the application level or higher according to Bloom's taxonomy. If fewer than 80% of nursing graduates pass the NCLEX, then nursing faculty will review and revise the curriculum to improve the critical thinking components of the curriculum.

**Form Originator:** WILLOUD, Deborah Willoughby **Date Form Created:** 11/12/2010  
**Form Last Updated by:** WILLOUD, Deborah Willoughby **Date Form Last Updated:** 4/4/2011  
**Form Number:** 3659

**Approval**

<i>Linda Howe</i>	4/4/11	<i>Denise W. Mawdsen</i> 5/6/11
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum
<i>Rosanne Pruitt</i>	4/4/11	
Department Chair	Date	Chair, Graduate Curriculum Corr
<i>RP Green, Jr.</i>	4/6/11	
Chair, College Curriculum Committee	Date	Provost
<i>William Horrie</i>	4/15/11	<i>Louis R. Helms</i> 4/17/2011
College Dean	Date	President <i>[Signature]</i> 6/17/2011

Major Name: Health Science - Cardiovascular Technology

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	X COMM 150 or 250	..
Academic & Professional Development			X CVT 426	..
Mathematics	..	..	X MTHSC 101, MTHSC 102, MTHSC 106	..
Natural Science with lab	..	..	X BIOL 103/105, BIOL 110	..
Math or Natural Science	..	..	X CH 101/102 or CH 105/106	..
Arts & Humanities (Literature)	X	..	..	..
Arts & Humanities (Non-Literature)	X	..	..	..
Social Sciences	..	X 6 credits must also satisfy CCA and STS requirement	..	..
Cross-Cultural Awareness	..	X 3 credits from Social Sciences Gen Ed list and CCA list	..	..
Science and Tech. in Society	..	X 3 credits from Social Sciences Gen Ed list and STS list	..	..

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:**

Ethical judgment competency (Demonstration of the ability to identify, comprehend and deal with ethical problems and their ramifications in a systematic, thorough, and responsible way) is achieved in part through completion of an Ethics case study assignment in HLTH 202 Introduction to Public Health. The case study presents a range of public health scenarios in which the student analyzes ethical issues common in public health practice and health care systems. Ethical judgment is also evaluated through the "Public Health Determinants, Trends, and Ethics" essay assignment in CVT 426. This written assignment asks students to answer a series of questions relating their fieldwork experience to public health determinants, trends and ethics. Students write three health/medical services essays addressing determinants, trends, and ethics with respect to: 1) "healthy places" (environmental, economic, and social circumstances and disparities), "employment, work conditions, and professionalism" or "access to medical care"; 2) social and behavioral factors, health behaviors, or personal choice; and 3) cost-effective policy changes to improve health outcomes.

Evaluation of both assignments is completed by instructor assessment through use of an assignment specific rubric which is published in the course syllabus or made available on-line. The benchmark for demonstration of Ethical Judgment Competency is a student grade of 80% or higher on both designated assignments. If more than 20% of students for either assignment do not meet the threshold score of 80%, the faculty will examine and revise the method of ethics instruction.

**Communication Integration Plan - Address competencies, implementation, and assessment:**

Communication competency is achieved, in part, through the completion of a writing assignment that is the culmination project for HLTH 240 Determinants of Health Behavior. The writing assignments consists of a research paper applying health theory in the analysis of a health problem selected by the student. An additional course used to demonstrate achievement of the communication competency is CVT 426 Fieldwork III. In CVT 426, students complete a case study assignment in which the student writes a patient summary report consisting of the analysis of pertinent patient information acquired from multiple sources within the health care organization.

000071

Evaluation of both assignments is completed by instructor assessment through use of an assignment specific rubric which is published in the course syllabus or made available on-line. The benchmark for demonstration of the Communication Competency is a student grade of 80% or higher on both designated assignments. If more than 20% of students for either assignment do not meet the threshold score of 80%, the faculty will examine and revise the method of communication instruction.

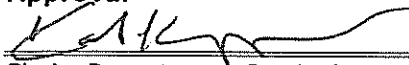



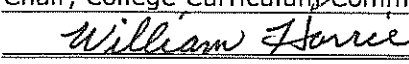
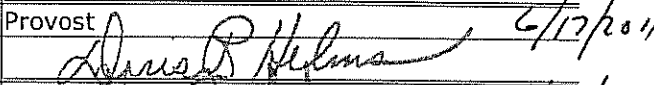
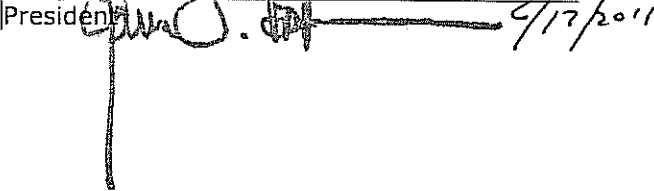
**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** Critical Thinking competency (Demonstration of the ability to critically analyze the quality and utility of knowledge and apply this knowledge to a wide range of problems) is achieved, in part, in HLTH 380 Epidemiology. In HLTH 380 students complete several critical thinking assignments. To demonstrate achievement of this competency one or more of the following assignments are used as determined by the instructor: an article critique assignment in which the student identifies epidemiologic study designs, assesses the merit of such studies (assess the article for concepts such as study rationale, hypothesis, results, strengths and weakness, and significance) or an outbreak investigation case study (applying epidemiological methods, analysis and interpretation of data). An additional course in which the Critical Thinking Competency is developed is HLTH 490 Research and Evaluation Strategies for Public Health through completion of a series of course lectures and assignments. HLTH 490 is designed to help students learn both qualitative and quantitative methods in public health research. It provides a theoretical foundation with a focus on pragmatic aspects of research methods. Throughout the course, students are required to use qualitative reasoning to support interpretation of quantitative phenomena and facts (e.g.: correlation vs. causation, population-based sampling vs. convenience sampling) and to back up qualitative statements by data analysis and quantitative evidence. A variety of critical thinking assignments are used to demonstrate achievement of this competency and include one or more of the following as determined by the instructor: a critique of readings, homework assignments, quizzes, exams and/or a research report. Evaluation of student performance is completed through rubrics specific to each assignment that are available to the students.

Evaluation of all assignments is completed by instructor assessment through use of an assignment specific rubric which is published in the course syllabus or made available on-line. The benchmark for demonstration of the Critical Thinking Competency is a student grade of 80% or higher on both designated assignments. If more than 20% of students for either assignment do not meet the threshold score of 80%, the faculty will examine and revise the method of critical thinking instruction.

**Form Originator:** COFFEY2, Rebecca Coffey **Date Form Created:** 3/9/2011

**Form Last Updated by:** COFFEY2, Rebecca Coffey **Date Form Last Updated:** 4/15/2011 **Form Number:** 3938

**Approval**

	4.11.11	 5/6/11
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee
	04/11/11	
Department Chair	Date	Chair, Graduate Curriculum Committee
	4/15/11	
Chair, College Curriculum Committee	Date	Provost
	4/15/11	 6/17/11
College Dean	Date	President
		 9/17/2011

Major Name: Health Science - Health Services Administration

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	X COMM 150 or 250	..
Academic & Professional Development			X HLTH 419/420	..
Mathematics	..	..	X MTHSC 101, MTHSC 102, MTHSC 106	..
Natural Science with lab	..	..	X BIOL 103/105 or BIOL 110 or CH 101, CH 105 or PHYS 122/124 or 207/209	..
Math or Natural Science	..	..	X EXST 301 or MTHSC 301 or MTHSC 309	..
Arts & Humanities (Literature)	X	..	..	..
Arts & Humanities (Non-Literature)	X	..	..	..
Social Sciences	..	X 6 credits must also satisfy CCA and STS requirement	..	..
Cross-Cultural Awareness	..	X 3 credits from Social Sciences Gen Ed list and CCA list	..	..
Science and Tech. in Society	..	X 3 credits from Social Sciences Gen Ed list and STS list	..	..

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The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:**

Ethical judgment competency (Demonstration of the ability to identify, comprehend and deal with ethical problems and their ramifications in a systematic, thorough, and responsible way) is achieved in part through completion of an Ethics case study assignment in HLTH 202 Introduction to Public Health. The case study presents a range of public health scenarios in which the student analyzes ethical issues common in public health practice and health care systems. Ethical judgment is also evaluated through the "Public Health Determinants, Trends, and Ethics" electronic portfolio assignment in HLTH 420 Science Health Internship. This written assignment asks students to answer a series of questions relating their internship experience to public health determinants, trends and ethics. Students write three health/medical services essays addressing determinants, trends, and ethics with respect to: 1) "healthy places" (environmental, economic, and social circumstances and disparities), "employment, work conditions, and professionalism" or "access to medical care"; 2) social and behavioral factors, health behaviors, or personal choice; and 3) cost-effective policy changes to improve health outcomes.

Evaluation of both assignments is completed by instructor assessment through use of an assignment specific rubric which is published in the course syllabus or made available on-line. The benchmark for demonstration of Ethical Judgment Competency is a student grade of 80% or higher on both designated assignments. If more than 20% of students for either assignment do not meet the threshold score of 80%, the faculty will examine and revise the method of ethics instruction.

**Communication Integration Plan - Address competencies, implementation, and assessment:**

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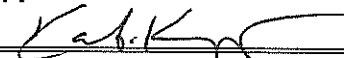
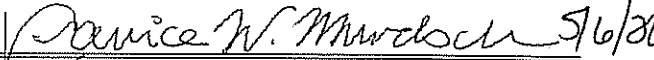
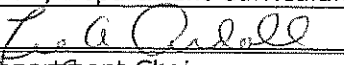

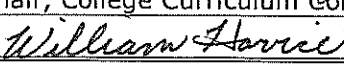
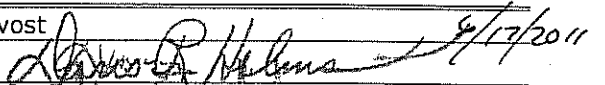
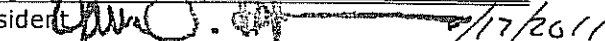
additional course used to demonstrate achievement of the communication competency is HLTH 420 Health Science Internship. In HLTH 420 the student completes a final portfolio documenting student accomplishments in their internship as well as their health science major (written communication), a resume (written communication) and ratings from the student's site preceptor (both written and oral communication). Evaluation of all assignments is completed by instructor assessment through use of an assignment specific rubric which is published in the course syllabus or made available on-line. The benchmark for demonstration of the Communication competency is a student grade of 80% or higher on both designated assignments. If more than 20% of students for either assignment do not meet the threshold score of 80%, the faculty will examine and revise the method of communication instruction.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** Critical Thinking competency (Demonstration of the ability to critically analyze the quality and utility of knowledge and apply this knowledge to a wide range of problems) is achieved, in part, in HLTH 380 Epidemiology. In HLTH 380 students complete several critical thinking assignments. To demonstrate achievement of this competency one or more of the following assignments are used as determined by the instructor: an article critique assignment in which the student identifies epidemiologic study designs, assesses the merit of such studies (assess the article for concepts such as study rationale, hypothesis, results, strengths and weakness, and significance) or an outbreak investigation case study (applying epidemiological methods, analysis and interpretation of data). An additional course in which the Critical Thinking Competency is developed is HLTH 490 Research and Evaluation Strategies for Public Health through completion of a series of course lectures and assignments. HLTH 490 is designed to help students learn both qualitative and quantitative methods in public health research. It provides a theoretical foundation with a focus on pragmatic aspects of research methods. Throughout the course, students are required to use qualitative reasoning to support interpretation of quantitative phenomena and facts (e.g.: correlation vs. causation, population-based sampling vs. convenience sampling) and to back up qualitative statements by data analysis and quantitative evidence. A Variety of critical thinking assignments are used to demonstrate achievement of this competency and include one or more of the following as determined by the instructor: a critique of readings, homework assignments, quizzes, exams and/or a research report. Evaluation of student performance is completed through rubrics specific to each assignment that are available to the students. Evaluation of all assignments is completed by instructor assessment through use of an assignment specific rubric which is published in the course syllabus or made available on-line. The benchmark for demonstration of the Critical Thinking Competency is a student grade of 80% or higher on both designated assignments. If more than 20% of students for either assignment do not meet the threshold score of 80%, the faculty will examine and revise the method of critical thinking instruction.

**Form Originator:** COFFEY2, Rebecca Coffey **Date Form Created:** 3/9/2011

**Form Last Updated by:** COFFEY2, Rebecca Coffey **Date Form Last Updated:** 4/15/2011 **Form Number:** 3937

#### Approval

	4-11-11	 5/6/11
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee
	6/9/11/11	
Department Chair	Date	Chair, Graduate Curriculum Committee
	4/15/11	
Chair, College Curriculum Committee	Date	Provost
	4/15/11	 4/17/2011
College Dean	Date	President  4/17/2011

Major Name: Health Science - Pre-Professional Health Studies

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	X COMM 150 or 250	..
Academic & Professional Development			X HLTH 419/420	..
Mathematics	..	..	X MTHSC 101, MTHSC 102, MTHSC 106	..
Natural Science with lab	..	..	X BIOL 103/105, BIOL 110	..
Math or Natural Science	..	..	X CH 101/102 or CH 105/106	..
Arts & Humanities (Literature)	X	..	..	..
Arts & Humanities (Non-Literature)	X	..	..	..
Social Sciences	..	X 6 credits must also satisfy CCA and STS requirement	..	..
Cross-Cultural Awareness	..	X 3 credits from Social Sciences Gen Ed list and CCA list	..	..
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Evaluation of both assignments is completed by instructor assessment through use of an assignment specific rubric which is published in the course syllabus or made available on-line. The benchmark for demonstration of Ethical Judgment Competency is a student grade of 80% or higher on both designated assignments. If more than 20% of students for either assignment do not meet the threshold score of 80%, the faculty will examine and revise the method of ethics instruction.

**Communication Integration Plan - Address competencies, implementation, and assessment:**

Communication competency is achieved, in part, through the completion of a writing assignment that is the culmination project for HLTH 240 Determinants of Health Behavior. The writing assignments consist of a research paper applying health theory in the analysis of a health problem selected by the student. Evaluation is completed through instructor assessment through use of a rubric which is published in the course syllabus or made available on-line. Benchmark for demonstration of Communication Integration competency is student grades of 80% or higher on designated assignment. An additional course used to demonstrate achievement of the communication competency is HLTH 420 Health Science Internship. In HLTH 420 the student completes a



000075

final portfolio documenting student accomplishments in their internship as well as their health science major (written communication), a resume (written communication) and ratings from the student's site preceptor (both written and oral communication).

Evaluation of all assignments is completed by instructor assessment through use of an assignment specific rubric which is published in the course syllabus or made available on-line. The benchmark for demonstration of the Communication competency is a student grade of 80% or higher on both designated assignments. If more than 20% of students for either assignment do not meet the threshold score of 80%, the faculty will examine and revise the method of communication instruction.

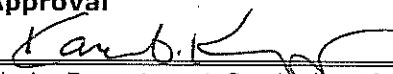


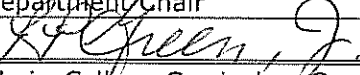
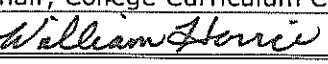
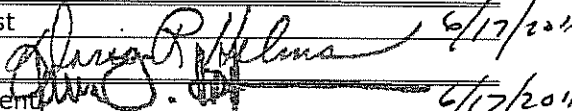

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** Critical Thinking competency (Demonstration of the ability to critically analyze the quality and utility of knowledge and apply this knowledge to a wide range of problems) is achieved, in part, in HLTH 380 Epidemiology. In HLTH 380 students complete several critical thinking assignments. To demonstrate achievement of this competency one or more of the following assignments are used as determined by the instructor: an article critique assignment in which the student identifies epidemiologic study designs, assesses the merit of such studies (assess the article for concepts such as study rationale, hypothesis, results, strengths and weakness, and significance) or an outbreak investigation case study (applying epidemiological methods, analysis and interpretation of data). An additional course in which the Critical Thinking Competency is developed is HLTH 490 Research and Evaluation Strategies for Public Health through completion of a series of course lectures and assignments. HLTH 490 is designed to help students learn both qualitative and quantitative methods in public health research. It provides a theoretical foundation with a focus on pragmatic aspects of research methods. Throughout the course, students are required to use qualitative reasoning to support interpretation of quantitative phenomena and facts (e.g.: correlation vs. causation, population-based sampling vs. convenience sampling) and to back up qualitative statements by data analysis and quantitative evidence. A variety of critical thinking assignments are used to demonstrate achievement of this competency and include one or more of the following as determined by the instructor: a critique of readings, homework assignments, quizzes, exams and/or a research report. Evaluation of student performance is completed through rubrics specific to each assignment that are available to the students.

Evaluation of all assignments is completed by instructor assessment through use of an assignment specific rubric which is published in the course syllabus or made available on-line. The benchmark for demonstration of the Critical Thinking Competency is a student grade of 80% or higher on both designated assignments. If more than 20% of students for either assignment do not meet the threshold score of 80%, the faculty will examine and revise the method of critical thinking instruction.

**Form Originator:** COFFEY2, Rebecca Coffey **Date Form Created:** 3/9/2011

**Form Last Updated by:** COFFEY2, Rebecca Coffey **Date Form Last Updated:** 4/15/2011 **Form Number:** 3936

**Approval**

	4-11-11	 5/6/11
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee
	3/4/11	
Department Chair	Date	Chair, Graduate Curriculum Committee
	4/15/11	
Chair, College Curriculum Committee	Date	Provost
	4/15/11	 6/17/2011
College Dean	Date	President  6/17/2011


**Curriculum and Course Change System - General Education Checklist**

000006

**Major Name:** BA Science Teaching Physics

**Specific General Education Requirements**

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	X	..	..	..
Academic & Professional Development			X ED 105	..
Mathematics	..	X MTHSC 106	..	..
Natural Science with lab	..	X PHYS 122 and 124	..	..
Math or Natural Science	..	X CH 101	..	..
Arts & Humanities (Literature)	X	..	..	..
Arts & Humanities (Non-Literature)	X	..	..	..
Social Sciences	..	X HIST 122 or 124 AND GEOG 103	..	..
Cross-Cultural Awareness	..	X GEOG 103	..	..
Science and Tech. in Society	..	X HIST 122 or 124	..	..

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox: Oral communication competency is met in the following ways:

- 1) Taking one of the oral communication classes from the general education selection of classes.
- 2) EDSEC 327 and 427 where students are required to present and critique science lessons.
- 3) And, finally EDSEC 447 and 457 require that students regularly and competently communicate with mentor teachers, university supervisors, school administration, parents, and secondary level students.

Generally speaking, their competency is reflected in the course grades earned in each of the referenced classes. In the communication course, satisfactorily completing oral communication assignments are the key assessments for the course grade. In the junior and senior level course, assessments begin to track competency through formative assessments that allow students to interact with secondary level students at the class and individual (tutoring) level. In student teaching, a significant portion of the student teaching final rubric necessitates that students are competent in clearly conveying instruction and interacting at a personal level with students and mentors.

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** 1. ED 105: Class meeting on Professional Ethics

2. EDF 301: Students examine ethical dimensions of contemporary educational issues as well as demonstrate a capacity to participate in ethical deliberation.

3. EDF 302:

a. Bias and validity issues in testing (both teacher-made tests and standardized testing); case studies are used.

b. Consistency and fairness in classroom management (discipline), including reflection on future management style.

4. EDF 315: Discussion of laws and individual rights related to intellectual property and copyright of digital information

5. EDF 335

a. Prospective teachers learn how to structure a classroom and respond to students in ways that a) treat students with respect and without any favoritism, b) establish clear routines, rules and consequences in the classroom so that students feel secure and protected in the classroom (and thus are in the best position to learn), c) provide students full-time instruction, never putting students in the position of having to teach themselves without the guidance of the teacher.

b. Prospective teachers learn that they have an ethical obligation to know their subject matter, prepare for each class, and be committed to professional standards and institutional objectives. How measured: paper

6. EDSEC 427 (teaching methods), 447 (student teaching) and 457 (capstone seminar).

a. Preservice teachers are given guidelines for working with adolescent minors in the public schools as they approach their 45-hour clinical experiences requirement. This includes maintaining a professional attitude and demeanor, and avoiding any type of friendship or peer relationship with high school students, especially that of a social nature.

b. As students approach their student teaching they are given guidelines for legal and ethical responsibilities with the work they are to do with high school students.

Faculty that teach relevant courses will use evaluation data to make needed course revisions that will increase students' Ethical Judgment Integration competency.

**Communication Integration Plan - Address competencies, implementation, and assessment:** Communications Integration permeates the entire dual major in both Physics and Secondary Education—Physics. Teacher candidates complete the general oral communications competencies through university approved general education required oral communications class. Students learn to write and communicate critically and clearly about science concepts and educational issues as they write for various audiences within their upper level courses, EDSEC 327 (the Junior Practicum in Secondary Science Education), EDSEC 427 (Teaching Secondary Science), EDSEC 457 (Secondary Science Capstone Seminar) and BIOSC 482 (Advanced Laboratory Techniques). In each EDSEC course, students write and present their work among their peers and professors through written and oral presentations. For example, during the EDSEC 427 semester, students regularly present, observe, critique, science lessons that they and/or their peers have taught. During this semester and during student teaching, students are also asked to create unit plans, which require writing, teaching, and then reflecting over the lesson plans. During the EDSEC 457 Capstone course students are asked to collect various assessments they conducted during their student-teaching internship and write reflections on how their instruction has led to student learning and growth. All the aforementioned requirements align with our requirements needed for NCATE accreditation in science. Finally, one of the culminating activities of the

003007

seminar capstone is for students to present their teaching portfolio, which is aligned to the ADEPT certification process, to their university supervisor and mentor teacher.

Faculty that teach relevant courses will use evaluation data to make needed course revisions that will increase students' Communication competency.

- Critical Thinking Integration Plan - Address competencies, implementation, and assessment:**
1. ED 105: Developing reflective writing skills
  2. EDF 301: Students critically examine contemporary controversial educational issues such as religion in the schools; socioeconomic status and educational opportunity; race, ethnicity, gender and educational opportunity; and current educational reform efforts. In the process, students (1) summarize, analyze, and evaluate text, (2) acquire and analyze information to determine its quality and utility and (3) Recognize parallels between and among disciplines foundational to educational studies and apply knowledge, skills, or abilities derived from those disciplines.
  3. EDF 302
    - a. Integration of theories of learning, motivation, classroom management, and assessment.
    - b. Analyze classroom-based case studies for problems and possible solutions (with justification).
  4. EDF 315
    - a. Textual and graphic info from web chosen for quality and utility within WebQuest assignment
    - b. Peer evaluation of quality and utility of student-produced videos using a provided rubric.
    - c. Determination of usability of digital photos based on quality, size, and other characteristics that affect usability.
  5. EDF 335
 

Prospective teachers learn that the key to "critical thinking" is thorough and well-integrated factual knowledge about one's discipline. Specifically, they learn that current research in cognitive psychology (e.g. Anderson, 1996) shows that we build procedural knowledge from declarative knowledge. Later- and with repetition and practice --the procedural knowledge may be encoded as factual knowledge and become a building block for new procedural knowledge.
  6. EDSEC 427 Science Teaching Methods
 

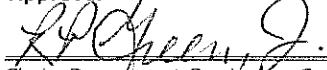
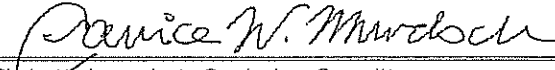
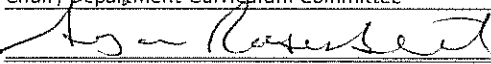
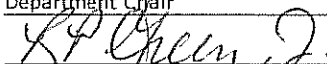

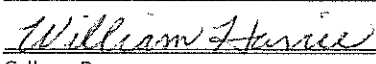

Preservice science teachers conduct critical analyses of current instructional science teaching practices and those recommended by the research on effective learning. They also conduct critical analyses of advantages and disadvantages of model science teaching lessons used by the instructor.
  7. EDSEC 457 Secondary Science Capstone Seminar
 

As preservice science teachers assemble their final portfolio, they reflect on their career development and propose a path for their personal professional development.
  8. Within the science courses that students take in this program, the scientific processes, which involve formulating questions, making hypotheses, gathering data, analyzing data, and making conclusions, are key components.

Faculty that teach relevant courses will use evaluation data to make needed course revisions that will increase students' Critical Thinking competency.

**Form Originator:** MARSHA9, Jeff Marshall **Date Form Created:** 10/26/2010  
**Form Last Updated by:** MARSHA9, Jeff Marshall **Date Form Last Updated:** 12/7/2010 **Form Number:** 3587

**Approval**

	12/7/10		3/4/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	1/4/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	2/2/11		5/18/11
Chair, College Curriculum Committee	Date	Provost	Date
	2/11/11		5/19/11
College Dean	Date	President	Date

CLEMSON UNIVERSITY  
SCIENCE TEACHING—PHYSICS  
BACHELOR OF ARTS

000008

**PROPOSED CURRICULUM PLAN 2012-13**

**FRESHMAN YEAR**

<u>Fall Semester</u>		<u>Spring Semester</u>	
CH 101 General Chemistry	4	CH 102 General Chemistry	4
MTHSC 106 Calculus of One Variable I	4	Arts and Humanities (Non-Lit.) Requirement <sup>2</sup>	3
ASTR 105 Physics of the universe	3	MTHSC 108 Calculus of One Variable II	4
ENGL 103 Accelerated Composition	3	PHYS 122 Physics with Calculus I	3
Foreign Language <sup>1</sup>	<u>3</u>	PHYS 124 Physics with Calculus II Lab	1
Total Semester Hrs.	17	Foreign Language <sup>1</sup>	<u>3</u>
		Total Semester Hrs	18

**SOPHOMORE YEAR**

<u>Fall Semester</u>		<u>Spring Semester</u>	
MTHSC 206 Calculus of Several Variables	4	MTHSC 208 Ord. Diff Eq	4
PHYS 221 with Calculus II	3	PHYS 222 Physics with Calculus III	3
PHYS 223 with Calculus II Lab.	1	PHYS 224 Physics Lab III	1
ED 105 Orientation to Education	2	ED F 301 Principles of American Education	3
HIST 122 or 124 <sup>3</sup>	3	BIOL 111/ (104/106) Principles of Biology II	<u>5/4</u>
BIOL 110/ (103/105) Principles of Biology I	<u>5/4</u>	Total Semester Hrs.	15/16
Total Semester Hrs.	17/18		

**JUNIOR YEAR**

<u>Fall Semester</u>		<u>Spring Semester</u>	
EDSEC 327 Practicum in Secondary Science	3	ED F 302 Educational Psychology	3
CH 331 Physical Chemistry	3	ED F 335 Adolescent Growth & Development	3
MTHSC 434 or PHYS 311	3	PHYS 441 Electromagnetics I	3
PHYS 321 Mechanics I	3	Oral Communication Requirement <sup>4</sup>	3
PHYS 325 Modern Lab	3	BIOSC 482 Laboratory Tech. for Teaching Sci.	<u>3</u>
ED F 315 Tech Skills for Learning	<u>1</u>	Total Semester Hrs.	15
Total Semester Hrs.	16		

**SENIOR YEAR**

<u>Fall Semester</u>		<u>Spring Semester</u>	
EDSEC 427 Teaching Secondary Science <sup>5</sup>	3	ED SP 370 Introduction to Special Education	3
READ 498 Secondary Content Area Reading <sup>5</sup>	3	EDSEC 447 Teaching Intern. in Sec. Sci. <sup>8</sup>	9
GEOG 103 <sup>6</sup>	3	EDSEC 457 Sec. Science Capstone Sem. <sup>8</sup>	<u>3</u>
Arts and Humanities (Literature) Requirement <sup>7</sup>	3	Total Semester Hrs.	15
PHYS 455 Quantum Mechanics I	<u>3</u>		
Total Semester Hrs.	15	<b>TOTAL HOURS—128-130</b>	

<sup>1</sup> Two Semesters (through 202) in any modern foreign language or American Sign Language are required.

<sup>2</sup> See General Education Requirements.

<sup>3</sup> Any course(s) that satisfy BOTH a Social Science and an STS General Education Requirement also accepted.

<sup>4</sup> See General Education Requirements.

<sup>5</sup> To be taken the semester prior to EDSEC 447 and 457; EDSEC 427 and READ 498 must be taken concurrently

<sup>6</sup> Any course(s) that satisfy BOTH a Social Science and a Cross-Cultural Awareness General Education Requirement also accepted.

<sup>7</sup> See General Education Requirements.

<sup>8</sup> EDSEC 447 and EDSEC 457 must be taken concurrently and are offered only during spring.


**Curriculum and Course Change System - General Education Checklist**
**Major Name:** BS Secondary Social Studies Education (Psychology)

**Specific General Education Requirements**

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with Lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

Distributed Competencies
<p>The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.</p>
<p><b>Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:</b> Students in the Secondary Social Studies Education (Psychology) program have a wide range of opportunities to gain the knowledge, skills and dispositions that Clemson University promotes through the Ethical Judgment Distributed Competency. In ED 105 - Orientation to Education, EDF 301 - Principles of American Education, EDF 302 - Educational Psychology, EDF 315 - Technology Skills for Learning and EDF 335 - Adolescent Growth and Development, students examine professional ethics in education, the ethical dimensions of contemporary issues in education, ethical issues involved with intellectual property rights and digital technology and the ethical treatment of students with different needs. During the EDSEC 458 - Senior Capstone Seminar, secondary social studies students are required to complete an Equitable Schools Project. In this project students must use ethical judgment to examine inequities in their student-teaching placement and comprise a list of resources to help develop solutions for change through their teaching. Students earn a letter grade for this assignment. As part of the EDSEC 448 - Student-Teaching Internship, offered during the same semester, candidates must also pass a series of performance standards based on South Carolina's ADEPT teacher training requirements. Three ADEPT Performance Standards assess candidates' ethical judgment: 1) APS 4 asks teachers to maintain high expectations for all students' participation and learning in the classroom, 2) APS 8 evaluates a candidates ability to create safe physical environments for learning and 3) APS 10 addresses issues of professionalism that require student-teachers serve as advocates for their students and exhibit professional demeanor and behavior. Candidates can earn either a 1 = Unsatisfactory, 2 = Developing, or 3 = Proficient in each of these standards. The Equitable Schools Project and the ADEPT Performance Evaluations during student-teaching will serve as the two culminating assessments of candidates' ethical judgment prior to their graduation. 80% of all candidates should receive an A or B letter grade on this assignment and a 2 or 3 on APS 4, 8, and 10. If this bench mark is not achieved, faculty will use data to strengthen the ethics instruction throughout the Secondary Social Studies Program.</p>
<p><b>Communication Integration Plan - Address competencies, implementation, and assessment:</b> Communications Integration permeates the BS Secondary Social Studies Education (Psychology) Teacher candidates learn to write and communicate critically and clearly about historical and educational issues as they write for various audiences within their upper-level psychology and history courses, EDSEC 328 (the Junior Practicum in Secondary Social Studies Education), EDSEC 428 (Teaching Secondary Social Studies), EDSEC 458 (Secondary Social Studies Capstone Seminar) and EDSEC 448 (Secondary Social Studies Teaching Internship). In each EDSEC course students write and present their work among their peers and professors through written and oral presentations. During the EDSEC 428 - Senior Methods Course, the fall semester of their senior year, students are asked to participate in a microteaching activity. Students are video-recorded teaching a social studies lesson to their peers and are then required to write a reflection about this teaching exercise. Students are also asked to create unit plans which require writing lesson plans and lecture outlines, utilize technology to develop PowerPoint and GoogleEarth projects, and present final projects to their peers. Then upon completion of the EDSEC 448 - Student-Teaching Internship, students must present and reflect on artifacts to demonstrate their proficiency in all SC ADEPT performance standards for teaching. They present these portfolios orally to their student-teaching cooperating teachers and university supervisors. The Secondary Social Studies Education Program uses the Microteaching, Curriculum Unit and Student-Teaching Portfolio as benchmarks indicating students' level of communication. 80% of all candidates should receive an A or B letter grade on the Microteaching and Curriculum Unit assignments and a 2 or 3 (developing or proficient respectively) on components of the student-teaching portfolio. If this bench mark is not achieved, faculty will use data to strengthen students' communicative abilities throughout the Secondary Social Studies Program.</p>
<p><b>Critical Thinking Integration Plan - Address competencies, implementation, and assessment:</b> Students in the Secondary Social Studies Education (Psychology) program have a wide range of opportunities to develop, practice, and display critical thinking skills. In ED 105 - Orientation to Education, EDF 301 - Principles of American Education, EDF 302 - Educational Psychology, EDF 315 - Technology Skills for Learning and EDF 335 - Adolescent Growth and Development, students examine historical issues, summarize, analyze and evaluate texts, analyze classroom-based case studies, evaluate technological resources, and apply educational theory to examples from professional practice. During the 428 - Senior Methods Course, pre-service social studies teachers develop a comprehensive curriculum unit with 5-7 lesson plans for instruction. Through these projects, students conduct critical analyses of current instructional social studies teaching practices</p>

000055



## Curriculum and Course Change System - General Education Checklist

Major Name: BS Secondary Social Studies Education (Psychology)

## Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** Students in the Secondary Social Studies Education (Psychology) program have a wide range of opportunities to gain the knowledge, skills and dispositions that Clemson University promotes through the Ethical Judgment Distributed Competency. In ED 105 - Orientation to Education, EDF 301 - Principles of American Education, EDF 302 - Educational Psychology, EDF 315 - Technology Skills for Learning and EDF 335 - Adolescent Growth and Development, students examine professional ethics in education, the ethical dimensions of contemporary issues in education, ethical issues involved with intellectual property rights and digital technology and the ethical treatment of students with different needs. During the EDSEC 458 - Senior Capstone Seminar, secondary social studies students are required to complete an Equitable Schools Project. In this project students must use ethical judgment to examine inequities in their student-teaching placement and compile a list of resources to help develop solutions for change through their teaching. Students earn a letter grade for this assignment. As part of the EDSEC 448 - Student-Teaching Internship, offered during the same semester, candidates must also pass a series of performance standards based on South Carolina's ADEPT teacher training requirements. Three ADEPT Performance Standards assess candidates' ethical judgment: 1) APS 4 asks teachers to maintain high expectations for all students' participation and learning in the classroom, 2) APS 8 evaluates a candidate's ability to create safe physical environments for learning and 3) APS 10 addresses issues of professionalism that require student-teachers serve as advocates for their students and exhibit professional demeanor and behavior. Candidates can earn either a 1 = Unsatisfactory, 2 = Developing, or 3 = Proficient in each of these standards. The Equitable Schools Project and the ADEPT Performance Evaluations during student-teaching will serve as the two culminating assessments of candidates' ethical judgment prior to their graduation. 80% of all candidates should receive an A or B letter grade on this assignment and a 2 or 3 on APS 4, 8, and 10. If this benchmark is not achieved, faculty will use data to strengthen the ethics instruction throughout the Secondary Social Studies Program.

**Communication Integration Plan - Address competencies, implementation, and assessment:** Communications Integration permeates the BS Secondary Social Studies Education (Psychology) Teacher candidates learn to write and communicate critically and clearly about historical and educational issues as they write for various audiences within their upper-level psychology and history courses, EDSEC 328 (the Junior Practicum in Secondary Social Studies Education), EDSEC 428 (Teaching Secondary Social Studies), EDSEC 458 (Secondary Social Studies Capstone Seminar) and EDSEC 448 (Secondary Social Studies Teaching Internship). In each EDSEC course students write and present their work among their peers and professors through written and oral presentations. During the EDSEC 428 - Senior Methods Course, the fall semester of their senior year, students are asked to participate in a microteaching activity. Students are video-recorded teaching a social studies lesson to their peers and are then required to write a reflection about this teaching exercise. Students are also asked to create unit plans which require writing lesson plans and lecture outlines, utilize technology to develop PowerPoint and GoogleEarth projects, and present final projects to their peers. Then upon completion of the EDSEC 448 - Student-Teaching Internship, students must present and reflect on artifacts to demonstrate their proficiency in all SC ADEPT performance standards for teaching. They present these portfolios orally to their student-teaching cooperating teachers and university supervisors. The Secondary Social Studies Education Program uses the Microteaching, Curriculum Unit and Student-Teaching Portfolio as benchmarks indicating students' level of communication. 80% of all candidates should receive an A or B letter grade on the Microteaching and Curriculum Unit assignments and a 2 or 3 (developing or proficient respectfully) on components of the student-teaching portfolio. If this benchmark is not achieved, faculty will use data to strengthen students' communicative abilities throughout the Secondary Social Studies Program.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** Students in the Secondary Social Studies Education (Psychology) program have a wide range of opportunities to develop, practice, and display critical thinking skills. In ED 105 - Orientation to Education, EDF 301 - Principles of American Education, EDF 302 - Educational Psychology, EDF 315 - Technology Skills for Learning and EDF 335 - Adolescent Growth and Development, students examine historical issues, summarize, analyze and evaluate texts, analyze classroom-based case studies, evaluate technological resources, and apply educational theory to examples from professional practice. During the 428 - Senior Methods Course, pre-service social studies teachers develop a comprehensive curriculum unit with 5-7 lesson plans for instruction. Through these projects, students conduct critical analyses of current instructional social studies teaching practices

and those recommended by the research on effective learning. They also conduct critical analyses of advantages and disadvantages of model social studies teaching lessons used by the instructor and their peers. The curriculum unit assignment assesses students' ability to utilize the knowledge they gained throughout the program, in regards to learning-styles, curriculum development, instructional strategies, and assessment. Students earn a letter grade for this assignment based on a rubric evaluating the different aspects of curriculum development. Then during EDSEC 448 - Student-Teaching Internship, students must submit one additional curriculum unit they developed and incorporated into their student-teaching placement. The student-teaching portfolio is assessed along SC ADEPT Performance Standards rubric; 1 = Unsatisfactory, 2 = Developing, and 3 = Proficient.

The Secondary Social Studies Education Program uses the Curriculum Unit and Student-Teaching Portfolio as benchmarks indicating students' ability to demonstrate critical thinking skills. 80% of all candidates should receive an A or B letter grade on the Curriculum Unit assignment during the EDSEC 428 Course and a 2 or 3 (developing or proficient respectfully) on the Curriculum Unit submitted during student-teaching. If this bench mark is not achieved, faculty will use data to provide opportunities for students to strengthen their critical thinking skills throughout the Secondary Social Studies Program.

**Form Originator:** SAMATHE, Sarah Mathews **Date Form Created:** 2/19/2011  
**Form Last Updated by:** SAMATHE, Sarah Mathews **Date Form Last Updated:** 3/10/2011 **Form Number:** 3814

Approval

<i>R.P. Green, Jr.</i>	2/18/11	<i>Darice W. Murdoch</i>	4/11/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Anna Rose...</i>	2/18/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>R.P. Green, Jr.</i>	3/2/11	<i>James O. Helms</i>	5/18/11
Chair, College Curriculum Committee	Date	Provost	Date
<i>William Horne</i>	3/15/11	<i>James O. Helms</i>	5/19/11
College Dean	Date	President	Date



Curriculum and Course Change System - General Education Checklist

Major Name: BS Secondary Social Studies Education (Sociology)

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

Distributed Competencies
<p>The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.</p>
<p><b>Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:</b> Students in the Secondary Social Studies Education (Political Science) program have a wide range of opportunities to gain the knowledge, skills and dispositions that Clemson University promotes through the Ethical Judgment Distributed Competency. In ED 105 - Orientation to Education, EDF 301 - Principles of American Education, EDF 302 - Educational Psychology, EDF 315 - Technology Skills for Learning and EDF 335 - Adolescent Growth and Development, students examine professional ethics in education, the ethical dimensions of contemporary issues in education, ethical issues involved with intellectual property rights and digital technology and the ethical treatment of students with different needs. During the EDSEC 458 - Senior Capstone Seminar, secondary social studies students are required to complete an Equitable Schools Project. In this project students must use ethical judgment to examine inequities in their student-teaching placement and comprise a list of resources to help develop solutions for change through their teaching. Students earn a letter grade for this assignment. As part of the EDSEC 448 - Student-Teaching Internship, offered during the same semester, candidates must also pass a series of performance standards based on South Carolina's ADEPT teacher training requirements. Three ADEPT Performance Standards assess candidates' ethical judgment: 1) APS 4 asks teachers to maintain high expectations for all students' participation and learning in the classroom, 2) APS 8 evaluates a candidates ability to create safe physical environments for learning and 3) APS 10 addresses issues of professionalism that require student-teachers serve as advocates for their students and exhibit professional demeanor and behavior. Candidates can earn either a 1 = Unsatisfactory, 2 = Developing, or 3 = Proficient in each of these standards. The Equitable Schools Project and the ADEPT Performance Evaluations during student-teaching will serve as the two culminating assessments of candidates' ethical judgment prior to their graduation. 80% of all candidates should receive an A or B letter grade on this assignment and a 2 or 3 on APS 4, 8, and 10. If this bench mark is not achieved, faculty will use data to strengthen the ethics instruction throughout the Secondary Social Studies Program.</p>
<p><b>Communication Integration Plan - Address competencies, implementation, and assessment:</b> Communications Integration permeates the BS Secondary Social Studies Education (Political Science) Teacher candidates learn to write and communicate critically and clearly about historical and educational issues as they write for various audiences within their upper-level political science and history courses, EDSEC 328 (the Junior Practicum in Secondary Social Studies Education), EDSEC 428 (Teaching Secondary Social Studies), EDSEC 458 (Secondary Social Studies Capstone Seminar) and EDSEC 448 (Secondary Social Studies Teaching Internship). In each EDSEC course students write and present their work among their peers and professors through written and oral presentations. During the EDSEC 428 - Senior Methods Course, the fall semester of their senior year, students are asked to participate in a microteaching activity. Students are video-recorded teaching a social studies lesson to their peers and are then required to write a reflection about this teaching exercise. Students are also asked to create unit plans which require writing lesson plans and lecture outlines, utilize technology to develop PowerPoint and GoogleEarth projects, and present final projects to their peers. Then upon completion of the EDSEC 448 - Student-Teaching Internship, students must present and reflect on artifacts to demonstrate their proficiency in all SC ADEPT performance standards for teaching. They present these portfolios orally to their student-teaching cooperating teachers and university supervisors. The Secondary Social Studies Education Program uses the Microteaching, Curriculum Unit and Student-Teaching Portfolio as benchmarks indicating students' level of communication. 80% of all candidates should receive an A or B letter grade on the Microteaching and Curriculum Unit assignments and a 2 or 3 (developing or proficient respectively) on components of the student-teaching portfolio. If this bench mark is not achieved, faculty will use data to strengthen students' communicative abilities throughout the Secondary Social Studies Program.</p>
<p><b>Critical Thinking Integration Plan - Address competencies, implementation, and assessment:</b> Students in the Secondary Social Studies Education (Political Science) program have a wide range of opportunities to develop, practice, and display critical thinking skills. In ED 105 - Orientation to Education, EDF 301 - Principles of American Education, EDF 302 - Educational Psychology, EDF 315 - Technology Skills for Learning and EDF 335 - Adolescent Growth and Development, students examine historical issues, summarize, analyze and evaluate texts, analyze classroom-based case studies, evaluate technological resources, and apply educational theory to examples from professional practice. During the 428 - Senior Methods Course, pre-service social studies teachers develop a comprehensive curriculum unit with 5-7 lesson plans for instruction. Through these projects, students conduct critical analyses of current instructional social studies teaching practices</p>



CLEMSON

UNIVERSITY

## Curriculum and Course Change System - General Education Checklist

000087

Major Name: BS Secondary Social Studies Education (Sociology)

## Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

Distributed Competencies
<p>The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.</p>
<p><b>Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:</b> Students in the Secondary Social Studies Education (Political Science) program have a wide range of opportunities to gain the knowledge, skills and dispositions that Clemson University promotes through the Ethical Judgment Distributed Competency. In ED 105 - Orientation to Education, EDF 301 - Principles of American Education, EDF 302 - Educational Psychology, EDF 315 - Technology Skills for Learning and EDF 335 - Adolescent Growth and Development, students examine professional ethics in education, the ethical dimensions of contemporary issues in education, ethical issues involved with intellectual property rights and digital technology and the ethical treatment of students with different needs. During the EDSEC 458 - Senior Capstone Seminar, secondary social studies students are required to complete an Equitable Schools Project. In this project students must use ethical judgment to examine inequities in their student-teaching placement and comprise a list of resources to help develop solutions for change through their teaching. Students earn a letter grade for this assignment. As part of the EDSEC 448 - Student-Teaching Internship, offered during the same semester, candidates must also pass a series of performance standards based on South Carolina's ADEPT teacher training requirements. Three ADEPT Performance Standards assess candidates' ethical judgment: 1) APS 4 asks teachers to maintain high expectations for all students' participation and learning in the classroom, 2) APS 8 evaluates a candidates ability to create safe physical environments for learning and 3) APS 10 addresses issues of professionalism that require student-teachers serve as advocates for their students and exhibit professional demeanor and behavior. Candidates can earn either a 1 = Unsatisfactory, 2 = Developing, or 3 = Proficient in each of these standards. The Equitable Schools Project and the ADEPT Performance Evaluations during student-teaching will serve as the two culminating assessments of candidates' ethical judgment prior to their graduation. 80% of all candidates should receive an A or B letter grade on this assignment and a 2 or 3 on APS 4, 8, and 10. If this bench mark is not achieved, faculty will use data to strengthen the ethics instruction throughout the Secondary Social Studies Program.</p>
<p><b>Communication Integration Plan - Address competencies, implementation, and assessment:</b> Communications Integration permeates the BS Secondary Social Studies Education (Political Science) Teacher candidates learn to write and communicate critically and clearly about historical and educational issues as they write for various audiences within their upper-level political science and history courses, EDSEC 328 (the Junior Practicum in Secondary Social Studies Education), EDSEC 428 (Teaching Secondary Social Studies), EDSEC 458 (Secondary Social Studies Capstone Seminar) and EDSEC 448 (Secondary Social Studies Teaching Internship). In each EDSEC course students write and present their work among their peers and professors through written and oral presentations. During the EDSEC 428 - Senior Methods Course, the fall semester of their senior year, students are asked to participate in a microteaching activity. Students are video-recorded teaching a social studies lesson to their peers and are then required to write a reflection about this teaching exercise. Students are also asked to create unit plans which require writing lesson plans and lecture outlines, utilize technology to develop PowerPoint and GoogleEarth projects, and present final projects to their peers. Then upon completion of the EDSEC 448 - Student-Teaching Internship, students must present and reflect on artifacts to demonstrate their proficiency in all SC ADEPT performance standards for teaching. They present these portfolios orally to their student-teaching cooperating teachers and university supervisors. The Secondary Social Studies Education Program uses the Microteaching, Curriculum Unit and Student-Teaching Portfolio as benchmarks indicating students' level of communication. 80% of all candidates should receive an A or B letter grade on the Microteaching and Curriculum Unit assignments and a 2 or 3 (developing or proficient respectfully) on components of the student-teaching portfolio. If this bench mark is not achieved, faculty will use data to strengthen students' communicative abilities throughout the Secondary Social Studies Program.</p>
<p><b>Critical Thinking Integration Plan - Address competencies, implementation, and assessment:</b> Students in the Secondary Social Studies Education (Political Science) program have a wide range of opportunities to develop, practice, and display critical thinking skills. In ED 105 - Orientation to Education, EDF 301 - Principles of American Education, EDF 302 - Educational Psychology, EDF 315 - Technology Skills for Learning and EDF 335 - Adolescent Growth and Development, students examine historical issues, summarize, analyze and evaluate texts, analyze classroom-based case studies, evaluate technological resources, and apply educational theory to examples from professional practice. During the 428 - Senior Methods Course, pre-service social studies teachers develop a comprehensive curriculum unit with 5-7 lesson plans for instruction. Through these projects, students conduct critical analyses of current instructional social studies teaching practices</p>

000088

and those recommended by the research on effective learning. They also conduct critical analyses of advantages and disadvantages of model social studies teaching lessons used by the instructor and their peers. The curriculum unit assignment assesses students' ability to utilize the knowledge they gained throughout the program, in regards to learning-styles, curriculum development, instructional strategies, and assessment. Students earn a letter grade for this assignment based on a rubric evaluating the different aspects of curriculum development. Then during EDSEC 448 - Student-Teaching Internship, students must submit one additional curriculum unit they developed and incorporated into their student-teaching placement. The student-teaching portfolio is assessed along SC ADEPT Performance Standards rubric; 1 = Unsatisfactory, 2 = Developing, and 3 = Proficient.

The Secondary Social Studies Education Program uses the Curriculum Unit and Student-Teaching Portfolio as benchmarks indicating students' ability to demonstrate critical thinking skills. 80% of all candidates should receive an A or B letter grade on the Curriculum Unit assignment during the EDSEC 428 Course and a 2 or 3 (developing or proficient respectfully) on the Curriculum Unit submitted during student-teaching. If this bench mark is not achieved, faculty will use data to provide opportunities for students to strengthen their critical thinking skills throughout the Secondary Social Studies Program.

**Form Originator:** SAMATHE, Sarah Mathews **Date Form Created:** 2/19/2011

**Form Last Updated by:** SAMATHE, Sarah Mathews **Date Form Last Updated:** 3/10/2011 **Form Number:** 3815

**Approval**

<i>Kyle Green, Jr.</i>	2/8/11	<i>Janice W. Murdoch</i>	4/1/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Ann Rasmussen</i>	2/18/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>Kyle Green, Jr.</i>	3/2/11	<i>Ann Rasmussen</i>	5/18/11
Chair, College Curriculum Committee	Date	Provost	Date
<i>William Horrie</i>	3/15/11	<i>John O. ...</i>	5/19/11
College Dean	Date	President	Date



Curriculum and Course Change System - General Education Checklist

000089

Major Name: Special Education

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** In EDSP 498, which occurs during the spring semester of the senior year and is a semester-long student teaching experience, candidates demonstrate ethical judgment throughout the semester with regard to confidentiality of information related to individuals with disabilities, effective and ethical practice in identifying and implementing research-based interventions appropriate for the learners' individual and unique needs. Candidates' proficiency in ethical judgment is documented and rated in the Final Student Teaching Summary. The University Supervisor and the Mentor Teacher collaborate to rate candidates' performance across the student teaching semester. Candidates' performance is scored across 10 performance standards all of which require ethical judgment; however one performance standard, Planning Assessments and Using Data, specifically measures candidates' ethical judgment. Candidates are required to develop/select and administer appropriate assessments to document performance for individuals with disabilities. They must analyze and use the assessment data to guide planning and instruction for their learners. They use data from the assessments to assign grades and they must treat all assessment information confidentially. Candidates may earn a total score of 102 points on the Final Student Teaching Summary while the Planning Assessments and Using Data performance standard accounts for 9 points of the total. Faculty examines candidates' performance across each of the performance standards as well as their overall performance. Candidate scores of 5 or less on the Planning Assessments and Using Data performance standard are rated as unsatisfactory. Our faculty monitors the results of the Final Student Teaching Summary for all candidates to determine whether programmatic changes are needed to provide further instruction/opportunities for candidates to develop ethical judgment competencies. If 20% of candidates perform at the Unacceptable level overall and specifically on the Planning Assessments and Using Data performance standard the Special Education faculty provide feedback to each candidate and make programmatic changes in key courses to provide additional instruction and opportunities to improve candidates' competence in ethical judgment.

**Communication Integration Plan - Address competencies, implementation, and assessment:** Teacher candidates in the Special Education major must demonstrate effective communication skills across various settings, situations, and persons. Candidates must be able to communicate effectively with students to provide effective instruction and with other professionals as they work students with disabilities. EDSP 498 Directed Teaching in Special Education requires candidates to complete an Electronic Portfolio and Oral Presentation. The E-Folio and Oral Presentation reflects the candidate's knowledge, skills, and dispositions across 10 state-level teaching performance standards. Candidates include a reflection of their competence and growth in each of the 10 performance standards and provide artifacts that represent their skill in the particular performance standard. Their reflection should tie their skills, strengths, and areas of needed growth to the artifacts they chose to represent the particular performance standard(s). Candidates encapsulate their knowledge, skills, and dispositions across the performance standards in a formal 20-minute presentation followed by a 10-minute question/answer session during which candidates may be asked about any of the performance standards or artifacts included in the E-Folio. The E-Folio is scored according to criteria specified on the E-Folio and Oral Presentation Scoring Rubric. Criteria include organization and quality of writing within the E-Folio, representativeness of artifacts for each dimension, and evidence of reflection and self-evaluation within the document and in the oral presentation. Twenty percent of the candidate's score is dependent on the written document and the remaining 80% incorporates both the written and oral presentation of the information. Candidates are rated by faculty on their written and oral communication skills in this project which is the culmination of their entire program. Candidates may earn a total of 25 points for the E-Folio and Oral Presentation. Candidates scoring from 22-25 points receive a Target rating. Candidates scoring 18-21 points receive an Acceptable rating. Candidates scoring less than 18 points receive an Unacceptable rating. Our faculty monitors the results of the Electronic Portfolio and Oral Presentation assessment for all candidates to determine whether programmatic changes or additional instructional/practice opportunities are needed to ensure effective communication skills for all candidates. Candidates are provided individual feedback on their E-Folio and Oral Presentation, including areas of strengths and those in need of improvement. If 20% of candidates receive a rating of Unacceptable Special Education faculty provide additional instruction and opportunities to practice written and oral communication skills across special education coursework.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** During Fall semester of their senior year in EDSP 493, candidates demonstrate the ability to think critically through the Behavior Change Project. This project requires

candidates to identify a student's behavior that needs to be addressed, conduct a functional behavior assessment to identify the function (or what causes the learner to exhibit the behavior) of the behavior, identify an appropriate research-based intervention to address the behavior, determine an appropriate way to document the impact of the intervention on the behavior, and specify the need to change or continue the intervention. Candidates may earn a total of 50 points for the project. Candidates scoring from 46-50 points receive a Target rating. Candidates scoring from 37-45 receive an Acceptable rating. Candidates scoring less than 37 receive an Unacceptable rating. If 20% of candidates perform at the Unacceptable level the Special Education faculty will provide additional instruction and opportunities in key courses across the program to improve candidates' competence in critical thinking. Our faculty monitors the results of the Behavior Change Project assessment for all candidates to determine whether programmatic changes or additional instructional/practice opportunities are needed to ensure effective critical thinking skills for all candidates.

**Form Originator:** HODGE, Martha Hodge **Date Form Created:** 2/21/2011  
**Form Last Updated by:** HODGE, Martha Hodge **Date Form Last Updated:** 3/11/2011 **Form Number:** 3820

**Approval:**

<i>K. H. Green, J.</i>	2/8/11	<i>Janice W. Mawdsch</i>	4/1/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Ann Rosenthal</i>	2/18/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>K. H. Green, J.</i>	3/2/11	<i>Ann R. Helms</i>	5/19/11
Chair, College Curriculum Committee	Date	Provost	Date
<i>William Horne</i>	3/15/11	<i>James O. Holt</i>	5/19/11
College Dean	Date	President	Date

601058



## Curriculum and Course Change System - General Education Checklist

Major Name: BA Science Teaching Biological Sciences

## Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox: Oral communication competency is met in the following ways:

- 1) Taking one of the oral communication classes from the general education selection of classes.
- 2) EDSEC 327 and 427 where students are required to present and critique science lessons.
- 3) And, finally EDSEC 447 and 457 require that students regularly and competently communicate with mentor teachers, university supervisors, school administration, parents, and secondary level students.

Generally speaking, their competency is reflected in the course grades earned in each of the referenced classes. In the communication course, satisfactorily completing oral communication assignments are the key assessments for the course grade. In the junior and senior level course, assessments begin to track competency through formative assessments that allow students to interact with secondary level students at the class and individual (tutoring) level. In student teaching, a significant portion of the student teaching final rubric necessitates that students are competent in clearly conveying instruction and interacting at a personal level with students and mentors.

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** The Moore School of Education Conceptual Framework concerns ethical judgment under the Caring aspect. ED 105 has a class discussion on ethics. In EDSEC 427, students must demonstrate that they provide opportunities to learn. In EDF 302, bias and validity issues relative to testing are studied via case studies. In ED F 335, consistency and fairness are essential as students study classroom management, including reflecting on future management styles. Prospective teachers how to: a) treat students fairly and with respect, b) establish routines, rules, and consequences to create a safe, secure classroom, and c) provide students with full-time instruction. Students learn that they have an ethical obligation to know their subject matter, prepare each class, and be committed to professional standards and institutional objectives. Finally, as part of EDSEC 447 and 457, students are required to demonstrate, via their portfolios, that they are capable of dealing ethically with all students. This portfolio includes their Philosophy of Education, which addresses ethical decisions.

On the final evaluation for their Student Teaching experience, all candidates are evaluated by the university supervisor and cooperating teacher on whether they are "committed to ethical and democratic dispositions including respecting the rights and responsibilities of all and recognizing diverse points of view." Each candidate is also evaluated as to whether he/she "acts in accord with the rights and responsibilities of all, is sensitive to developmental, social, and cultural differences, and encourages a democratic culture. Scores include 1 (Unsatisfactory), 2(Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Students who are not effective in this area cannot be successful as teachers, and thus would not be recommended for certification. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. Any student who is deemed Unsatisfactory in any area is counseled and given the opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSEC 327, 427, and 457, and make modifications to ensure that the area is addressed more fully.

**Communication Integration Plan - Address competencies, implementation, and assessment:** Communication is at the heart of effective teaching. In EDSEC 327, all students must compose and teach three lesson plans to middle school or high school students. In EDSEC 427, they create and teach in the schools at least three additional lessons as well as create a unit plan. During EDSEC 447, students create an additional unit plan that is taught during their student teaching. In addition, they must create a digital portfolio that is shared with the university supervisor and cooperating teacher. These few examples of many show the critical role that written and oral communication plays in the education of our students.


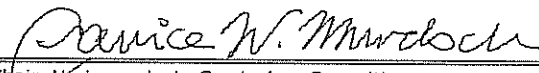
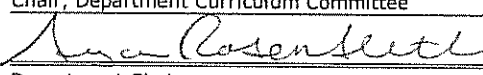
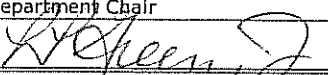
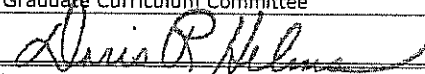
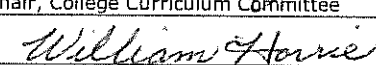
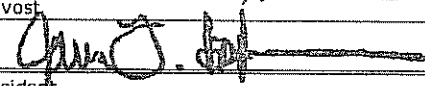
The culminating evaluation on effective communication is conducted jointly by the University Supervisor and the Cooperating Teacher at the conclusion of the student teaching semester. One specific item evaluates whether the 'candidate communicates effectively through a variety of representations (spoken, written, and digital).' Scores include 1 (Unsatisfactory), 2(Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Students who are not effective in this area cannot be successful as teachers, and thus would not be recommended for certification. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSEC 327, 427, and 457, and make modifications to ensure that we provide students adequate instruction, preparation, and experiences to improve their communication skills.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** Critical thinking is at the core of science education both from the perspective of the National Science Teachers Association and NCATE—our accrediting organizations. Specifically, inquiry-based instruction and nature of science are two of the eight foundational standards for science education according to

NSTA. Both of these standards can be attained through rigorous critical thinking. Within all science courses, these skills are emphasized, but EDSEC 327, 427, 457 have specific assignments that require students to prepare, teach, and then analyze instruction that facilitates critical thinking via inquiry and nature of science. In ED F 302, students integrate theories of learning, motivation, classroom management, and assessment. They also analyze classroom-based case studies for problems and possible solutions. In EDF 335, prospective teachers learn that the key to "critical thinking" is thorough and well-integrated factual knowledge about one's discipline. Critical thinking is further assessed via the PRAXIS II which tests students' knowledge and skills in science content. Student progress relative to critical thinking is assessed using the following scoring: 1 (Unsatisfactory), 2 (Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. Any student who is deemed Unsatisfactory in any area is counseled and given the opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSEC 327, 427, and 457, and make modifications to ensure that the area is addressed more fully. In measuring content knowledge, students who do not pass PRAXIS II according to the national cut score will likewise be counseled to help guide improvement. We are required to achieve at least an 80% pass rate on PRAXIS II with our students according to NCATE (our accreditation body). Therefore, if we ever earned below 80% for the pass rate, then we need to revisit the coursework, assignments, and instruction until this is corrected.

**Form Originator:** MARSHA9, Jeff Marshall **Date Form Created:** 1/31/2011  
**Form Last Updated by:** MARSHA9, Jeff Marshall **Date Form Last Updated:** 3/10/2011 **Form Number:** 3743

Approval

	3/8/11		4/1/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	2/8/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	3/2/11		5/18/11
Chair, College Curriculum Committee	Date	Provost	Date
	3/15/11		5/19/11
College Dean	Date	President	Date

000060



## Curriculum and Course Change System - General Education Checklist

Major Name: BS Science Teaching--Biological Sciences

## Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. In Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox: Oral communication competency is met in the following ways:

- 1) Taking one of the oral communication classes from the general education selection of classes.
- 2) EDSEC 327 and 427 where students are required to present and critique science lessons.
- 3) And, finally EDSEC 447 and 457 require that students regularly and competently communicate with mentor teachers, university supervisors, school administration, parents, and secondary level students.

Generally speaking, their competency is reflected in the course grades earned in each of the referenced classes. In the communication course, satisfactorily completing oral communication assignments are the key assessments for the course grade. In the junior and senior level course, assessments begin to track competency through formative assessments that allow students to interact with secondary level students at the class and individual (tutoring) level. In student teaching, a significant portion of the student teaching final rubric necessitates that students are competent in clearly conveying instruction and interacting at a personal level with students and mentors.

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** The Moore School of Education Conceptual Framework concerns ethical judgment under the Caring aspect. ED 105 has a class discussion on ethics. In EDSEC 427, students must demonstrate that they provide opportunities to learn. In EDF 302, bias and validity issues relative to testing are studied via case studies. In ED F 335, consistency and fairness are essential as students study classroom management, including reflecting on future management styles. Prospective teachers how to: a) treat students fairly and with respect, b) establish routines, rules, and consequences to create a safe, secure classroom, and c) provide students with full-time instruction. Students learn that they have an ethical obligation to know their subject matter, prepare each class, and be committed to professional standards and institutional objectives. Finally, as part of EDSEC 447 and 457, students are required to demonstrate, via their portfolios, that they are capable of dealing ethically with all students. This portfolio includes their Philosophy of Education, which addresses ethical decisions.

On the final evaluation for their Student Teaching experience, all candidates are evaluated by the university supervisor and cooperating teacher on whether they are "committed to ethical and democratic dispositions including respecting the rights and responsibilities of all and recognizing diverse points of view." Each candidate is also evaluated at to whether he/she "acts in accord with the rights and responsibilities of all, is sensitive to developmental, social, and cultural differences, and encourages a democratic culture. Scores include 1 (Unsatisfactory), 2(Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Students who are not effective in this area cannot be successful as teachers, and thus would not be recommended for certification. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. Any student who is deemed Unsatisfactory in any area is counseled and given the opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSEC 327, 427, and 457, and make modifications to ensure that the area is addressed more fully.

**Communication Integration Plan - Address competencies, implementation, and assessment:** Communication is at the heart of effective teaching. In EDSEC 327, all students must compose and teach three lesson plans to middle school or high school students. In EDSEC 427, they create and teach in the schools at least three additional lessons as well as create a unit plan. During EDSEC 447, students create an additional unit plan that is taught during their student teaching. In addition, they must create a digital portfolio that is shared with the university supervisor and cooperating teacher. These few examples of many show the critical role that written and oral communication plays in the education of our students.

The culminating evaluation on effective communication is conducted jointly by the University Supervisor and the Cooperating Teacher at the conclusion of the student teaching semester. One specific item evaluates whether the 'candidate communicates effectively through a variety of representations (spoken, written, and digital).' Scores include 1 (Unsatisfactory), 2(Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Students who are not effective in this area cannot be successful as teachers, and thus would not be recommended for certification. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSEC 327, 427, and 457, and make modifications to ensure that we provide students adequate instruction, preparation, and experiences to improve their communication skills.

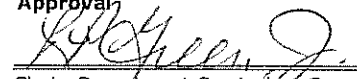
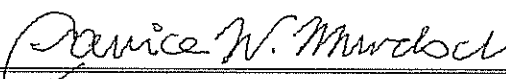

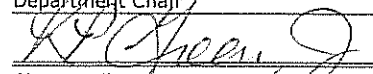

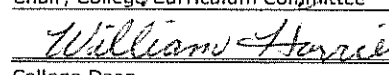

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** Critical thinking is at the core of science education both from the perspective of the National Science Teachers Association and NCATE—our accrediting organizations. Specifically, inquiry-based instruction and nature of science are two of the eight foundational standards for science education according to

0000032

NSTA. Both of these standards can be attained through rigorous critical thinking. Within all science courses, these skills are emphasized, but EDSEC 327, 427, 457 have specific assignments that require students to prepare, teach, and then analyze instruction that facilitates critical thinking via inquiry and nature of science. In ED F 302, students integrate theories of learning, motivation, classroom management, and assessment. They also analyze classroom-based case studies for problems and possible solutions. In EDF 335, prospective teachers learn that the key to "critical thinking" is thorough and well-integrated factual knowledge about one's discipline. Critical thinking is further assessed via the PRAXIS II which tests students' knowledge and skills in science content. Student progress relative to critical thinking is assessed using the following scoring: 1 (Unsatisfactory), 2 (Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. Any student who is deemed Unsatisfactory in any area is counseled and given the opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSEC 327, 427, and 457, and make modifications to ensure that the area is addressed more fully. In measuring content knowledge, students who do not pass PRAXIS II according to the national cut score will likewise be counseled to help guide improvement. We are required to achieve at least an 80% pass rate on PRAXIS II with our students according to NCATE (our accreditation body). Therefore, if we ever earned below 80% for the pass rate, then we need to revisit the coursework, assignments, and instruction until this is corrected.

**Form Originator:** MARSHA9, Jeff Marshall **Date Form Created:** 1/31/2011  
**Form Last Updated by:** MARSHA9, Jeff Marshall **Date Form Last Updated:** 3/10/2011 **Form Number:** 3742

Approval

	2/8/11		4/1/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	2/18/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	3/2/11		5/18/11
Chair, College Curriculum Committee	Date	Provost	Date
	3/15/11		5/19/11
College Dean	Date	President	Date





Curriculum and Course Change System - General Education Checklist

000066

Major Name: BA Elementary Education

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

Distributed Competencies

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** Students encounter many opportunities to explore Ethical Judgements during their time as an Elementary Education major, including: ED 105 (Professional Ethics), EDF 301 (Ethical Deliberation), EDF 302 (Ethics in Assessment), EDF 480 (Digital Ethics), and EDEL 401 (Professional Ethics). In EDEL 483: Directed Teaching in the Elementary Schools, students must demonstrate to both a 2nd-6th grade practicing teacher and a university supervisor that they can make pedagogical and instructional decisions that are fair to all students, are aware of and practice a code of professional ethics, and can evaluate the effects of professional decisions on students. Students submit a report entitled APS 10: Fulfilling Professional Responsibilities and are evaluated on a scale of 1-3: 1 Unsatisfactory; Does Not Meet Expectations, 2 Developing: Meets Expectations, and 3 Proficient Exceeds Expectations. If 80% of all students do not receive a 2 or 3 on the scale, faculty revise ethical content taught during student teaching and prior semesters.

**Communication Integration Plan - Address competencies, implementation, and assessment:** In EDF 334 (Service Learning Experiences), CTE 310 (Communication through the Arts), EDEL 321 (Communication Through Physical Activity) and EDF 425 (Communication Through Technology), Elementary Education students practice communication skills. In particular, in EDEL 488 Teaching Language Arts in the Elementary School, students create a Genre Unit, designed to help students develop communication proficiency in the six language arts: speaking, listening, reading, writing, viewing and visually representing. Students write and represent the genre unit using multigenre responses (print and electronic resources). These responses include, but, are not limited to: narratives, poems, visual and spoken representation, scripts, brochures, letters. The assignment is graded on a five point scale (5=A, 4=B, 3=C, 2=D, 1 and 0=F). If more than 25% of students receive a C or below on the assignment in any given semester, Elementary faculty will review communication instruction throughout the curriculum.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** Students work on Improving Critical Thinking many times throughout the curriculum; for example: ED 105 (Critical Writing Skills), ED 301 (Critical Analysis of Contemporary Education Issues), EDF 302 (Critical Analysis of Classroom Issues), and EDF 480 (Critical Evaluation of Electronic Sources). Specifically, in MATHSC 117, Math for Elementary Teachers I, students complete problem solving laboratory experiences in Mathematics. These Problem Solving Lab sets require intense critical thinking in Mathematics. Each student must turn in individual lab solutions which account for 25% of the final grade. If more than 25% of students receive a C or below on their total Problem Solving Lab scores, Elementary faculty will revisit critical thinking content taught during professional development semesters.

Form Originator: MJSPEAR, Melinda Spearman Date Form Created: 2/15/2011

Form Last Updated by: MJSPEAR, Melinda Spearman Date Form Last Updated: 3/11/2011 Form Number: 3804

Approval

	2/8/11		4/1/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	2/18/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	3/8/11		5/10/11
Chair, College Curriculum Committee	Date	Provost	Date
	3/15/11		5/19/11
College Dean	Date	President	Date


**Curriculum and Course Change System - General Education Checklist**

000062

**Major Name:** BA Science Teaching Chemistry

**Specific General Education Requirements**

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox: Oral communication competency is met in the following ways:

- 1) Taking CH 152 and 154.
- 2) EDEEC 327 and 427 where students are required to present and critique science lessons.
- 3) And, finally EDEEC 447 and 457 require that students regularly and competently communicate with mentor teachers, university supervisors, school administration, parents, and secondary level students.

Generally speaking, their competency is reflected in the course grades earned in each of the referenced classes. In the communication course, satisfactorily completing oral communication assignments are the key assessments for the course grade. In the junior and senior level course, assessments begin to track competency through formative assessments that allow students to interact with secondary level students at the class and individual (tutoring) level. In student teaching, a significant portion of the student teaching final rubric necessitates that students are competent in clearly conveying instruction and interacting at a personal level with students and mentors.

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** The Moore School of Education Conceptual Framework concerns ethical judgment under the Caring aspect. ED 105 has a class discussion on ethics. In EDEEC 427, students must demonstrate that they provide opportunities to learn. In EDF 302, bias and validity issues relative to testing are studied via case studies. In ED F 335, consistency and fairness are essential as students study classroom management, including reflecting on future management styles. Prospective teachers how to: a) treat students fairly and with respect, b) establish routines, rules, and consequences to create a safe, secure classroom, and c) provide students with full-time instruction. Students learn that they have an ethical obligation to know their subject matter, prepare each class, and be committed to professional standards and institutional objectives. Finally, as part of EDEEC 447 and 457, students are required to demonstrate, via their portfolios, that they are capable of dealing ethically with all students. This portfolio includes their Philosophy of Education, which addresses ethical decisions.

On the final evaluation for their Student Teaching experience, all candidates are evaluated by the university supervisor and cooperating teacher on whether they are "committed to ethical and democratic dispositions including respecting the rights and responsibilities of all and recognizing diverse points of view." Each candidate is also evaluated at to whether he/she "acts in accord with the rights and responsibilities of all, is sensitive to developmental, social, and cultural differences, and encourages a democratic culture. Scores include 1 (Unsatisfactory), 2(Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Students who are not effective in this area cannot be successful as teachers, and thus would not be recommended for certification. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. Any student who is deemed Unsatisfactory in any area is counseled and given the opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDEEC 327, 427, and 457, and make modifications to ensure that the area is addressed more fully.

**Communication Integration Plan - Address competencies, implementation, and assessment:** Communication is at the heart of effective teaching. In EDEEC 327, all students must compose and teach three lesson plans to middle school or high school students. In EDEEC 427, they create and teach in the schools at least three additional lessons as well as create a unit plan. During EDEEC 447, students create an additional unit plan that is taught during their student teaching. In addition, they must create a digital portfolio that is shared with the university supervisor and cooperating teacher. These few examples of many show the critical role that written and oral communication plays in the education of our students.

The culminating evaluation on effective communication is conducted jointly by the University Supervisor and the Cooperating Teacher at the conclusion of the student teaching semester. One specific item evaluates whether the 'candidate communicates effectively through a variety of representations (spoken, written, and digital).' Scores include 1 (Unsatisfactory), 2(Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Students who are not effective in this area cannot be successful as teachers, and thus would not be recommended for certification. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDEEC 327, 427, and 457, and make modifications to ensure that we provide students adequate instruction, preparation, and experiences to improve their communication skills.


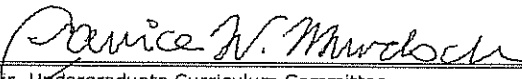
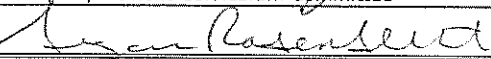
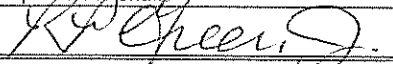

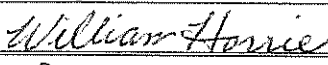
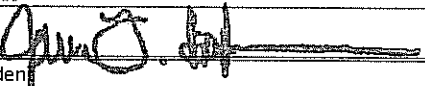
**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** Critical thinking is at the core of science education both from the perspective of the National Science Teachers Association and NCATE—our accrediting organizations. Specifically, Inquiry-based instruction and nature of science are two of the eight foundational standards for science education according to

NSTA. Both of these standards can be attained through rigorous critical thinking. Within all science courses, these skills are emphasized, but EDSEC 327, 427, 457 have specific assignments that require students to prepare, teach, and then analyze instruction that facilitates critical thinking via inquiry and nature of science. In ED F 302, students integrate theories of learning, motivation, classroom management, and assessment. They also analyze classroom-based case studies for problems and possible solutions. In EDF 335, prospective teachers learn that the key to "critical thinking" is thorough and well-integrated factual knowledge about one's discipline. Critical thinking is further assessed via the PRAXIS II which tests students' knowledge and skills in science content. Student progress relative to critical thinking is assessed using the following scoring: 1 (Unsatisfactory), 2 (Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. Any student who is deemed Unsatisfactory in any area is counseled and given the opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSEC 327, 427, and 457, and make modifications to ensure that the area is addressed more fully. In measuring content knowledge, students who do not pass PRAXIS II according to the national cut score will likewise be counseled to help guide improvement. We are required to achieve at least an 80% pass rate on PRAXIS II with our students according to NCATE (our accreditation body). Therefore, if we ever earned below 80% for the pass rate, then we need to revisit the coursework, assignments, and instruction until this is corrected.

**Form Originator:** MARSHA9, Jeff Marshall **Date Form Created:** 1/31/2011

**Form Last Updated by:** MARSHA9, Jeff Marshall **Date Form Last Updated:** 3/10/2011 **Form Number:** 3739

**Approval**

	2/3/11		4/1/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	2/18/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	3/2/11		5/18/11
Chair, College Curriculum Committee	Date	Provost	Date
	3/15/11		5/19/11
College Dean	Date	President	Date

000007



## Curriculum and Course Change System - General Education

## Checklist

Major Name: Secondary Education - Mathematics

## Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:**

The Eugene T. Moore School of Education Conceptual Framework concerns ethical judgment under the Caring umbrella. ED 105 has a class discussion on ethics. In addition, in EDSEC 426 as well as during the student internship, students must demonstrate that they provide opportunities for all to learn. In ED F 302, bias and validity issues in testing (both teacher-made tests and standardized testing) are studied, and case studies are used. In ED F 335, consistency and fairness are essential as students study classroom management, including reflection on future management styles. Prospective teachers learn how to structure a classroom and respond to students in ways that a) treat students with respect and without any favoritism, b) establish clear routines, rules and consequences in the classroom so that students feel secure and protected in the classroom, c) provide students full-time instruction, never putting students in the position of having to teach themselves without the guidance of the teacher. Prospective teachers also learn that they have an ethical obligation to know their subject matter, prepare for each class, and be committed to professional standards and institutional objectives. Finally, the capstone experiences for our majors, EDSEC 446 and 456, require our students to deal ethically with all of their high school students, support for which is provided in their required portfolios. During their internship, students develop their Philosophy of Education, which must, in part, address how they will make ethical decisions.

000068

On the Final Evaluation for their Student Teaching experience, all candidates are evaluated by their University Supervisor and cooperating teacher on whether they are "committed to ethical and democratic dispositions including respecting the rights and responsibilities of all and recognizing diverse points of view." Each candidate is also evaluated as to whether he/she "acts in accord with the rights and responsibilities of all, is sensitive to developmental, social, and cultural differences, and encourages a democratic culture." Scores include 1 (Unsatisfactory), 2 (Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates, and a score of unsatisfactory would likely result in the student not being recommended for teacher certification. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. Any student who is deemed Unsatisfactory in any area is counseled and given an opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly EDSEC 426 and EDSEC 456, and make modifications to ensure that the area is addressed more fully.

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**Communication Integration Plan - Address competencies, implementation, and assessment:** Communication is at the heart of effective teaching. In EDSEC 326, all students must compose two viable written lesson plans and teach them to middle school or high school students. In EDSEC 426, they devise additional lesson plans and a unit plan. During this course, they must teach an additional two lessons in the public schools. During EDSEC 446, students must create an additional written unit plan and teach it as part of their student teaching experience, during which they deliver multiple lessons. In addition, they must create a digital portfolio and present it effectively to their Cooperating Teacher and their university supervisor. These are just snapshots of the many times students must communicate effectively, both in written and oral form, in order to complete the program.

All of the items mentioned above are evaluated, and as students progress through the program, those who are viewed as ineffective communicators are advised to consider other programs of study. The culminating evaluation on effective communication is conducted jointly by the University Supervisor and the Cooperating Teacher at the conclusion of the student teaching semester. One specific item evaluates whether the "candidate communicates effectively through a variety of representations (spoken, written, and digital). Scores include 1 (Unsatisfactory), 2 (Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Students who are not effective in this area cannot be successful as teachers, and thus would not be recommended for certification. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. If we find that more than 10% of our students are rated Unsatisfactory in this area, we will make adjustments to EDSEC 326 and EDSEC 426 to ensure that we provide students adequate instruction, preparation, and experiences to improve their communication skills.

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**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** These areas are essential for a program in mathematics education. Reasoning and problem solving are core processes emphasized by the National Council of Teachers of Mathematics and are fundamental to our NCATE-approved secondary math programs. Within all mathematics courses, students are expected to reason logically and solve problems. These processes are also important to PHIL 102, Introduction to Logic. Discrete mathematics is steeped in reasoning, critical thinking, and problem solving. The discrete mathematics and statistics courses help students to 1) use numerical, graphical and analytic methods to solve problems, 2) state problems clearly, 3) approach problems from multiple directions, and 4) communicate mathematical ideas clearly. In ED F 302, students integrate theories of learning, motivation, classroom management, and assessment. Also, they analyze classroom-based case studies for problems and possible solutions. In ED F 335, prospective teachers learn that the key to "critical thinking" is thorough and well-integrated factual knowledge about one's discipline.



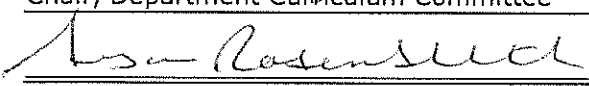
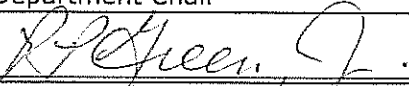
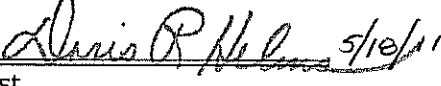

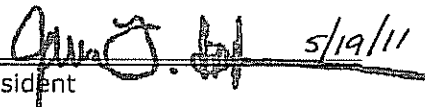
To ensure that students have developed proficiency in this area, we use as an artifact an algebra unit submitted in EDSEC 437, Technology in Secondary Mathematics, in which students solve problems, explain their reasoning behind their solutions, and identify the important standards

000069

that the problems address. Students who do not achieve at least 80% of the points on this unit are identified and then meet individually with the professor to ensure that they have the knowledge they need to succeed in their chosen profession. Additionally, all candidates must complete the General Mathematics Knowledge test of the Praxis II series and must have a passing score (as determined by the State Department of Education) to be recommended for teaching certification. In addition to the individual assistance provided to students, we monitor overall results. If more than 10% of our students do not achieve at least 80% on the algebra unit or fail the Praxis II test, we will modify EDSEC 226 to ensure that students are developing the critical thinking skills they need to be effective teachers. Our emphasis is placed in algebra as algebra not only provides a context where critical thinking is essential, but serves as both a cornerstone of secondary mathematics and a gateway to success for higher levels of mathematics.

**Form Originator:** BHORTON, Robert Horton **Date Form Created:** 1/20/2011  
**Form Last Updated by:** BHORTON, Robert Horton **Date Form Last Updated:** 3/9/2011 **Form Number:** 3708

**Approval**

	2/8/11	 4/11/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum
	2/18/11	
Department Chair	Date	Chair, Graduate Curriculum Corr
	3/2/11	 5/10/11
Chair, College Curriculum Committee	Date	Provost
	3/15/11	 5/19/11
College Dean	Date	President

000070


**Curriculum and Course Change System - General Education**
**Checklist**
**Major Name:** Mathematics Teaching

**Specific General Education Requirements**

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and**

**assessment:** The Eugene T. Moore School of Education Conceptual Framework concerns ethical judgment under the Caring umbrella. ED 105 has a class discussion on ethics. In addition, in EDSEC 426 as well as during the student internship, students must demonstrate that they provide opportunities for all to learn. In ED F 302, bias and validity issues in testing (both teacher-made tests and standardized testing) are studied, and case studies are used. In ED F 335, consistency and fairness are essential as students study classroom management, including reflection on future management styles. Prospective teachers learn how to structure a classroom and respond to students in ways that a) treat students with respect and without any favoritism, b) establish clear routines, rules and consequences in the classroom so that students feel secure and protected in the classroom, c) provide students full-time instruction, never putting students in the position of having to teach themselves without the guidance of the teacher. Prospective teachers also learn that they have an ethical obligation to know their subject matter, prepare for each class, and be committed to professional standards and institutional objectives. Finally, the capstone experiences for our majors, EDSEC 446 and 456, require our students to deal ethically with all of their high school students, support for which is provided in their required portfolios. During their internship, students develop their Philosophy of Education, which must, in part, address how they will make ethical decisions.

000071

On the Final Evaluation for their Student Teaching experience, all candidates are evaluated by their University Supervisor and cooperating teacher on whether they are "committed to ethical and democratic dispositions including respecting the rights and responsibilities of all and recognizing diverse points of view." Each candidate is also evaluated as to whether he/she "acts in accord with the rights and responsibilities of all, is sensitive to developmental, social, and cultural differences, and encourages a democratic culture." Scores include 1 (Unsatisfactory), 2 (Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates, and a score of unsatisfactory would likely result in the student not being recommended for teacher certification. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. Any student who is deemed Unsatisfactory in any area is counseled and given an opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly EDSEC 426 and EDSEC 456, and make modifications to ensure that the area is addressed more fully.

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**Communication Integration Plan - Address competencies, implementation, and assessment:** Communication is at the heart of effective teaching. In EDSEC 326, all students must compose two viable written lesson plans and teach them to middle school or high school students. In EDSEC 426, they devise additional lesson plans and a unit plan. During this course, they must teach an additional two lessons in the public schools. During EDSEC 446, students must create an additional written unit plan and teach it as part of their student teaching experience, during which they deliver multiple lessons. In addition, they must create a digital portfolio and present it effectively to their Cooperating Teacher and their university supervisor. These are just snapshots of the many times students must communicate effectively, both in written and oral form, in order to complete the program.

All of the items mentioned above are evaluated, and as students progress through the program, those who are viewed as ineffective communicators are advised to consider other programs of study. The culminating evaluation on effective communication is conducted jointly by the University Supervisor and the Cooperating Teacher at the conclusion of the student teaching semester. One specific item evaluates whether the "candidate communicates effectively through a variety of representations (spoken, written, and digital). Scores include 1 (Unsatisfactory), 2 (Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Students who are not effective in this area cannot be successful as teachers, and thus would not be recommended for certification. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. If we find that more than 10% of our students are rated Unsatisfactory in this area, we will make adjustments to EDSEC 326 and EDSEC 426 to ensure that we provide students adequate instruction, preparation, and experiences to improve their communication skills.

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**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** These areas are essential for a program in mathematics education. Reasoning and problem solving are core processes emphasized by the National Council of Teachers of Mathematics and are fundamental to our NCATE-approved secondary math programs. Within all mathematics courses, students are expected to reason logically and solve problems. These processes are also important to PHIL 102, Introduction to Logic. Discrete mathematics is steeped in reasoning, critical thinking, and problem solving. The discrete mathematics and statistics courses help students to 1) use numerical, graphical and analytic methods to solve problems, 2) state problems clearly, 3) approach problems from multiple directions, and 4) communicate mathematical ideas clearly. In ED F 302, students integrate theories of learning, motivation, classroom management, and assessment. Also, they analyze classroom-based case studies for problems and possible solutions. In ED F 335, prospective teachers learn that the key to "critical thinking" is thorough and well-integrated factual knowledge about one's discipline.

To ensure that students have developed proficiency in this area, we use as an artifact an algebra unit submitted in EDSEC 437, Technology in Secondary Mathematics, in which students solve problems, explain their reasoning behind their solutions, and identify the important standards






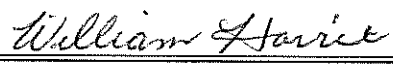
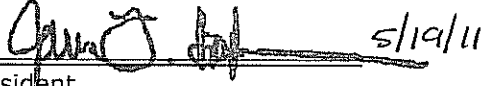


000072

that the problems address. Students who do not achieve at least 80% of the points on this unit are identified and then meet individually with the professor to ensure that they have the knowledge they need to succeed in their chosen profession. Additionally, all candidates must complete the General Mathematics Knowledge test of the Praxis II series and must have a passing score (as determined by the State Department of Education) to be recommended for teaching certification. In addition to the individual assistance provided to students, we monitor overall results. If more than 10% of our students do not achieve at least 80% on the algebra unit or fail the Praxis II test, we will modify EDSEC 226 to ensure that students are developing the critical thinking skills they need to be effective teachers. Our emphasis is placed in algebra as algebra not only provides a context where critical thinking is essential, but serves as both a cornerstone of secondary mathematics and a gateway to success for higher levels of mathematics.

**Form Originator:** BHORTON, Robert Horton **Date Form Created:** 1/20/2011  
**Form Last Updated by:** BHORTON, Robert Horton **Date Form Last Updated:** 3/9/2011 **Form Number:** 3706

**Approval**

	2/18/11	 5/18/11
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum
	2/18/11	
Department Chair	Date	Chair, Graduate Curriculum Corr
	3/2/11	 5/18/11
Chair, College Curriculum Committee	Date	Provost
	3/15/11	 5/19/11
College Dean	Date	President



## Curriculum and Course Change System - General Education Checklist

000079

Major Name: BA Science Teaching Physics

## Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox: Oral communication competency is met in the following ways:

- 1) Taking one of the oral communication classes from the general education selection of classes.
- 2) EDSEC 327 and 427 where students are required to present and critique science lessons.
- 3) And, finally EDSEC 447 and 457 require that students regularly and competently communicate with mentor teachers, university supervisors, school administration, parents, and secondary level students.

Generally speaking, their competency is reflected in the course grades earned in each of the referenced classes. In the communication course, satisfactorily completing oral communication assignments are the key assessments for the course grade. In the junior and senior level course, assessments begin to track competency through formative assessments that allow students to interact with secondary level students at the class and individual (tutoring) level. In student teaching, a significant portion of the student teaching final rubric necessitates that students are competent in clearly conveying instruction and interacting at a personal level with students and mentors.

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** The Moore School of Education Conceptual Framework concerns ethical judgment under the Caring aspect. ED 105 has a class discussion on ethics. In EDSEC 427, students must demonstrate that they provide opportunities to learn. In EDF 302, bias and validity issues relative to testing are studied via case studies. In ED F 335, consistency and fairness are essential as students study classroom management, including reflecting on future management styles. Prospective teachers how to: a) treat students fairly and with respect, b) establish routines, rules, and consequences to create a safe, secure classroom, and c) provide students with full-time instruction. Students learn that they have an ethical obligation to know their subject matter, prepare each class, and be committed to professional standards and institutional objectives. Finally, as part of EDSEC 447 and 457, students are required to demonstrate, via their portfolios, that they are capable of dealing ethically with all students. This portfolio includes their Philosophy of Education, which addresses ethical decisions.

On the final evaluation for their Student Teaching experience, all candidates are evaluated by the university supervisor and cooperating teacher on whether they are "committed to ethical and democratic dispositions including respecting the rights and responsibilities of all and recognizing diverse points of view." Each candidate is also evaluated as to whether he/she "acts in accord with the rights and responsibilities of all, is sensitive to developmental, social, and cultural differences, and encourages a democratic culture. Scores include 1 (Unsatisfactory), 2(Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Students who are not effective in this area cannot be successful as teachers, and thus would not be recommended for certification. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. Any student who is deemed Unsatisfactory in any area is counseled and given the opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSEC 327, 427, and 457, and make modifications to ensure that the area is addressed more fully.

**Communication Integration Plan - Address competencies, implementation, and assessment:** Communication is at the heart of effective teaching. In EDSEC 327, all students must compose and teach three lesson plans to middle school or high school students. In EDSEC 427, they create and teach in the schools at least three additional lessons as well as create a unit plan. During EDSEC 447, students create an additional unit plan that is taught during their student teaching. In addition, they must create a digital portfolio that is shared with the university supervisor and cooperating teacher. These few examples of many show the critical role that written and oral communication plays in the education of our students.

The culminating evaluation on effective communication is conducted jointly by the University Supervisor and the Cooperating Teacher at the conclusion of the student teaching semester. One specific item evaluates whether the 'candidate communicates effectively through a variety of representations (spoken, written, and digital).' Scores include 1 (Unsatisfactory), 2(Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Students who are not effective in this area cannot be successful as teachers, and thus would not be recommended for certification. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSEC 327, 427, and 457, and make modifications to ensure that we provide students adequate instruction, preparation, and experiences to improve their communication skills.

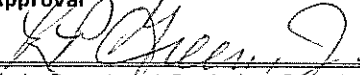

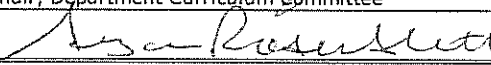
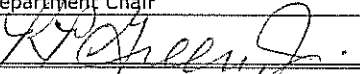

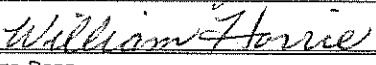

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** Critical thinking is at the core of science education both from the perspective of the National Science Teachers Association and NCATE—our accrediting organizations. Specifically, inquiry-based instruction and nature of science are two of the eight foundational standards for science education according to

000074

NSTA. Both of these standards can be attained through rigorous critical thinking. Within all science courses, these skills are emphasized, but EDSEC 327, 427, 457 have specific assignments that require students to prepare, teach, and then analyze instruction that facilitates critical thinking via inquiry and nature of science. In ED F 302, students integrate theories of learning, motivation, classroom management, and assessment. They also analyze classroom-based case studies for problems and possible solutions. In EDF 335, prospective teachers learn that the key to "critical thinking" is thorough and well-integrated factual knowledge about one's discipline. Critical thinking is further assessed via the PRAXIS II which tests students' knowledge and skills in science content. Student progress relative to critical thinking is assessed using the following scoring: 1 (Unsatisfactory), 2 (Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. Any student who is deemed Unsatisfactory in any area is counseled and given the opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSEC 327, 427, and 457, and make modifications to ensure that the area is addressed more fully. In measuring content knowledge, students who do not pass PRAXIS II according to the national cut score will likewise be counseled to help guide improvement. We are required to achieve at least an 80% pass rate on PRAXIS II with our students according to NCATE (our accreditation body). Therefore, if we ever earned below 80% for the pass rate, then we need to revisit the coursework, assignments, and instruction until this is corrected.

**Form Originator:** MARSHA9, Jeff Marshall **Date Form Created:** 10/26/2010  
**Form Last Updated by:** MARSHA9, Jeff Marshall **Date Form Last Updated:** 3/10/2011 **Form Number:** 3587

**Approval**

	2/8/11		4/1/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	2/18/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	3/2/11		5/18/11
Chair, College Curriculum Committee	Date	Provost	Date
	3/15/11		5/19/11
College Dean	Date	President	Date

000075



## Curriculum and Course Change System - General Education Checklist

Major Name: BS Science Teaching--Physical Sciences

## Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox: Oral communication competency is met in the following ways:

- 1) Taking one of the oral communication classes from the general education selection of classes.
- 2) EDSEC 327 and 427 where students are required to present and critique science lessons.
- 3) And, finally EDSEC 447 and 457 require that students regularly and competently communicate with mentor teachers, university supervisors, school administration, parents, and secondary level students.

Generally speaking, their competency is reflected in the course grades earned in each of the referenced classes. In the communication course, satisfactorily completing oral communication assignments are the key assessments for the course grade. In the junior and senior level course, assessments begin to track competency through formative assessments that allow students to interact with secondary level students at the class and individual (tutoring) level. In student teaching, a significant portion of the student teaching final rubric necessitates that students are competent in clearly conveying instruction and interacting at a personal level with students and mentors.

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** The Moore School of Education Conceptual Framework concerns ethical judgment under the Caring aspect. ED 105 has a class discussion on ethics. In EDSEC 427, students must demonstrate that they provide opportunities to learn. In EDF 302, bias and validity issues relative to testing are studied via case studies. In ED F 335, consistency and fairness are essential as students study classroom management, including reflecting on future management styles. Prospective teachers how to: a) treat students fairly and with respect, b) establish routines, rules, and consequences to create a safe, secure classroom, and c) provide students with full-time instruction. Students learn that they have an ethical obligation to know their subject matter, prepare each class, and be committed to professional standards and institutional objectives. Finally, as part of EDSEC 447 and 457, students are required to demonstrate, via their portfolios, that they are capable of dealing ethically with all students. This portfolio includes their Philosophy of Education, which addresses ethical decisions.

On the final evaluation for their Student Teaching experience, all candidates are evaluated by the university supervisor and cooperating teacher on whether they are "committed to ethical and democratic dispositions including respecting the rights and responsibilities of all and recognizing diverse points of view." Each candidate is also evaluated as to whether he/she "acts in accord with the rights and responsibilities of all, is sensitive to developmental, social, and cultural differences, and encourages a democratic culture. Scores include 1 (Unsatisfactory), 2 (Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Students who are not effective in this area cannot be successful as teachers, and thus would not be recommended for certification. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. Any student who is deemed Unsatisfactory in any area is counseled and given the opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSEC 327, 427, and 457, and make modifications to ensure that the area is addressed more fully.

**Communication Integration Plan - Address competencies, implementation, and assessment:** Communication is at the heart of effective teaching. In EDSEC 327, all students must compose and teach three lesson plans to middle school or high school students. In EDSEC 427, they create and teach in the schools at least three additional lessons as well as create a unit plan. During EDSEC 447, students create an additional unit plan that is taught during their student teaching. In addition, they must create a digital portfolio that is shared with the university supervisor and cooperating teacher. These few examples of many show the critical role that written and oral communication plays in the education of our students.

The culminating evaluation on effective communication is conducted jointly by the University Supervisor and the Cooperating Teacher at the conclusion of the student teaching semester. One specific item evaluates whether the 'candidate communicates effectively through a variety of representations (spoken, written, and digital).' Scores include 1 (Unsatisfactory), 2 (Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Students who are not effective in this area cannot be successful as teachers, and thus would not be recommended for certification. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSEC 327, 427, and 457, and make modifications to ensure that we provide students adequate instruction, preparation, and experiences to improve their communication skills.

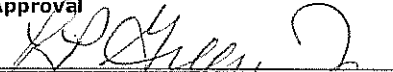

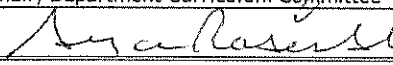
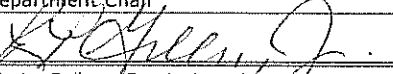

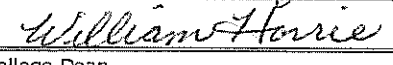

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** Critical thinking is at the core of science education both from the perspective of the National Science Teachers Association and NCATE—our accrediting organizations. Specifically, inquiry-based instruction and nature of science are two of the eight foundational standards for science education according to

000076

NSTA. Both of these standards can be attained through rigorous critical thinking. Within all science courses, these skills are emphasized, but EDSEC 327, 427, 457 have specific assignments that require students to prepare, teach, and then analyze instruction that facilitates critical thinking via inquiry and nature of science. In ED F 302, students integrate theories of learning, motivation, classroom management, and assessment. They also analyze classroom-based case studies for problems and possible solutions. In EDF 335, prospective teachers learn that the key to "critical thinking" is thorough and well-integrated factual knowledge about one's discipline. Critical thinking is further assessed via the PRAXIS II which tests students' knowledge and skills in science content. Student progress relative to critical thinking is assessed using the following scoring: 1 (Unsatisfactory), 2 (Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. Any student who is deemed Unsatisfactory in any area is counseled and given the opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSEC 327, 427, and 457, and make modifications to ensure that the area is addressed more fully. In measuring content knowledge, students who do not pass PRAXIS II according to the national cut score will likewise be counseled to help guide improvement. We are required to achieve at least an 80% pass rate on PRAXIS II with our students according to NCATE (our accreditation body). Therefore, if we ever earned below 80% for the pass rate, then we need to revisit the coursework, assignments, and instruction until this is corrected.

**Form Originator:** MARSHA9, Jeff Marshall **Date Form Created:** 1/31/2011  
**Form Last Updated by:** MARSHA9, Jeff Marshall **Date Form Last Updated:** 3/10/2011 **Form Number:** 3741

**Approval**

	2/8/11		4/1/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	2/18/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	3/2/11		5/18/11
Chair, College Curriculum Committee	Date	Provost	Date
	3/15/11		5/19/11
College Dean	Date	President	Date



Curriculum and Course Change System - General Education Checklist

Major Name: BS Secondary Social Studies Education (Economics)

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. In Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

<p><b>Distributed Competencies</b></p> <p>The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.</p>
<p><b>Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:</b> Students in the Secondary Social Studies Education (Economics) program have a wide range of opportunities to gain the knowledge, skills and dispositions that Clemson University promotes through the Ethical Judgment Distributed Competency. In ED 105 – Orientation to Education, EDF 301 - Principles of American Education, EDF 302 – Educational Psychology, EDF 315 – Technology Skills for Learning and EDF 335 - Adolescent Growth and Development, students examine professional ethics in education, the ethical dimensions of contemporary issues in education, ethical issues involved with intellectual property rights and digital technology and the ethical treatment of students with different needs. During the EDSEC 458 - Senior Capstone Seminar, secondary social studies students are required to complete an Equitable Schools Project. In this project students must use ethical judgment to examine inequities in their student-teaching placement and comprise a list of resources to help develop solutions for change through their teaching. Students earn a letter grade for this assignment. As part of the EDSEC 448 - Student-Teaching Internship, offered during the same semester, candidates must also pass a series of performance standards based on South Carolina's ADEPT teacher training requirements. Three ADEPT Performance Standards assess candidates' ethical judgment: 1) APS 4 asks teachers to maintain high expectations for all students' participation and learning in the classroom, 2) APS 8 evaluates a candidates ability to create safe physical environments for learning and 3) APS 10 addresses issues of professionalism that require student-teachers serve as advocates for their students and exhibit professional demeanor and behavior. Candidates can earn either a 1 = Unsatisfactory, 2 = Developing, or 3 = Proficient in each of these standards. The Equitable Schools Project and the ADEPT Performance Evaluations during student-teaching will serve as the two culminating assessments of candidates' ethical judgment prior to their graduation. 80% of all candidates should receive an A or B letter grade on this assignment and a 2 or 3 on APS 4, 8, and 10. If this bench mark is not achieved, faculty will use data to strengthen the ethics instruction throughout the Secondary Social Studies Program.</p>
<p><b>Communication Integration Plan - Address competencies, implementation, and assessment:</b> Communications Integration permeates the BS Secondary Social Studies Education (Economics) Teacher candidates learn to write and communicate critically and clearly about historical and educational issues as they write for various audiences within their upper-level economics and history courses, EDSEC 328 (the Junior Practicum in Secondary Social Studies Education), EDSEC 428 (Teaching Secondary Social Studies), EDSEC 458 (Secondary Social Studies Capstone Seminar) and EDSEC 448 (Secondary Social Studies Teaching Internship). In each EDSEC course students write and present their work among their peers and professors through written and oral presentations. During the EDSEC 428 - Senior Methods Course, the fall semester of their senior year, students are asked to participate in a microteaching activity. Students are video-recorded teaching a social studies lesson to their peers and are then required to write a reflection about this teaching exercise. Students are also asked to create unit plans which require writing lesson plans and lecture outlines, utilize technology to develop PowerPoint and GoogleEarth projects, and present final projects to their peers. Then upon completion of the EDSEC 448 - Student-Teaching Internship, students must present and reflect on artifacts to demonstrate their proficiency in all SC ADEPT performance standards for teaching. They present these portfolios orally to their student-teaching cooperating teachers and university supervisors. The Secondary Social Studies Education Program uses the Microteaching, Curriculum Unit and Student-Teaching Portfolio as benchmarks indicating students' level of communication. 80% of all candidates should receive an A or B letter grade on the Microteaching and Curriculum Unit assignments and a 2 or 3 (developing or proficient respectively) on components of the student-teaching portfolio. If this bench mark is not achieved, faculty will use data to strengthen students' communicative abilities throughout the Secondary Social Studies Program.</p>
<p><b>Critical Thinking Integration Plan - Address competencies, implementation, and assessment:</b> Students in the Secondary Social Studies Education (Economics) program have a wide range of opportunities to develop, practice, and display critical thinking skills. In ED 105 - Orientation to Education, EDF 301 - Principles of American Education, EDF 302 – Educational Psychology, EDF 315 – Technology Skills for Learning and EDF 335 - Adolescent Growth and Development, students examine historical issues, summarize, analyze and evaluate texts, analyze classroom-based case studies, evaluate technological resources, and apply educational theory to examples from professional practice. During the 428 - Senior Methods Course, pre-service social studies teachers develop a comprehensive curriculum unit with 5-7 lesson plans for instruction. Through these projects, students conduct critical analyses of current instructional social studies teaching practices</p>

000077



**Curriculum and Course Change System - General Education Checklist**

**Major Name:** BS Secondary Social Studies Education (Economics)

**Specific General Education Requirements**

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

Distributed Competencies
<p>The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.</p>
<p><b>Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:</b> Students in the Secondary Social Studies Education (Economics) program have a wide range of opportunities to gain the knowledge, skills and dispositions that Clemson University promotes through the Ethical Judgment Distributed Competency. In ED 105 – Orientation to Education, EDF 301 - Principles of American Education, EDF 302 – Educational Psychology, EDF 315 – Technology Skills for Learning and EDF 335 - Adolescent Growth and Development, students examine professional ethics in education, the ethical dimensions of contemporary issues in education, ethical issues involved with intellectual property rights and digital technology and the ethical treatment of students with different needs. During the EDSEC 458 - Senior Capstone Seminar, secondary social studies students are required to complete an Equitable Schools Project. In this project students must use ethical judgment to examine inequities in their student-teaching placement and comprise a list of resources to help develop solutions for change through their teaching. Students earn a letter grade for this assignment. As part of the EDSEC 448 - Student-Teaching Internship, offered during the same semester, candidates must also pass a series of performance standards based on South Carolina's ADEPT teacher training requirements. Three ADEPT Performance Standards assess candidates' ethical judgment: 1) APS 4 asks teachers to maintain high expectations for all students' participation and learning in the classroom, 2) APS 8 evaluates a candidates ability to create safe physical environments for learning and 3) APS 10 addresses issues of professionalism that require student-teachers serve as advocates for their students and exhibit professional demeanor and behavior. Candidates can earn either a 1 = Unsatisfactory, 2 = Developing, or 3 = Proficient in each of these standards. The Equitable Schools Project and the ADEPT Performance Evaluations during student-teaching will serve as the two culminating assessments of candidates' ethical judgment prior to their graduation. 80% of all candidates should receive an A or B letter grade on this assignment and a 2 or 3 on APS 4, 8, and 10. If this bench mark is not achieved, faculty will use data to strengthen the ethics instruction throughout the Secondary Social Studies Program.</p>
<p><b>Communication Integration Plan - Address competencies, implementation, and assessment:</b> Communications Integration permeates the BS Secondary Social Studies Education (Economics) Teacher candidates learn to write and communicate critically and clearly about historical and educational issues as they write for various audiences within their upper-level economics and history courses, EDSEC 328 (the Junior Practicum in Secondary Social Studies Education), EDSEC 428 (Teaching Secondary Social Studies), EDSEC 458 (Secondary Social Studies Capstone Seminar) and EDSEC 448 (Secondary Social Studies Teaching Internship). In each EDSEC course students write and present their work among their peers and professors through written and oral presentations. During the EDSEC 428 - Senior Methods Course, the fall semester of their senior year, students are asked to participate in a microteaching activity. Students are video-recorded teaching a social studies lesson to their peers and are then required to write a reflection about this teaching exercise. Students are also asked to create unit plans which require writing lesson plans and lecture outlines, utilize technology to develop PowerPoint and GoogleEarth projects, and present final projects to their peers. Then upon completion of the EDSEC 448 - Student-Teaching Internship, students must present and reflect on artifacts to demonstrate their proficiency in all SC ADEPT performance standards for teaching. They present these portfolios orally to their student-teaching cooperating teachers and university supervisors. The Secondary Social Studies Education Program uses the Microteaching, Curriculum Unit and Student-Teaching Portfolio as benchmarks indicating students' level of communication. 80% of all candidates should receive an A or B letter grade on the Microteaching and Curriculum Unit assignments and a 2 or 3 (developing or proficient respectfully) on components of the student-teaching portfolio. If this bench mark is not achieved, faculty will use data to strengthen students' communicative abilities throughout the Secondary Social Studies Program.</p>
<p><b>Critical Thinking Integration Plan - Address competencies, implementation, and assessment:</b> Students in the Secondary Social Studies Education (Economics) program have a wide range of opportunities to develop, practice, and display critical thinking skills. In ED 105 – Orientation to Education, EDF 301 - Principles of American Education, EDF 302 – Educational Psychology, EDF 315 – Technology Skills for Learning and EDF 335 - Adolescent Growth and Development, students examine historical issues, summarize, analyze and evaluate texts, analyze classroom-based case studies, evaluate technological resources, and apply educational theory to examples from professional practice. During the 428 - Senior Methods Course, pre-service social studies teachers develop a comprehensive curriculum unit with 5-7 lesson plans for instruction. Through these projects, students conduct critical analyses of current instructional social studies teaching practices</p>

and those recommended by the research on effective learning. They also conduct critical analyses of advantages and disadvantages of model social studies teaching lessons used by the instructor and their peers. The curriculum unit assignment assesses students' ability to utilize the knowledge they gained throughout the program, in regards to learning-styles, curriculum development, instructional strategies, and assessment. Students earn a letter grade for this assignment based on a rubric evaluating the different aspects of curriculum development. Then during EDSEC 448 - Student-Teaching Internship, students must submit one additional curriculum unit they developed and incorporated into their student-teaching placement. The student-teaching portfolio is assessed along SC ADEPT Performance Standards rubric; 1 = Unsatisfactory, 2 = Developing, and 3 = Proficient.

The Secondary Social Studies Education Program uses the Curriculum Unit and Student-Teaching Portfolio as benchmarks indicating students' ability to demonstrate critical thinking skills. 80% of all candidates should receive an A or B letter grade on the Curriculum Unit assignment during the EDSEC 428 Course and a 2 or 3 (developing or proficient respectfully) on the Curriculum Unit submitted during student-teaching. If this bench mark is not achieved, faculty will use data to provide opportunities for students to strengthen their critical thinking skills throughout the Secondary Social Studies Program.

**Form Originator:** SAMATHE, Sarah Mathews **Date Form Created:** 2/19/2011  
**Form Last Updated by:** SAMATHE, Sarah Mathews **Date Form Last Updated:** 3/10/2011 **Form Number:** 3813

**Approval**

<i>R.P. Green, Jr.</i>	2/8/11	<i>Janice W. Mardock</i>	4/12/11
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Ann Rosenthal</i>	2/18/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>R.P. Green, Jr.</i>	3/2/11	<i>David R. Helms</i>	5/18/11
Chair, College Curriculum Committee	Date	Provost	Date
<i>William Horne</i>	3/15/11	<i>John O. ...</i>	5/19/11
College Dean	Date	President	Date





**Curriculum and Course Change System - General Education Checklist**

Major Name: Secondary Education: Social Studies (History) *BA*

**Specific General Education Requirements**

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..		X
Academic & Professional Development				X
Mathematics	..	..		X
Natural Science with lab	..	..		X
Math or Natural Science	..	..		X
Arts & Humanities (Literature)	..	..		X
Arts & Humanities (Non-Literature)	..	..		X
Social Sciences	..	..		X
Cross-Cultural Awareness	..	..		X
Science and Tech. In Society	..	..		X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox: Note 1: The oral communication competency will be satisfied through the HIST 299/490 sequence following the previously approved plan submitted through the history department. In addition to the requirements satisfied through their course work in the history department, during their senior EDSEC 448 Teaching Internship in Secondary Social Studies, students must give a formal oral presentation that is evaluated by at least a university supervisor and a cooperating teacher. This oral presentation requires the use of multimedia technologies, awareness of visual semiotics and their effects, projection and ability to organize a coherent and persuasive defense of their teaching in terms of standards recommended within South Carolina's Assisting, Developing and Evaluating Professional Teaching (ADEPT) standards.

Note 2: Any other general education requirement related to Science/Mathematics that also meets STS requirements and is approved by the advisor.

Distributed Competencies
The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.
<b>Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:</b> Students in the Secondary Social Studies Education (History) program have a wide range of opportunities to gain the knowledge, skills and dispositions that Clemson University promotes through the Ethical Judgment Distributed Competency. In ED 105 - Orientation to Education, EDF 320/HIST 320 - History of U.S. Public Education, EDF 302 - Educational Psychology, EDF 315 - Technology Skills for Learning and EDF 335 - Adolescent Growth and Development, students examine professional ethics in education, the ethical dimensions of contemporary issues in education, ethical issues involved with intellectual property rights and digital technology and the ethical treatment of students with different needs. During the EDSEC 458 - Senior Capstone Seminar, secondary social studies students are required to complete an Equitable Schools Project. In this project students must use ethical judgment to examine inequities in their student-teaching placement and comprise a list of resources to help develop solutions for change through their teaching. Students earn a letter grade for this assignment. As part of the EDSEC 448 - Student-Teaching Internship, offered during the same semester, candidates must also pass a series of performance standards based on South Carolina's ADEPT teacher training requirements. Three ADEPT Performance Standards assess candidates' ethical judgment: 1) APS 4 asks teachers to maintain high expectations for all students' participation and learning in the classroom, 2) APS 8 evaluates a candidates ability to create safe physical environments for learning and 3) APS 10 addresses issues of professionalism that require student-teachers serve as advocates for their students and exhibit professional demeanor and behavior. Candidates can earn either a 1 = Unsatisfactory, 2 = Developing, or 3 = Proficient in each of these standards. The Equitable Schools Project and the ADEPT Performance Evaluations during student-teaching will serve as the two culminating assessments of candidates' ethical judgment prior to their graduation. 80% of all candidates should receive an A or B letter grade on this assignment and a 2 or 3 on APS 4, 8, and 10. If this bench mark is not achieved, faculty will use data to strengthen the ethics instruction throughout the Secondary Social Studies Program.
<b>Communication Integration Plan - Address competencies, implementation, and assessment:</b> Communications Integration permeates the BS Secondary Social Studies Education (History) Teacher candidates learn to write and communicate critically and clearly about historical and educational issues as they write for various audiences within their upper-level history courses, EDSEC 328 (the Junior Practicum in Secondary Social Studies Education), EDSEC 428 (Teaching Secondary Social Studies), EDSEC 458 (Secondary Social Studies Capstone Seminar) and EDSEC 448 (Secondary Social Studies Teaching Internship). In each EDSEC course students write and present their work among their peers and professors through written and oral presentations. During the EDSEC 428 - Senior Methods Course, the fall semester of their senior year, students are asked to participate in a microteaching activity. Students are video-recorded teaching a social studies lesson to their peers and are then required to write a reflection about this teaching exercise. Students are also asked to create unit plans which require writing lesson plans and lecture outlines, utilize technology to develop PowerPoint and GoogleEarth projects, and present final projects to their peers. Then upon completion of the EDSEC 448 - Student-Teaching Internship, students must present and reflect on artifacts to demonstrate their proficiency in all SC ADEPT performance standards for teaching. They present these portfolios orally to their student-teaching cooperating teachers and university supervisors. The Secondary Social Studies Education Program uses the Microteaching, Curriculum Unit and Student-Teaching Portfolio as benchmarks indicating students' level of communication. 80% of all candidates should receive an A or B letter grade on the Microteaching and Curriculum Unit assignments and a 2 or 3 (developing or proficient respectively) on components of the student-teaching portfolio. If this bench mark is not achieved, faculty will use data to strengthen students' communicative abilities throughout the Secondary Social Studies Program.

*Revised*

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**Curriculum and Course Change System - General Education Checklist**
**Major Name:** Secondary Education: Social Studies (History) BA

**Specific General Education Requirements**

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	X HIST 299 and HIST 490; See Note One	..
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	X BIOSC 200; See Note Two	..	..

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox: Note 1: The oral communication competency will be satisfied through the HIST 299/490 sequence following the previously approved plan submitted through the history department. In addition to the requirements satisfied through their course work in the history department, during their senior EDSEC 448 Teaching Internship in Secondary Social Studies, students must give a formal oral presentation that is evaluated by at least a university supervisor and a cooperating teacher. This oral presentation requires the use of multimedia technologies, awareness of visual semiotics and their effects, projection and ability to organize a coherent and persuasive defense of their teaching in terms of standards recommended within South Carolina's Assisting, Developing and Evaluating Professional Teaching (ADEPT) standards.

Note 2: Any other general education requirement related to Science/Mathematics that also meets STS requirements and is approved by the advisor.

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** Students in the Secondary Social Studies Education (History) program have a wide range of opportunities to gain the knowledge, skills and dispositions that Clemson University promotes through the Ethical Judgment Distributed Competency. In ED 105 - Orientation to Education, EDF 320/HIST 320 - History of U.S. Public Education, EDF 302 - Educational Psychology, EDF 315 - Technology Skills for Learning and EDF 335 - Adolescent Growth and Development, students examine professional ethics in education, the ethical dimensions of contemporary issues in education, ethical issues involved with intellectual property rights and digital technology and the ethical treatment of students with different needs. During the EDSEC 458 - Senior Capstone Seminar, secondary social studies students are required to complete an Equitable Schools Project. In this project students must use ethical judgment to examine inequities in their student-teaching placement and comprise a list of resources to help develop solutions for change through their teaching. Students earn a letter grade for this assignment. As part of the EDSEC 448 - Student-Teaching Internship, offered during the same semester, candidates must also pass a series of performance standards based on South Carolina's ADEPT teacher training requirements. Three ADEPT Performance Standards assess candidates' ethical judgment: 1) APS 4 asks teachers to maintain high expectations for all students' participation and learning in the classroom, 2) APS 8 evaluates a candidates ability to create safe physical environments for learning and 3) APS 10 addresses issues of professionalism that require student-teachers serve as advocates for their students and exhibit professional demeanor and behavior. Candidates can earn either a 1 = Unsatisfactory, 2 = Developing, or 3 = Proficient in each of these standards.

The Equitable Schools Project and the ADEPT Performance Evaluations during student-teaching will serve as the two culminating assessments of candidates' ethical judgment prior to their graduation. 80% of all candidates should receive an A or B letter grade on this assignment and a 2 or 3 on APS 4, 8, and 10. If this bench mark is not achieved, faculty will use data to strengthen the ethics instruction throughout the Secondary Social Studies Program.

**Communication Integration Plan - Address competencies, implementation, and assessment:** Communications Integration permeates the BS Secondary Social Studies Education (History) Teacher candidates learn to write and communicate critically and clearly about historical and educational issues as they write for various audiences within their upper-level history courses, EDSEC 328 (the Junior Practicum in Secondary Social Studies Education), EDSEC 428 (Teaching Secondary Social Studies), EDSEC 458 (Secondary Social Studies Capstone Seminar) and EDSEC 448 (Secondary Social Studies Teaching Internship). In each EDSEC course students write and present their work among their peers and professors through written and oral presentations.

During the EDSEC 428 - Senior Methods Course, the fall semester of their senior year, students are asked to participate in a microteaching activity. Students are video-recorded teaching a social studies lesson to their peers and are then required to write a reflection about this teaching exercise. Students are also asked to create unit plans which require writing lesson plans and lecture outlines, utilize technology to develop PowerPoint and GoogleEarth projects, and present final projects to their peers. Then upon completion of the EDSEC 448 - Student-Teaching Internship, students must present and reflect on artifacts to demonstrate their proficiency in all SC ADEPT performance standards for teaching. They present these portfolios orally to their student-teaching cooperating teachers and university supervisors.

The Secondary Social Studies Education Program uses the Microteaching, Curriculum Unit and Student-Teaching Portfolio as benchmarks indicating students' level of communication. 80% of all candidates should receive an A or B letter grade on the Microteaching and Curriculum Unit assignments and a 2 or 3 (developing or proficient respectfully) on components of the student-teaching portfolio. If this bench mark is not achieved, faculty will use data to strengthen students' communicative abilities throughout the Secondary Social Studies Program.

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**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** Students in the Secondary Social Studies Education (History) program have a wide range of opportunities to develop, practice, and display critical thinking skills. In ED 105 - Orientation to Education, EDF 320/HIST 320 - History of U.S. Public Education, EDF 302 - Educational Psychology, EDF 315 - Technology Skills for Learning and EDF 335 - Adolescent Growth and Development, students examine historical issues, summarize, analyze and evaluate texts, analyze classroom-based case studies, evaluate technological resources, and apply educational theory to examples from professional practice.

During the 428 - Senior Methods Course, pre-service social studies teachers develop a comprehensive curriculum unit with 5-7 lesson plans for instruction. Through these projects, students conduct critical analyses of current instructional social studies teaching practices and those recommended by the research on effective learning. They also conduct critical analyses of advantages and disadvantages of model social studies teaching lessons used by the instructor and their peers. The curriculum unit assignment assesses students' ability to utilize the knowledge they gained throughout the program, in regards to learning-styles, curriculum development, instructional strategies, and assessment. Students earn a letter grade for this assignment based on a rubric evaluating the different aspects of curriculum development. Then during EDSEC 448 - Student-Teaching Internship, students must submit one additional curriculum unit they developed and incorporated into their student-teaching placement. The student-teaching portfolio is assessed along SC ADEPT Performance Standards rubric; 1 = Unsatisfactory, 2 = Developing, and 3 = Proficient.

The Secondary Social Studies Education Program uses the Curriculum Unit and Student-Teaching Portfolio as benchmarks indicating students' ability to demonstrate critical thinking skills. 80% of all candidates should receive an A or B letter grade on the Curriculum Unit assignment during the EDSEC 428 Course and a 2 or 3 (developing or proficient respectfully) on the Curriculum Unit submitted during student-teaching. If this bench mark is not achieved, faculty will use data to provide opportunities for students to strengthen their critical thinking skills throughout the Secondary Social Studies Program.

**Form Originator:** SAMATHE, Sarah Mathews **Date Form Created:** 9/15/2010  
**Form Last Updated by:** SAMATHE, Sarah Mathews **Date Form Last Updated:** 3/11/2011 **Form Number:** 3376

**Approval**

<i>K. L. Green, Jr.</i>	2/13/11	<i>Parvica N. Mowbray</i>	4/17/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Sam Roseberry</i>	2/13/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>K. L. Green, Jr.</i>	3/2/11	<i>Christy R. Helms</i>	5/12/11
Chair, College Curriculum Committee	Date	Provost	Date
<i>William Horne</i>	3/15/11	<i>John D. ...</i>	5/19/11
College Dean	Date	President	Date



Curriculum and Course Change System - General Education Checklist

Major Name: BS Secondary Social Studies Education (Political Science)

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. In Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

<p><b>Distributed Competencies</b></p> <p>The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.</p>
<p><b>Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:</b> Students in the Secondary Social Studies Education (Political Science) program have a wide range of opportunities to gain the knowledge, skills and dispositions that Clemson University promotes through the Ethical Judgment Distributed Competency. In ED 105 – Orientation to Education, EDF 301 - Principles of American Education, EDF 302 – Educational Psychology, EDF 315 – Technology Skills for Learning and EDF 335 - Adolescent Growth and Development, students examine professional ethics in education, the ethical dimensions of contemporary issues in education, ethical issues involved with intellectual property rights and digital technology and the ethical treatment of students with different needs. During the EDSEC 458 - Senior Capstone Seminar, secondary social studies students are required to complete an Equitable Schools Project. In this project students must use ethical judgment to examine inequities in their student-teaching placement and comprise a list of resources to help develop solutions for change through their teaching. Students earn a letter grade for this assignment. As part of the EDSEC 448 - Student-Teaching Internship, offered during the same semester, candidates must also pass a series of performance standards based on South Carolina’s ADEPT teacher training requirements. Three ADEPT Performance Standards assess candidates’ ethical judgment: 1) APS 4 asks teachers to maintain high expectations for all students’ participation and learning in the classroom, 2) APS 8 evaluates a candidates ability to create safe physical environments for learning and 3) APS 10 addresses issues of professionalism that require student-teachers serve as advocates for their students and exhibit professional demeanor and behavior. Candidates can earn either a 1 = Unsatisfactory, 2 = Developing, or 3 = Proficient in each of these standards. The Equitable Schools Project and the ADEPT Performance Evaluations during student-teaching will serve as the two culminating assessments of candidates’ ethical judgment prior to their graduation. 80% of all candidates should receive an A or B letter grade on this assignment and a 2 or 3 on APS 4, 8, and 10. If this bench mark is not achieved, faculty will use data to strengthen the ethics instruction throughout the Secondary Social Studies Program.</p>
<p><b>Communication Integration Plan - Address competencies, implementation, and assessment:</b> Communications Integration permeates the BS Secondary Social Studies Education (Political Science) Teacher candidates learn to write and communicate critically and clearly about historical and educational issues as they write for various audiences within their upper-level political science and history courses, EDSEC 328 (the Junior Practicum in Secondary Social Studies Education), EDSEC 428 (Teaching Secondary Social Studies), EDSEC 458 (Secondary Social Studies Capstone Seminar) and EDSEC 448 (Secondary Social Studies Teaching Internship). In each EDSEC course students write and present their work among their peers and professors through written and oral presentations. During the EDSEC 428 - Senior Methods Course, the fall semester of their senior year, students are asked to participate in a microteaching activity. Students are video-recorded teaching a social studies lesson to their peers and are then required to write a reflection about this teaching exercise. Students are also asked to create unit plans which require writing lesson plans and lecture outlines, utilize technology to develop PowerPoint and GoogleEarth projects, and present final projects to their peers. Then upon completion of the EDSEC 448 - Student-Teaching Internship, students must present and reflect on artifacts to demonstrate their proficiency in all SC ADEPT performance standards for teaching. They present these portfolios orally to their student-teaching cooperating teachers and university supervisors. The Secondary Social Studies Education Program uses the Microteaching, Curriculum Unit and Student-Teaching Portfolio as benchmarks indicating students’ level of communication. 80% of all candidates should receive an A or B letter grade on the Microteaching and Curriculum Unit assignments and a 2 or 3 (developing or proficient respectively) on components of the student-teaching portfolio. If this bench mark is not achieved, faculty will use data to strengthen students’ communicative abilities throughout the Secondary Social Studies Program.</p>
<p><b>Critical Thinking Integration Plan - Address competencies, implementation, and assessment:</b> Students in the Secondary Social Studies Education (Political Science) program have a wide range of opportunities to develop, practice, and display critical thinking skills. In ED 105 – Orientation to Education, EDF 301 - Principles of American Education, EDF 302 – Educational Psychology, EDF 315 – Technology Skills for Learning and EDF 335 - Adolescent Growth and Development, students examine historical issues, summarize, analyze and evaluate texts, analyze classroom-based case studies, evaluate technological resources, and apply educational theory to examples from professional practice. During the 428 - Senior Methods Course, pre-service social studies teachers develop a comprehensive curriculum unit with 5-7 lesson plans for instruction. Through these projects, students conduct critical analyses of current instructional social studies teaching practices</p>

*Revised*



Curriculum and Course Change System - General Education Checklist

000082

Major Name: BS Secondary Social Studies Education (Sociology)

Specific General Education Requirements

Poli Sci

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

<p><b>Distributed Competencies</b></p> <p>The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.</p> <p><b>Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:</b> Students in the Secondary Social Studies Education (Political Science) program have a wide range of opportunities to gain the knowledge, skills and dispositions that Clemson University promotes through the Ethical Judgment Distributed Competency. In ED 105 - Orientation to Education, EDF 301 - Principles of American Education, EDF 302 - Educational Psychology, EDF 315 - Technology Skills for Learning and EDF 335 - Adolescent Growth and Development, students examine professional ethics in education, the ethical dimensions of contemporary issues in education, ethical issues involved with intellectual property rights and digital technology and the ethical treatment of students with different needs. During the EDSEC 458 - Senior Capstone Seminar, secondary social studies students are required to complete an Equitable Schools Project. In this project students must use ethical judgment to examine inequities in their student-teaching placement and comprise a list of resources to help develop solutions for change through their teaching. Students earn a letter grade for this assignment. As part of the EDSEC 448 - Student-Teaching Internship, offered during the same semester, candidates must also pass a series of performance standards based on South Carolina's ADEPT teacher training requirements. Three ADEPT Performance Standards assess candidates' ethical judgment: 1) APS 4 asks teachers to maintain high expectations for all students' participation and learning in the classroom, 2) APS 8 evaluates a candidates ability to create safe physical environments for learning and 3) APS 10 addresses issues of professionalism that require student-teachers serve as advocates for their students and exhibit professional demeanor and behavior. Candidates can earn either a 1 = Unsatisfactory, 2 = Developing, or 3 = Proficient in each of these standards. The Equitable Schools Project and the ADEPT Performance Evaluations during student-teaching will serve as the two culminating assessments of candidates' ethical judgment prior to their graduation. 80% of all candidates should receive an A or B letter grade on this assignment and a 2 or 3 on APS 4, 8, and 10. If this bench mark is not achieved, faculty will use data to strengthen the ethics instruction throughout the Secondary Social Studies Program.</p> <p><b>Communication Integration Plan - Address competencies, implementation, and assessment:</b> Communications integration permeates the BS Secondary Social Studies Education (Political Science) Teacher candidates learn to write and communicate critically and clearly about historical and educational issues as they write for various audiences within their upper-level political science and history courses, EDSEC 328 (the Junior Practicum in Secondary Social Studies Education), EDSEC 428 (Teaching Secondary Social Studies), EDSEC 458 (Secondary Social Studies Capstone Seminar) and EDSEC 448 (Secondary Social Studies Teaching Internship). In each EDSEC course students write and present their work among their peers and professors through written and oral presentations. During the EDSEC 428 - Senior Methods Course, the fall semester of their senior year, students are asked to participate in a microteaching activity. Students are video-recorded teaching a social studies lesson to their peers and are then required to write a reflection about this teaching exercise. Students are also asked to create unit plans which require writing lesson plans and lecture outlines, utilize technology to develop PowerPoint and GoogleEarth projects, and present final projects to their peers. Then upon completion of the EDSEC 448 - Student-Teaching Internship, students must present and reflect on artifacts to demonstrate their proficiency in all SC ADEPT performance standards for teaching. They present these portfolios orally to their student-teaching cooperating teachers and university supervisors. The Secondary Social Studies Education Program uses the Microteaching, Curriculum Unit and Student-Teaching Portfolio as benchmarks indicating students' level of communication. 80% of all candidates should receive an A or B letter grade on the Microteaching and Curriculum Unit assignments and a 2 or 3 (developing or proficient respectively) on components of the student-teaching portfolio. If this bench mark is not achieved, faculty will use data to strengthen students' communicative abilities throughout the Secondary Social Studies Program.</p> <p><b>Critical Thinking Integration Plan - Address competencies, implementation, and assessment:</b> Students in the Secondary Social Studies Education (Political Science) program have a wide range of opportunities to develop, practice, and display critical thinking skills. In ED 105 - Orientation to Education, EDF 301 - Principles of American Education, EDF 302 - Educational Psychology, EDF 315 - Technology Skills for Learning and EDF 335 - Adolescent Growth and Development, students examine historical issues, summarize, analyze and evaluate texts, analyze classroom-based case studies, evaluate technological resources, and apply educational theory to examples from professional practice. During the 428 - Senior Methods Course, pre-service social studies teachers develop a comprehensive curriculum unit with 5-7 lesson plans for instruction. Through these projects, students conduct critical analyses of current instructional social studies teaching practices</p>
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and those recommended by the research on effective learning. They also conduct critical analyses of advantages and disadvantages of model social studies teaching lessons used by the instructor and their peers. The curriculum unit assignment assesses students' ability to utilize the knowledge they gained throughout the program, in regards to learning-styles, curriculum development, instructional strategies, and assessment. Students earn a letter grade for this assignment based on a rubric evaluating the different aspects of curriculum development. Then during EDSEC 448 - Student-Teaching Internship, students must submit one additional curriculum unit they developed and incorporated into their student-teaching placement. The student-teaching portfolio is assessed along SC ADEPT Performance Standards rubric; 1 = Unsatisfactory, 2 = Developing, and 3 = Proficient.

The Secondary Social Studies Education Program uses the Curriculum Unit and Student-Teaching Portfolio as benchmarks indicating students' ability to demonstrate critical thinking skills. 80% of all candidates should receive an A or B letter grade on the Curriculum Unit assignment during the EDSEC 428 Course and a 2 or 3 (developing or proficient respectfully) on the Curriculum Unit submitted during student-teaching. If this bench mark is not achieved, faculty will use data to provide opportunities for students to strengthen their critical thinking skills throughout the Secondary Social Studies Program.

**Form Originator:** SAMATHE, Sarah Mathews **Date Form Created:** 2/19/2011  
**Form Last Updated by:** SAMATHE, Sarah Mathews **Date Form Last Updated:** 3/10/2011 **Form Number:** 3815

**Approval**

<i>[Signature]</i>	2/18/11	<i>[Signature]</i>	4/11/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>[Signature]</i>	2/18/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>[Signature]</i>	3/2/11	<i>[Signature]</i>	5/18/11
Chair, College Curriculum Committee	Date	Provost	Date
<i>[Signature]</i>	3/15/11	<i>[Signature]</i>	5/19/11
College Dean	Date	President	Date


**Curriculum and Course Change System - General Education Checklist**
**Major Name: BA Science Teaching (Chemistry)**
**Specific General Education Requirements**

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	X CH 152 and CH 452	..
Academic & Professional Development			X See note 1	..
Mathematics	..	X MTHSC 106	..	..
Natural Science with lab	..	X PHYS 122 and 124	..	..
Math or Natural Science	..	X CH 101 or 102	..	..
Arts & Humanities (Literature)	..	X ENGL 212, 213, 214, or 215	..	..
Arts & Humanities (Non-Literature)	X	..	..	..
Social Sciences	..	X GEOG 103	..	..
Cross-Cultural Awareness	..	X GEOG 103	..	..
Science and Tech. in Society	..	X HIST 122 or 124	..	..

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox: Note 1: In the undergraduate programs in the School of Education a developmental eportfolio (the "SoEfolio") is started in the freshman year in ED 105. The SoEfolio is organized around the six elements of the School of Education Conceptual Framework (Caring Beliefs and Actions, Capable Knowledge and Practice, and Connected through Integration and Communication). Tools and skills necessary for constructing the initial portfolio (e.g., capturing digital images, and using spreadsheets for organizing artifacts and reflections stored in digital folders) are taught in ED 105. In the sophomore year students take EDF 315, where further technology skills (such as creating web pages and PowerPoint presentations) are developed in the context of general education classes, with products linked within the SoEfolio. In the three Educational Foundations courses (EDF 301, EDF 302, and EDF 335) taken in the sophomore and junior years, students produce portfolio artifacts that address the six elements, including reflections on their professional development into Caring, Capable, Connected professionals. Methods classes taken the junior and senior years will require additional products addressing the conceptual framework and linked to the SoEfolio. Students will take BIO SC 482 in their junior year, increasing their ability to effectively integrate technology within content area instruction. Technology training in the senior year will be directly tied to and developed in support of curriculum-related assignments of their methods classes and/or student teaching, including the creation of a showcase portfolio that will be presented to faculty and peers in a capstone experience.

**Assessment System** Our Assessment System evolves from our mission, guiding principles, and learner outcomes. Each candidate is rated on each of the six elements of the conceptual framework (Caring Beliefs and Actions, Capable Knowledge and Practice, and Connected through Communication and Integration) four times during his or her program. Ratings are based on a variety of candidate products (for example, electronic portfolios, reflections, lesson plans, and surveys of cooperating teachers). Candidates are rated on a 4-point scale (unsatisfactory, developing, proficient, and distinguished) using a set of rubrics specific to each time period. Ratings of unsatisfactory and distinguished are accompanied by a detailed explanation. The ratings for all candidates are recorded in an on-line database that is accessible by all program faculty and advisors. Advisors are expected to review and discuss ratings to-date with each advisee at least once a year. Ratings of unsatisfactory are analyzed by advisor and advisee together in light of the given explanation. Yearly program reports are generated, and program faculty react to the reports by addressing any apparent weaknesses with programmatic changes. A yearly, written statement of program and course changes is provided to the School of Education by the program chair.

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the

presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:**

1. ED 105: Class meeting on Professional Ethics
2. EDF 301: Students examine ethical dimensions of contemporary educational issues as well as demonstrate a capacity to participate in ethical deliberation.
3. EDF 302:
  - a. Bias and validity issues in testing (both teacher-made tests and standardized testing); case studies are used.
  - b. Consistency and fairness in classroom management (discipline), including reflection on future management style.
4. EDF 315: Discussion of laws and individual rights related to intellectual property and copyright of digital information
5. EDF 335
  - a. Prospective teachers learn how to structure a classroom and respond to students in ways that
    - a) treat students with respect and without any favoritism,
    - b) establish clear routines, rules and consequences in the classroom so that students feel secure and protected in the classroom (and thus are in the best position to learn),
    - c) provide students full-time instruction, never putting students in the position of having to teach themselves without the guidance of the teacher.
  - b. Prospective teachers learn that they have an ethical obligation to know their subject matter, prepare for each class, and be committed to professional standards and institutional objectives. How measured: paper
6. EDSEC 427 (teaching methods), 447 (student teaching) and 457 (capstone seminar).
  - a. Preservice teachers are given guidelines for working with adolescent minors in the public schools as they approach their 45-hour clinical experiences requirement. This includes maintaining a professional attitude and demeanor, and avoiding any type of friendship or peer relationship with high school students, especially that of a social nature.
  - b. As students approach their student teaching they are given guidelines for legal and ethical responsibilities with the work they are to do with high school students.

**Communication Integration Plan - Address competencies, implementation, and assessment: 1.**

- ED 105: Using Excel-based portfolio (hyperlinks, comments); Digital cameras
2. EDF 302
  - a. Using Excel-based grade books.
  - b. Submitting reflections and other student products electronically.
  - c. Developing reflection writing skills.
3. EDF 315: All projects within 315 are relevant to this competency as students work with websites, spreadsheets, and digital video technologies, among others.
4. EDF 335: Students learn that the method of instruction should always be determined by your teaching objective. One does not use a method (e.g., computer and projector) for its own sake. Rather, one asks: What is the best way to teach this topic (and objective) to these learners?
5. BIOSC 482: Entire course is centered around the safety and technology of laboratory experiences in science classrooms.
6. EDSEC 427 Science Teaching Methods: Instruction is given on ways to enhance science teaching through the use of state-of-the-art educational technology such as the use of digital cameras as laboratory data collectors, use of graphing calculators for data analysis and digital presentations of science concepts.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment: 1.**

- ED 105: Developing reflective writing skills
2. EDF 301: Students critically examine contemporary controversial educational issues such as religion in the schools; socioeconomic status and educational opportunity; race, ethnicity, gender and educational opportunity; and current educational reform efforts. In the process, students
  - (1) summarize, analyze, and evaluate text,
  - (2) acquire and analyze information to determine its quality and utility and
  - (3) Recognize parallels between and among disciplines foundational to educational studies and apply knowledge, skills, or abilities derived from those disciplines.



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## 3. EDF 302

- a. Integration of theories of learning, motivation, classroom management, and assessment.
- b. Analyze classroom-based case studies for problems and possible solutions (with justification).

## 4. EDF 315

- a. Textual and graphic info from web chosen for quality and utility within WebQuest assignment
- b. Peer evaluation of quality and utility of student-produced videos using a provided rubric.
- c. Determination of usability of digital photos based on quality, size, and other characteristics that affect usability.

5. EDF 335 Prospective teachers learn that the key to "critical thinking" is thorough and well-integrated factual knowledge about one's discipline. Specifically, they learn that current research in cognitive psychology (e.g, Anderson, 1996) shows that we build procedural knowledge from declarative knowledge. Later- and with repetition and practice --the procedural knowledge may be encoded as factual knowledge and become a building block for new procedural knowledge.

6. EDSEC 427 Science Teaching Methods Preservice science teachers conduct critical analyses of current instructional science teaching practices and those recommended by the research on effective learning. They also conduct critical analyses of advantages and disadvantages of model science teaching lessons used by the instructor.

7. EDSEC 457 Secondary Science Capstone Seminar As preservice science teachers assemble their final portfolio, they reflect on their career development and propose a path for their personal professional development.


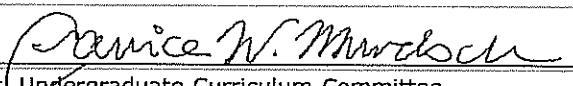
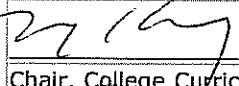
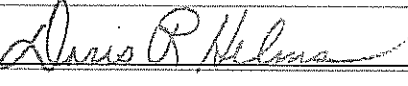
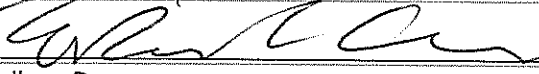

8. Within the science courses that students take in this program, the scientific processes, which involve formulating questions, making hypotheses, gathering data, analyzing data, and making conclusions, are key components.

**Form Originator:** DOMINY, Brian Dominy **Date Form Created:** 10/29/2010

**Form Last Updated by:** DOMINY, Brian Dominy **Date Form Last Updated:** 11/5/2010 **Form**

**Number:** 3628

**Approval**

	11/5/10		12/3/2010
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
Steve Greaser	11/5/10		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11/5/10		2/7/11
Chair, College Curriculum Committee	Date	Provost	Date
	11/13/10		2/10/11
College Dean	Date	President	Date


**Curriculum and Course Change System - General Education Checklist**

000171

**Major Name:** Dual B.A. Major in English and Secondary Education--English

**Specific General Education Requirements**

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	X COMM 150,250	..
Academic & Professional Development			..	X
Mathematics	X	..	..	..
Natural Science with lab	X	..	..	..
Math or Natural Science	..	..	X BIOSCI 200 or other gen ed course options that fulfill STS requirement	..
Arts & Humanities (Literature)	..	..	X ENGL 212	..
Arts & Humanities (Non-Literature)	..	..	X PHIL 101, 102, 103	..
Social Sciences	..	..	X HIST 173 and Other Approved Gen Ed Options	..
Cross-Cultural Awareness	..	..	X HIST 173	..
Science and Tech. in Society	..	..	X BIOSCI 200 or other gen ed course options that fulfill STS requirement	..

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox: Students may choose either COMM 150 or 250 to enable them to partially fulfill the oral communication competency by learning about and practicing oral communications. Then, in their senior EDSEC 444 Teaching Internship in Secondary English, they must give a formal oral presentation that is evaluated by at least a university supervisor and a cooperating teacher. This oral presentation requires the use of multimedia technologies, awareness of visual semiotics and their effects, projection and ability to organize a coherent and persuasive defense of their teaching in terms of standards recommended within South Carolina's Assisting, Developing and Evaluating Professional Teaching (ADEPT) standards.

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** The Eugene T. Moore School of Education Conceptual Framework concerns ethical judgment under the "Caring" umbrella. ED 105 has a class discussion on ethics. In addition, the EDSEC 426 as well as during the student internship, students must demonstrate that they provide opportunities for all to learn. In EDSEC 424 as well as during the student internship, students must demonstrate that they provided opportunities for all to learn. In EDF 302 bias and validity issues in testing (both teacher-made tests and standardized testing) are studied, and case studies are used. In EDF 335 consistency and fairness are essential as students study classroom management, including reflection on management styles. Prospective teachers learn how to structure a classroom and respond to students in ways that 1) treat students with respect and without any favoritism, b) establish clear routines, rules and consequences in the classroom so that students feel secure and protected in the classroom, c) provide students full-time instruction, never putting students in the position of having to teach themselves without the guidance of the teacher. Prospective teachers also learn that they have an ethical obligation to know their subject matter, prepare for each class, and be committed to professional standards and institutional objectives. Finally, the capstone experiences for majors, EDSEC 424 and EDSEC 454, require students to deal ethically with all of their high school students, support for which is provided in their required portfolios. During their internship, students develop their Philosophy of Education, which must, in part, address how they will make ethical decisions.


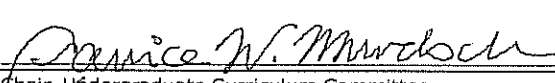
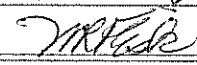
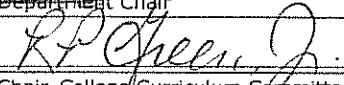
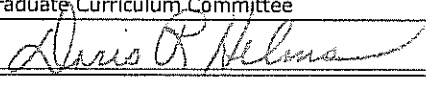
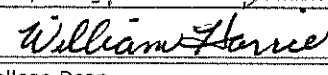
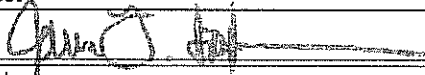
**Communication Integration Plan - Address competencies, implementation, and assessment:** Communications Integration permeates the entire dual major in both English and Secondary Education--English. Teacher candidates complete a basic communications course (COMM 150 or 250) early in their academic careers. They then use and build upon these skills within various courses. For example, they develop communicative competencies in a second language as part of their general education requirements. They also learn to write critically and clearly about literature as they write for various audiences within English 310. In both their English Senior Seminar and their Secondary English Capstone Seminar, they write and present their work among their peers and professors. In EDSEC 454, for example, they must demonstrate in their final teacher research essays that are written for a broad professional community that they can explain their philosophy of teaching, the principles behind the practices they employ, the reasons for their evaluative procedures and their insights about the effectiveness of their instruction based on their careful observation and analysis. Students have many opportunities to hone their communications skills both within their fieldwork and rigorous and academic and professional preparation.

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**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** These areas are essential for a program in English education. Reasoning and problem solving are core processes emphasized the the National Council of Teachers of English and are fundamnto to our NCATE-approved secondary English program. Within all English courses, students are expected to reason logically and solve problems as they analyze and produce multiple texts. These processes are also important within the required philosophy courses that are a part of the Arts and Humanities (Non-Lit) general education program. In addition, in ED F 302 studetns integrate theories of learning, motivation, classroom management, and assessment. Also, they analyze classroom-based case studies for problems and possible solutions. In ED F 335, prospective teachers learn that the key to "critical thinking" is thorough and well-integrated factual knowledge about one's discipline. The artifact used to document students' reasoning, critical thinking, and problem-solving is a teacher-research project submitted in EDSEC 454 Secondary English Capstone Seminar. Teacher candidates have to provide evidence that they have carefully designed an integrated language arts unit that enables students to participate in a meaningful literary enterprise, that they have successfully implemented it through a series of problem-solving efforts, and then reflected on the effectiveness of their instruction in terms of whether students were engaged in their learning and that they performed in accord with S.C. English course standards.

**Form Originator:** CBEATRI, Beatrice Bailey **Date Form Created:** 9/11/2010  
**Form Last Updated by:** CBEATRI, Beatrice Bailey **Date Form Last Updated:** 11/9/2010 **Form Number:** 3362

**Approval**

	10/5/10		12/3/2010
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	10/22/10		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11/3/10		2/17/11
Chair, College Curriculum Committee	Date	Provost	Date
	11/9/10		2/10/11
College Dean	Date	President	Date

## **Program Changes Related to Proposed Required Dual Major for All Teacher Candidates in Secondary Education--English**

### **B.A. in English and a B.A. in Secondary Education—English**

#### **Overview**

In an effort to strengthen the content preparation of secondary education—English majors, a dual major will be required. Teacher candidates will have to earn a B.A. in English as well as a B.A. in Secondary Education—English. The program will have 121 hours. The proposed double major has been reviewed and approved by the chair and curriculum leaders within English. Students can double major within four years without having to take overloads or summer courses.

#### **Changes in General Education Requirements**

Within the current B.A. in Secondary Education—English

- MTHSC 101 Essential Math for Informed Society is required for the Mathematics requirement. In the proposed dual major, it will be replaced by options within the general education coursework.  
(see **Mathematics** under Section B. Mathematical, Scientific and Technological Literacy under General Education Coursework on page 34 of the 2010-2011 Undergraduate Announcements )
- COMM 150 Intro to Human Communication is required. In the proposed dual major students may take either COMM 150 or COMM 250 Public Speaking.
- BIOSCI 200 Biology in the News is required. In the proposed dual major, students may take it or any other requirement related to Mathematics or Natural Science that also meets Science and Technology in Society (STS) requirements ( see **Mathematics or Natural Science** under Section B. Mathematical, Scientific and Technological Literacy under General Education Coursework on page 34 of the 2010-2011 Undergraduate Announcements )
- PSYCH 201 Introduction to Psychology and HIST 173 The West and the World II are required Social Sciences. In the proposed dual major students may select from the Social Sciences offerings for 3 of the required 6 hours, but HIST 173 is required as one of the Social Sciences (see **D. Social Sciences** under General Education Coursework on page 34 of the 2010-2011 Undergraduate Announcements)
- ENGL 357 Film is the current required course for the Arts and Humanities Non-Literature requirement. In the proposed dual major, students must take PHIL 101 Introduction to Philosophic Problems, PHIL 102 Introduction to Logic or PHIL 103 Introduction to Ethics instead.

#### **New Courses That Will Be Added to Meet B.A. in English Requirements**

- ENGL 390 Electronic Portfolio Studio is currently listed as a 1-hour course in the *2010-2011 Undergraduate Announcements*, but it will change for 2011-2012 to a

2-hour course. Their ENGL 190 Introduction to the English Major will be deleted.

- ENGL 496 Senior Seminar (English) is required of all English majors and will be offered fall of the senior year.
- A 300- or 400- level PHIL or HIST course will be required.
- The Fine Arts requirement for English may be met through ENGL 357 Film, a course that provides content that is suggested by NCATE, a teacher education accrediting agency, so that teacher candidates can help students with literary envisionments related to non-print texts. This course is currently required as the non-literature general education arts and humanities course. It will now be used to meet the Fine Arts requirement for English.

### Changes in Secondary Education—English Course Offerings

- In the past, Secondary Education—English has required HIST 172 and HIST 173 The West and the World I and II. In the revised dual major, only HIST 173 is required as is the case for the B.A. in English.
- ED 105 Orientation to Education will become a 2-hour course. It will still be offered fall semester of the freshman year.
- HIST 361 History of England to 1688 (3 hours) and HIST 363 History of England Since 1688 or HIST 365 British Cultural History (3 hours) will be deleted. Instead, the English major requirement for a 300- or 400- level History or Philosophy course will be required (see above).
- ENGL 357 Film will still be required but it will be listed as the only option for the English major's Fine Arts requirement.
- The Literary Theory requirement will now include the same required courses: ENGL 435 Literary Criticism; ENGL 436 Feminist Literary Criticism; ENGL 440 Literary Theory and ENGL 442 Cultural Studies; but the catalog will also state that other courses could be substituted subject to the approval of English major advisors.
- EdSec 454 Secondary English Capstone Seminar will meet the English department's requirement for an Advanced Writing requirement. Currently, the course is not listed among the options on the English Major Requirements worksheet, but the English department will approve and make this change.
- ENGL 485 Composition for Teachers will cover content related to the history of the English language as well as the teaching of grammar. The department may

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even decide to change the course title in the future to reflect this change. The course title might be something like ENGL 485 Composition and Language Studies for Teachers.

- ENGL 396 and 397 British Literature Survey I and II and ENGL 398 and 399 American Literature Survey I and II will still be required but they will be reflected in the curriculum plan as 4 English Literature Survey courses for 12 hours. Students can decide when they want to take the courses but all 4 courses will still be required.
- The American Literature requirement (3 hours) and the British Literature Before and After 1700 Options (6 hours) will be represented with the language of the English major requirements of Literature Emphasis Areas I, II and III. These emphasis areas are related to general chronological periods of literature and are not divided into American versus British literature courses. Area I emphasizes literature through the 1700s (ENGL 403 The Classics in Translation, ENGL 407 The Medieval Period, ENGL 408 Chaucer, ENGL 410 Drama of English Renaissance, ENGL 414 Milton, ENGL 420 American Literature to 1799, ENGL 427 Agrarianism and the Humanistic Tradition, ENGL 429 Dramatic Literature I, ENGL 444 Renaissance Literature and ENGL 463 Topics in Literature to 1699). Area II emphasizes literature through roughly the 19<sup>th</sup> century (ENGL 415 The Restoration and 18<sup>th</sup> Century, ENGL 416 The Romantic Period, ENGL 417 The Victorian Period, ENGL 418 The English Novel, ENGL 421 American Literature from 1800 to 1899, ENGL 425 The American Novel, ENGL 426 Southern Literature, ENGL 464 Topics in Literature from 1700 to 1899) and Emphasis Area III focuses on 20<sup>th</sup> century and contemporary literature (ENGL 428 Contemporary Literature, ENGL 430 Dramatic Literature II, ENGL 431 Modern Poetry, ENGL 432 Modern Fiction, ENGL 433 The Anglo-Irish Literary Tradition, ENGL 434 Environmental Literature, ENGL 455 American Humor, ENGL 465 Topics in Literature from 1900). More course options are included with this method.
- ENGL 353 Ethnic American Literature will be replaced by the Diversity Literature Emphasis Area that will include the option of ENGL 353 (as well as ENGL 380 British and American Women Writers, ENGL 419 Post-Colonial Studies, ENGL 456 Literature and Arts of the Holocaust, ENGL 482 African-American Fiction and Nonfiction and ENGL 483 African-American Poetry, Drama, and Film).
- ENGL 400 The English Language will be deleted. Its content will be covered, in part, in ENGL 485 Composition for Teachers (which may be renamed eventually to reflect this change such as Composition and Language Studies for Teachers).

**CLEMSON UNIVERSITY  
DUAL BACHELOR OF ARTS MAJOR  
ENGLISH and SECONDARY EDUCATION: ENGLISH**

**CURRICULUM PLAN 2011-2012**

**FRESHMAN YEAR**

Fall Semester		Spring Semester	
ED 105 Orientation to Education	2	BIOSCI 200 Biology in the News <sup>3</sup>	3
COMM 150 or COMM 250 Public Speaking	3	HIST 173 The West and the World II	3
ENGL 103 Accelerated Composition	3	ENGL 212 World Literature	3
Foreign Language Requirement <sup>1</sup>	3	Foreign Language Requirement <sup>1</sup>	3
Mathematics Requirement <sup>2</sup>	<u>3</u>	Natural Science Requirement <sup>2</sup>	<u>4</u>
	14		16

**SOPHOMORE YEAR**

Fall Semester		Spring Semester	
EDF 301 Principles of American Education	3	EDF 335 Adolescent Growth and Development	3
EDF 302 Educational Psychology	3	EDF 315 Technical Skills for Learning	1
English Literature Survey <sup>4</sup>	3	English Literature Survey <sup>4</sup>	3
ENGL 310 Critical Writing about Literature and Humanities (Non-Lit) Requirement <sup>5</sup>	3	Fine Arts Requirement for English <sup>6</sup>	3
	<u>3</u>	History Requirement <sup>7</sup>	3
	15	ENGL 386 Adolescent Literature <sup>8</sup>	<u>3</u>
			16

**JUNIOR YEAR**

Fall Semester		Spring Semester	
English Literature Survey <sup>4</sup>	3	English Literature Survey <sup>4</sup>	3
ENGL 411 Shakespeare	3	Literature Emphasis Area: II <sup>12</sup>	3
Literature Emphasis Area: Diversity <sup>9</sup>	3	Social Science Requirement <sup>2</sup>	3
Literature Emphasis Area: I <sup>10</sup>	3	Literary Theory Requirement <sup>13</sup>	3
EDSEC 324 Practicum in Teach Sec English <sup>11</sup>	3	Literature Emphasis Area III <sup>14</sup>	<u>3</u>
ENGL 390 Electronic Portfolio Studio	<u>2</u>		15
	17		

**SENIOR YEAR**

Fall Semester		Spring Semester	
EDSEC 424 Teaching Secondary English <sup>15</sup>	3	EDSEC 444 Teaching Internship Sec English <sup>16</sup>	9
READ 498 Secondary Content Area Reading <sup>15</sup>	3	EDSEC 454 Secondary English Capstone Seminar <sup>16</sup>	3
ED SP 370 Introduction to Special Education <sup>15</sup>	3	EDF 425 Instructional Technology Strategies <sup>16</sup>	<u>1</u>
ENGL 485 Composition for Teachers <sup>15</sup>	3		13
ENGL 496 English Senior Seminar	<u>3</u>	<b>TOTAL HOURS – 121</b>	
	15		

<sup>1</sup> Two semesters (through 202) in any modern foreign language (including American Sign Language) are required

<sup>2</sup> See general education requirements.

<sup>3</sup> Or, any other general education requirement related to Science/Mathematics that also meets STS requirements.

<sup>4</sup> ENGL 396 British Literature Survey I, ENGL 397 British Literature Survey II, ENGL 398 American Literature Survey I or ENGL 399 and American Literature Survey II.

<sup>5</sup> PHIL 101, 102, 103.

<sup>6</sup> ENGL 357 Film

<sup>7</sup> One course from HIST 316 American Social History, HIST 361 History of England to 1688, HIST 363 Britain Since 1688, or HIST 365 British Cultural History.

<sup>8</sup> Counts as Literature Emphasis Area Elective in B.A. in English

<sup>9</sup> ENGL 353 Ethnic American Literature, ENGL 380 British and American Women Writers, ENGL 419 Post-Colonial Studies, ENGL 456 Literature and Arts of the Holocaust, ENGL 482 African-American Fiction and Nonfiction and ENGL 483 African-American Poetry, Drama, and Film.

<sup>10</sup> ENGL 403 The Classics in Translation, ENGL 407 The Medieval Period, ENGL 408 Chaucer, ENGL 410 Drama of English Renaissance, ENGL 414 Milton, ENGL 420 American Literature to 1799, ENGL 427 Agrarianism and the Humanistic Tradition, ENGL 429 Dramatic Literature I, ENGL 444 Renaissance Literature and ENGL 463 Topics in Literature to 1699

<sup>11</sup> Students must complete 45 hours of field experience in a public school.

<sup>12</sup> ENGL 415 The Restoration and 18<sup>th</sup> Century, ENGL 416 The Romantic Period, ENGL 417 The Victorian Period, ENGL 418 The English Novel, ENGL 421 American Literature from 1800 to 1899, ENGL 425 The American Novel, ENGL 426 Southern Literature or ENGL 464 Topics in Literature from 1700 to 1899.

<sup>13</sup> ENGL 435 Literary Criticism; ENGL 436 Feminist Literary Criticism; ENGL 440 Literary Theory or ENGL 442 Cultural Studies or another course approved by English advisor.

<sup>14</sup> ENGL 428 Contemporary Literature, ENGL 430 Dramatic Literature II, ENGL 431 Modern Poetry, ENGL 432 Modern Fiction, ENGL 433 The Anglo-Irish Literary Tradition, ENGL 434 Environmental Literature, ENGL 455 American Humor, ENGL 465 Topics in Literature from 1900

<sup>15</sup> EDSEC 424, READ 498, EDSP 370 and ENGL 485 must be taken concurrently during fall semester of senior year. Students must also enroll in EDSEC 424 and READ 498 Lab sections. Both labs together require 45 hours of field experience in a public school.

<sup>16</sup> EDF 425, EDSEC 444, EDSEC 454 must be taken concurrently during spring semester of senior year.



**CLEMSON UNIVERSITY**  
**SECONDARY EDUCATION**  
**TEACHING AREA: ENGLISH**  
**Grades 9 - 12**  
**BACHELOR OF ARTS**

000178

**CURRICULUM PLAN 2010 - 2011**

**FRESHMAN YEAR**

<u>Fall Semester</u>			<u>Spring Semester</u>		
COMM 150	Intro. To Human Communication	3	BIOSC 200	Biology in the News	3
ED 105	Orientation to Education	2	ENGL 212	World Literature	3
ENGL 103	Accelerated Composition	3	HIST 173	The West and the World II	3
HIST 172	The West and the World I	3		Foreign Language Requirement <sup>1</sup>	3
MTHSC 101	Essential Math for Informed Soc.	3		Natural Science Requirement <sup>2</sup>	4
	Foreign Language Requirement <sup>1</sup>	3			
LIB 100	Clemson Connect	0			
		17			16

**SOPHOMORE YEAR**

<u>Fall Semester</u>			<u>Spring Semester</u>		
ED F 301	Principles of American Education	3	ED F 302	Educational Psychology	3
ENGL 310	Critical Writing about Literature	3	ED F 315	Technology Skills for Learning	1
ENGL 396	British Literature Survey I	3	ENGL 357	Film	3
ENGL 398	American Literature Survey I	3	ENGL 397	British Literature Survey II	3
PSYCH 201	Introduction to Psychology	3	ENGL 399	American Literature Survey II	3
		15		American Literature Requirement <sup>3</sup>	3
					16

**JUNIOR YEAR**

<u>Fall Semester</u>			<u>Spring Semester</u>		
ED F 335	Adolescent Growth & Development	3	ENGL 386	Adolescent Literature	3
ENGL 353	Ethnic American Literature	3	EDSEC 324	Practicum in Teaching Sec. English <sup>5</sup>	3
ENGL 400	The English Language	3	HIST 363	History of England Since 1688 <b>OR</b>	3
HIST 361	History of England to 1688	3	HIST 365	British Cultural History	
	British Literature Before 1700 Req <sup>4</sup>	3		British Literature After 1700 Req <sup>6</sup>	3
		15		Literary Theory Requirement <sup>7</sup>	3
					15

**SENIOR YEAR**

<u>Fall Semester</u>			<u>Spring Semester</u>		
ENGL 411	Shakespeare	3	ED F 425	Instructional Technology Strategies <sup>9</sup>	1
ENGL 485	Composition for Teachers <sup>8</sup>	3	EDSEC 444	Teaching Intern. in Sec. English <sup>9</sup>	9
EDSP 370	Introduction to Special Education <sup>8</sup>	3	EDSEC 454	Secondary English Capstone Sem. <sup>9</sup>	3
EDSEC 424	Teaching Secondary English <sup>8</sup>	3			
READ 498	Secondary Content Area Reading <sup>8</sup>	3			
		15			13

**TOTAL HOURS - 122**

<sup>1</sup>Two semesters (through 202) of the same modern foreign language are required.

<sup>2</sup>See General Education Requirements.

<sup>3</sup>ENGL 420, 421, 425, 426, or 455

<sup>4</sup>ENGL 407, 408, 410, 414, or 444

<sup>5</sup>Students must complete 45 hours of field experience in a public school as assigned

<sup>6</sup>ENGL 415, 416, 417, 418, or 433

<sup>7</sup>ENGL 435, 436, 440, or 442

<sup>8</sup>ENGL 485, EDSP 370, EDSEC 424, and READ 498 must be taken concurrently during fall semester of senior year.

<sup>9</sup>ED F 425, EDSEC 444, and EDSEC 454 must be taken concurrently during spring semester of senior year.

003150



Curriculum and Course Change System - General Education Checklist

Major Name: Secondary Education: Social Studies (History)

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	X HIST 299 and HIST 490; See Note One	..
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. In Society	..	X BIOSC 200; See Note Two	..	..

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox: Note 1: The oral communication competency will be satisfied through the HIST 299/490 sequence following the previously approved plan submitted through the history department. In addition to the requirements satisfied through their course work in the history department, during their senior EDSEC 448 Teaching Internship in Secondary Social Studies, students must give a formal oral presentation that is evaluated by at least a university supervisor and a cooperating teacher. This oral presentation requires the use of multimedia technologies, awareness of visual semiotics and their effects, projection and ability to organize a coherent and persuasive defense of their teaching in terms of standards recommended within South Carolina's Assisting, Developing and Evaluating Professional Teaching (ADEPT) standards.

Note 2: Any other general education requirement related to Science/Mathematics that also meets STS requirements and is approved by the advisor.

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** 1. ED 105: Orientation to Education

Class meeting on Professional Ethics

2. EDF 320/HIST 320: History of U.S. Public Education

Students examine ethical dimensions of historical educational issues as well as demonstrate a capacity to participate in ethical deliberation.

3. EDF 302: Educational Psychology

a. Bias and validity issues in testing (both teacher-made tests and standardized testing); case studies are used.

b. Consistency and fairness in classroom management (discipline), including reflection on future management style.

4. EDF 315: Technology Skills for Learning

Discussion of laws and individual rights related to intellectual property and copyright of digital information

5. EDF 335: Adolescent Growth and Development

a. Prospective teachers learn how to structure a classroom and respond to students in ways that a) treat students with respect and without any favoritism, b) establish clear routines, rules and consequences in the classroom so that students feel secure and protected in the classroom (and thus are in the best position to learn), c) provide students full-time instruction, never putting students in the position of having to teach themselves without the guidance of the teacher.

b. Prospective teachers learn that they have an ethical obligation to know their subject matter, prepare for each class, and be committed to professional standards and institutional objectives. How measured: paper

6. EDSEC 428 (teaching methods), 448 (student teaching) and 458 (capstone seminar).

a. Preservice teachers are given guidelines for working with adolescent minors in the public schools as they approach their 45-hour clinical experiences requirement. This includes maintaining a professional attitude and demeanor, and avoiding any type of friendship or peer relationship with high school students, especially that of a social nature.

b. As students approach their student teaching they are given guidelines for legal and ethical responsibilities with the work they are to do with high school students.

**Communication Integration Plan - Address competencies, implementation, and assessment:** Communications Integration permeates the entire dual major in both History and Secondary Education—History. Teacher candidates complete the oral communications competencies through the HIST 299/490 sequence as established through the history department for history majors. Students learn to write and communicate critically and clearly about historical and educational issues as they write for various audiences within their upper-level history courses, the HIST 299/490 sequence, EDSEC 328 (the Junior Practicum In Secondary Social Studies Education), EDSEC 428 (Teaching Secondary Social Studies), EDSEC 458 (Secondary Social Studies Capstone Seminar) and EDSEC 448 (Secondary Social Studies Teaching Internship). In each EDSEC course students write and present their work among their peers and professors through written and oral presentations. For example, during the EDSEC 428 semester students participate in a microteaching activity where they are video-recorded teaching a social studies lesson to their peers and are then required to write a reflection about this teaching exercise. During this semester students are also asked to create unit plans which require writing lesson plans and lecture outlines, utilizing technology to develop PowerPoint and GoogleEarth projects, and presenting final projects to their peers. During the EDSEC 458 Capstone course students are asked to collect various assessments they conducted during their student-teaching internship and write reflections on how these results inform their practice. The microteaching activity, curriculum unit plan, and assessment portfolios generated in these three

000181

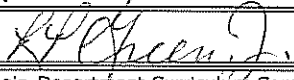
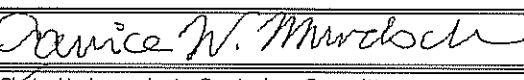

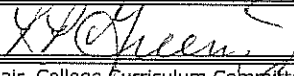
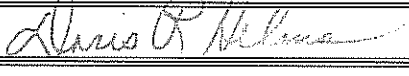


classes are assessed as part of the social studies Special Program Area (SPA) requirements of the NCATE accreditation process. Finally during the student-teaching internship, EDSEC 448, students are asked to video-tape a lesson and then write a detailed reflection on that process. They are also asked to present a portfolio of artifacts documenting aspects of student-teaching as indicated by the South Carolina, ADEPT certification process. This evaluation process requires that students write reflections about each artifact and then orally defend this portfolio in front of a university supervisor and cooperating teacher in the field.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:**

1. ED 105: Orientation to Education  
Developing reflective writing skills
2. EDF 320/HIST 320: History of U.S. Public Education  
Students critically examine historical issues in education, including those related to socioeconomic status, race, ethnicity, gender and educational opportunity. In the process, students (1) summarize, analyze, and evaluate text and (2) acquire and analyze information to determine its quality and utility
3. EDF 302 Educational Psychology
  - a. Integration of theories of learning, motivation, classroom management, and assessment.
  - b. Analyze classroom-based case studies for problems and possible solutions (with justification).
4. EDF 315 Technology Skills for Learning
  - a. Textual and graphic info from web chosen for quality and utility within WebQuest assignment.
  - b. Peer evaluation of quality and utility of student-produced videos using a provided rubric.
  - c. Determination of usability of digital photos based on quality, size, and other characteristics that affect usability.
5. EDF 335 Adolescent Growth and Development  
Prospective teachers learn that the key to "critical thinking" is thorough and well-integrated factual knowledge about one's discipline. Specifically, they learn that current research in cognitive psychology (e.g, Anderson, 1996) shows that we build procedural knowledge from declarative knowledge. Later- and with repetition and practice --the procedural knowledge may be encoded as factual knowledge and become a building block for new procedural knowledge.
6. EDSEC 428 Teaching Secondary Social Studies  
Preservice social studies teachers conduct critical analyses of current instructional social studies teaching practices and those recommended by the research on effective learning. They also conduct critical analyses of advantages and disadvantages of model social studies teaching lessons used by the instructor and their peers.
7. EDSEC 458 Secondary Social Studies Capstone Seminar  
As preservice social studies teachers assemble their final portfolio, they reflect on their career development and propose a path for their personal professional development.
8. Within the history and social science courses that students take in this program, students engage in inquiry, which involve formulating questions, making hypotheses, gathering data, analyzing data, and making conclusions.

**Form Originator:** SAMATHE, Sarah Mathews **Date Form Created:** 9/15/2010  
**Form Last Updated by:** SAMATHE, Sarah Mathews **Date Form Last Updated:** 10/14/2010 **Form Number:** 3376

**Approval**

	10/5/10		12/3/2010
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	11-3		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	11/3/10		2/7/11
Chair, College Curriculum Committee	Date	Provost	Date
	11/9/10		2/10/11
College Dean	Date	President	Date

## Explanation of Curriculum Changes: BA Double Major - Secondary Education Social Studies and History

The following outline, describes the proposed changes to align the Secondary Education Social Studies program with the curriculum of the BA in History so that students have the option to earn a double major in Secondary Education Social Studies and History.

### Freshman Year

#### Fall Semester

Move GEOG 101 to Spring Semester and substitute for GEOG 103. Add foreign language requirement(3 hours) in this place.

Drop HIST 122, move hours for upper-level history requirement to fall of junior year. The SST Gen Ed requirement will now be satisfied by BIO SCI 200.

#### Second Semester

Drop GEOG 103 (GEOG 101 is now in its place). Add foreign language requirement (3 hours)

BIO SCI 200, added a footnote that indicated this could also be satisfied by any other general education requirement related to Science/Mathematics that also meets STS requirements and is approved by the advisor.

### Sophomore Year

#### Fall Semester

Drop ECON 211, replace with ECON 200

#### Spring Semester

Drop ECON 212, replace with HIST 299

Drop PO SC 102, replace with Arts and Humanities Non-lit from junior/spring

Add Adv Human Requirement

### Junior Year

#### Fall Semester

Drop EDF 301, replace with EDF 320/HIST 320 (This will count as History teaching major hours)

Add 3 hours to the Teaching Major

#### Spring Semester

Drop Communications requirement, use Hist 299 and HIST 490 to meet communications requirement in alignment with the History Major.

Drop Arts & Humanities Non-Lit (moved to spring sophomore year)

Add Advanced Humanities Requirement 3 hrs.

Add Literature Requirement 3 hrs.

Add 3 hours to Teaching Major

**Senior Year****Fall Semester**

Substitute HIST490 for one teaching major course

Substitute Advanced Humanities requirement, for one teaching major course

**Change Footnotes to Read:**

<sup>1</sup>Two semesters (through 202) in any modern foreign language (including American Sign Language) are required.

<sup>2</sup>See General Education Requirements.

<sup>3</sup> Or, any other general education requirement related to Science/Mathematics that also meets STS requirements and is approved by the advisor.

<sup>4</sup>AAH 210, MUSIC 210, THEA 210, or any humanities course numbered 300 or higher. The humanities for this purpose include AAH, COMM (except 364, 368), ENGL (except 304, 312, 314, 316, 333, 334, 335, 485, 490, 495), HUM, MUSIC, PHIL, REL, THEA (except 377, 487, 497), WS, and foreign language courses.

<sup>5</sup>See advisor. Students must take a minimum of 3 hours of U.S. history, 3 hours of European history, and 6 hours of non-Western history to be selected from 300/400 level HIST courses. At least one course needs to be at the 400 level.

<sup>6</sup>Select from General Education Arts and Humanities (Literature) courses.

<sup>7</sup>EDF 425, EDSEC 428, HIST 490, and READ 498 must be taken concurrently in the fall semester of the senior year.

<sup>8</sup>EDSEC 448 and EDSEC 458 must be taken concurrently. Offered spring semester only.

**CLEMSON UNIVERSITY**  
**SECONDARY EDUCATION**  
**TEACHING AREA: SOCIAL STUDIES (History)**

Grades 9 - 12

This program will allow students to complete a double major in Secondary Education:  
**Social Studies (History) and History**

**CURRICULUM PLAN 2011 - 2012**

<b>FRESHMAN YEAR</b>					
<u>Fall Semester</u>			<u>Spring Semester</u>		
ED 105	Orientation to Education	2	ANTH 201	Introduction to Anthropology	3
ENGL 103	Accelerated Composition	3	BIOSC 200	Biology in the News <sup>3</sup>	3
MTHSC 101	Essential Math. for Informed Soc.	3	ENGL 214	American Literature	3
	Foreign Language Requirement <sup>1</sup>	3	GEOG 101	Introduction to Geography	3
	Natural Science Requirement <sup>2</sup>	4	PSYCH 201	Introduction to Psychology	3
LIB 100	Clemson Connect	<u>0</u>		Foreign Language Requirement <sup>1</sup>	<u>3</u>
		15			18
<b>SOPHOMORE YEAR</b>					
<u>Fall Semester</u>			<u>Spring Semester</u>		
ECON 200	Economic Concepts	3	ED F 315	Technology Skills for Learning	1
ED F 302	Educational Psychology	3	HIST 102	History of the United States	3
HIST 101	History of the United States	3	HIST 173	The West and the World II	3
HIST 172	The West and the World I	3	HIST 299	The Historians Craft	4
PO SC 101	American National Government	<u>3</u>		Advanced Humanities Requirement <sup>4</sup>	3
		15		Arts & Humanities (Non-Lit.) Require <sup>2</sup>	<u>3</u>
					17
<b>JUNIOR YEAR</b>					
<u>Fall Semester</u>			<u>Spring Semester</u>		
ED F 320/ HIST 320	History of US Public Education	3	SOC 201	Introduction to Sociology	3
ED F 335	Adolescent Growth & Development	3		Advanced Humanities Requirement <sup>4</sup>	3
EDSEC 328	Practicum in Secondary Soc. Studies	3		Literature Requirement <sup>6</sup>	3
	Teaching Major <sup>5</sup>	<u>2</u>		Teaching Major <sup>5</sup>	<u>2</u>
		18			18
<b>SENIOR YEAR</b>					
<u>Fall Semester</u>			<u>Spring Semester</u>		
ED F 425	Instructional Technology Strategies <sup>7</sup>	1	EDSEC 448	Teaching Intern. in Sec. Social Studies <sup>8</sup>	9
ED SP 370	Introduction to Special Education	3	EDSEC 458	Sec. Social Studies Capstone Seminar <sup>8</sup>	<u>3</u>
EDSEC 428	Teaching Secondary Social Studies <sup>7</sup>	3			
HIST 490	Senior Seminar <sup>7</sup>	3			
READ 498	Secondary Content Area Reading <sup>7</sup>	3			
	Advanced Humanities Requirement <sup>4</sup>	<u>3</u>			12
		16			

**TOTAL HOURS - 129**

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<sup>1</sup>Two semesters (through 202) in any modern foreign language (including American Sign Language) are required.

<sup>2</sup>See General Education Requirements.

<sup>3</sup>Or, any other general education requirement related to Science/Mathematics that also meets STS requirements and is approved by the advisor.

<sup>4</sup>AAH 210, MUSIC 210, THEA 210, or any humanities course numbered 300 or higher. The humanities for this purpose include AAH, COMM (except 364, 368), ENGL (except 304, 312, 314, 316, 333, 334, 335, 485, 490, 495), HUM, MUSIC, PHIL, REL, THEA (except 377, 487, 497), WS, and foreign language courses.

<sup>5</sup>See advisor. Students must take a minimum of 3 hours of U.S. history, 3 hours of European history, and 6 hours of non-Western history to be selected from 300/400 level HIST courses. At least one course needs to be at the 400 level.

<sup>6</sup>Select from General Education Arts and Humanities (Literature) courses.

<sup>7</sup>EDF 425, EDSEC 428, HIST 490, and READ 498 must be taken concurrently in the fall semester of the senior year.

<sup>8</sup>EDSEC 448 and EDSEC 458 must be taken concurrently. Offered spring semester only.

**CLEMSON UNIVERSITY**  
**SECONDARY EDUCATION**  
**TEACHING AREA: SOCIAL STUDIES (History)**  
**Grades 9 - 12**  
**BACHELOR OF SCIENCE**

**CURRICULUM PLAN 2009 - 2010**

<b>FRESHMAN YEAR</b>					
<u>Fall Semester</u>			<u>Spring Semester</u>		
ED 105	Orientation to Education	2	ANTH 201	Introduction to Anthropology	3
ENGL 103	Accelerated Composition	3	BIO SC 200	Biology in the News	3
GEOG 101	Introduction to Geography	3	ENGL 214	American Literature	3
HIST 122	History, Technology, and Society	3	GEOG 103	World Regional Geography	3
MTHSC 101	Essential Math. for Informed Soc.	3	PSYCH 201	Introduction to Psychology	3
	Natural Science Requirement <sup>1</sup>	4			
LIB 100	Clemson Connect	<u>0</u>			
		18			15
<b>SOPHOMORE YEAR</b>					
<u>Fall Semester</u>			<u>Spring Semester</u>		
ECON 211	Principles of Microeconomics	3	ECON 212	Principles of Macroeconomics	3
ED F 302	Educational Psychology	3	ED F 315	Technical Skills for Learning	1
HIST 101	History of the United States	3	HIST 102	History of the United States	3
HIST 172	The West and the World I	3	HIST 173	The West and the World II	3
PO SC 101	American National Government	<u>3</u>	PO SC 102	Intro. to International Relations	3
		15		Teaching Major <sup>2</sup>	<u>3</u>
					16
<b>JUNIOR YEAR</b>					
<u>Fall Semester</u>			<u>Spring Semester</u>		
ED F 301	Principles of American Education	3	COMM 150	Intro. to Human Communication <b>OR</b>	3
ED F 335	Adolescent Growth & Development	3	COMM 250	Public Speaking	
EDSEC 328	Practicum in Secondary Soc. Studies	3	SOC 201	Introduction to Sociology	3
	Teaching Major <sup>2</sup>	<u>6</u>		Arts & Humanities (Non-Lit.) Require <sup>1</sup>	3
		15		Teaching Major <sup>2</sup>	<u>6</u>
					15
<b>SENIOR YEAR</b>					
<u>Fall Semester</u>			<u>Spring Semester</u>		
ED F 425	Instructional Technology Strategies <sup>3</sup>	1	EDSEC 448	Teaching Intern. in Sec. Social Studies <sup>4</sup>	9
ED SP 370	Introduction to Special Education	3	EDSEC 458	Sec. Social Studies Capstone Seminar <sup>4</sup>	<u>3</u>
EDSEC 428	Teaching Secondary Social Studies <sup>3</sup>	3			
READ 498	Secondary Content Area Reading <sup>3</sup>	3			
	Teaching Major <sup>2</sup>	<u>6</u>			
		16			12

**TOTAL HOURS - 122**



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<sup>1</sup> See General Education Requirements

<sup>2</sup> See Advisor. Select from HIST 299, 300, and 400-level courses in History. Must include at least three hours each in U.S. history, European history, and nine hours in non-Western history. HIST 313 is recommended for those planning to teach in South Carolina.

<sup>3</sup> ED F 425, EDSEC 428, and READ 498 must be taken concurrently. **Offered fall semester only.**

<sup>4</sup> EDSEC 448 and 458 must be taken concurrently. **Offered spring semester only.**

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## Curriculum and Course Change System - General Education

## Checklist

Major Name: Early Childhood Education

## Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** EDEC 300 Foundations of Early Childhood Education

The Ethical Judgement competency is met through successful completion of a field placement assignment in this course. Students (typically junior year) observe and document behavior and interaction of children in pre-school or public school K4 classrooms (10 hours). In this field placement, students complete a series of assignments that include systematic observations, documentation of children's learning through digital photography, gathering children's work samples, and evaluation of the classroom in the areas of technology and multicultural diversity. Through this data, students are able to determine the quality of education for young children and develop strategies for meeting their needs. Students construct a professional portfolio of their work in the field placement setting that examines ethical issues related to the education of young children. A rubric has been developed to determine if students met or exceeded expectations for this assignment. If more than 25% of students do not achieve these benchmarks, faculty will use the data to inform course revisions, which will increase students' Ethical Judgement competency.

**Communication Integration Plan - Address competencies, implementation, and assessment:** EDEC 220 Family, School, and Community Relationships

The Communication competency is met through the successful completion of a field placement

assignment in this course. Students (typically sophomore or first semester junior year) observe classroom and agency activities in community settings that serve diverse families and their children. Students are also required to interview an agency administrator, a teacher and a parent of a young child. Evaluation for this experience is determined through the culminating product for this field experience, a community-based portfolio that documents a series of assignments related to the field placement. A rubric has been developed to determine if students met or exceeded expectations for this assignment. If more than 25% of students do not achieve these benchmarks, faculty will use the data to inform course revisions, which will increase students' Communication competency.


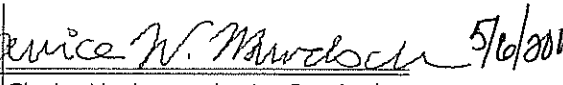

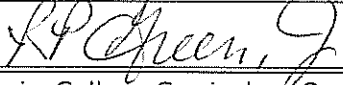
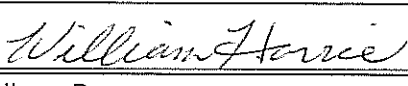
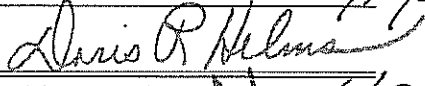

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** EDEC 336 Social Development of Infants and Young Children

The Critical Thinking competency is met through the successful completion of a field placement assignment in this course. Students (typically junior year) observe/document the behaviors of infants/toddlers (birth to 36 months) in a public or private preschool/child care setting (10 hours). In this course, students collect information through direct observation in a placement setting focusing on the physical environment of the classroom, teacher-child interactions, and the emotional, social, physical, cognitive, and language development of one particular child in order to develop a detailed case study, which serves as the evaluation for this experience. This case study requires careful consideration of the developmental needs of young children in order to make informed decisions regarding growth and development. A rubric has been developed to determine if students met or exceeded expectations for this assignment. If more than 25% of students do not achieve these benchmarks, faculty will use the data to inform course revisions, which will increase students' Critical Thinking competency.

**Form Originator:** SANDRAM, Sandra Linder **Date Form Created:** 2/7/2011

**Form Last Updated by:** SANDRAM, Sandra Linder **Date Form Last Updated:** 4/1/2011 **Form Number:** 3758

**Approval**

	2/8/11	 5/6/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum
	2/18/11	
Department Chair	Date	Chair, Graduate Curriculum Com
	3/2/11	
Chair, College Curriculum Committee	Date	Provost
	4/14/11	 6/17/2011
College Dean	Date	President
		 4/2/2011



Curriculum and Course Change System - General Education Checklist

000067

Major Name: BA Elementary Education

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

Distributed Competencies

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:** Students encounter many opportunities to explore Ethical Judgements during their time as an Elementary Education major, including: ED 105 (Professional Ethics), EDF 301 (Ethical Deliberation), EDF 302 (Ethics in Assessment), EDF 480 (Digital Ethics), and EDEL 401 (Professional Ethics). In EDEL 483: Directed Teaching in the Elementary Schools, students must demonstrate to both a 2nd-6th grade practicing teacher and a university supervisor that they can make pedagogical and instructional decisions that are fair to all students, are aware of and practice a code of professional ethics, and can evaluate the effects of professional decisions on students. Students submit a report entitled APS 10: Fulfilling Professional Responsibilities and are evaluated on a scale of 1-3: 1 Unsatisfactory: Does Not Meet Expectations, 2 Developing: Meets Expectations, and 3 Proficient Exceeds Expectations. If 80% of all students do not receive a 2 or 3 on the scale, faculty revise ethical content taught during student teaching and prior semesters.

**Communication Integration Plan - Address competencies, implementation, and assessment:** In EDF 334 (Service Learning Experiences), CTE 310 (Communication through the Arts), EDEL 321 (Communication Through Physical Activity) and EDF 425 (Communication Through Technology), Elementary Education students practice communication skills. In particular, in EDEL 488 Teaching Language Arts in the Elementary School, students create a Genre Unit, designed to help students develop communication proficiency in the six language arts: speaking, listening, reading, writing, viewing and visually representing. Students write and represent the genre unit using multigenre responses (print and electronic resources). These responses include, but, are not limited to: narratives, poems, visual and spoken representation, scripts, brochures, letters. The assignment is graded on a five point scale (5=A, 4=B, 3=C, 2=D, 1 and 0=F). If more than 25% of students receive a C or below on the assignment in any given semester, Elementary faculty will review communication instruction throughout the curriculum.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** Students work on improving Critical Thinking many times throughout the curriculum; for example: ED 105 (Critical Writing Skills), ED 301 (Critical Analysis of Contemporary Education Issues), EDF 302 (Critical Analysis of Classroom Issues), and EDF 480 (Critical Evaluation of Electronic Sources). Specifically, in EDEL 401: Elementary Field Experiences, students must critically examine their classroom teacher's practice and produce a series of ten artifacts/reflections that analyze multiple aspects of elementary classrooms. If more than 25% of students do not score an average of 2 or better (on a 4 point scale) on the ten critical reflections over the course of the semester, Elementary faculty will revisit critical thinking content taught during professional development semesters.

Form Originator: MJSPEAR, Melinda Spearman Date Form Created: 2/15/2011

Form Last Updated by: MJSPEAR, Melinda Spearman Date Form Last Updated: 4/18/2011 Form Number: 3804

Approval

	2/8/11		5/6/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
	2/8/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
	3/2/11		
Chair, College Curriculum Committee	Date	Provost	Date 4/17/2011
	4/18/11		
College Dean	Date	President	Date 6/17/2011



**Curriculum and Course Change System - General Education Checklist**

**Major Name:** BS Secondary Social Studies Education (History)

**Specific General Education Requirements**

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. In Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

Distributed Competencies
<p>The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.</p>
<p><b>Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:</b> Students in the Secondary Social Studies Education (History) program have a wide range of opportunities to gain the knowledge, skills and dispositions that Clemson University promotes through the Ethical Judgment Distributed Competency. In ED 105 - Orientation to Education, EDF 301 - Principles of American Education, EDF 302 - Educational Psychology, EDF 315 - Technology Skills for Learning and EDF 335 - Adolescent Growth and Development, students examine professional ethics in education, the ethical dimensions of contemporary issues in education, ethical issues involved with intellectual property rights and digital technology and the ethical treatment of students with different needs. During the EDSEC 458 - Senior Capstone Seminar, secondary social studies students are required to complete an Equitable Schools Project. In this project students must use ethical judgment to examine inequities in their student-teaching placement and comprise a list of resources to help develop solutions for change through their teaching. Students earn a letter grade for this assignment. As part of the EDSEC 448 - Student-Teaching Internship, offered during the same semester, candidates must also pass a series of performance standards based on South Carolina's ADEPT teacher training requirements. Three ADEPT Performance Standards assess candidates' ethical judgment: 1) APS 4 asks teachers to maintain high expectations for all students' participation and learning in the classroom, 2) APS 8 evaluates a candidates ability to create safe physical environments for learning and 3) APS 10 addresses issues of professionalism that require student-teachers serve as advocates for their students and exhibit professional demeanor and behavior. Candidates can earn either a 1 = Unsatisfactory, 2 = Developing, or 3 = Proficient in each of these standards. The Equitable Schools Project and the ADEPT Performance Evaluations during student-teaching will serve as the two culminating assessments of candidates' ethical judgment prior to their graduation. 80% of all candidates should receive an A or B letter grade on this assignment and a 2 or 3 on APS 4, 8, and 10. If this bench mark is not achieved, faculty will use data to strengthen the ethics instruction throughout the Secondary Social Studies Program.</p>
<p><b>Communication Integration Plan - Address competencies, implementation, and assessment:</b> Communications Integration permeates the BS Secondary Social Studies Education (History) Teacher candidates learn to write and communicate critically and clearly about historical and educational issues as they write for various audiences within their upper-level history courses, EDSEC 328 (the Junior Practicum in Secondary Social Studies Education), EDSEC 428 (Teaching Secondary Social Studies), EDSEC 458 (Secondary Social Studies Capstone Seminar) and EDSEC 448 (Secondary Social Studies Teaching Internship). In each EDSEC course students write and present their work among their peers and professors through written and oral presentations. During the EDSEC 428 - Senior Methods Course, the fall semester of their senior year, students are asked to participate in a microteaching activity. Students are video-recorded teaching a social studies lesson to their peers and are then required to write a reflection about this teaching exercise. Students are also asked to create unit plans which require writing lesson plans and lecture outlines, utilize technology to develop PowerPoint and GoogleEarth projects, and present final projects to their peers. Then upon completion of the EDSEC 448 - Student-Teaching Internship, students must present and reflect on artifacts to demonstrate their proficiency in all SC ADEPT performance standards for teaching. They present these portfolios orally to their student-teaching cooperating teachers and university supervisors. The Secondary Social Studies Education Program uses the Microteaching, Curriculum Unit and Student-Teaching Portfolio as benchmarks indicating students' level of communication. 80% of all candidates should receive an A or B letter grade on the Microteaching and Curriculum Unit assignments and a 2 or 3 (developing or proficient respectively) on components of the student-teaching portfolio. If this bench mark is not achieved, faculty will use data to strengthen students' communicative abilities throughout the Secondary Social Studies Program.</p>
<p><b>Critical Thinking Integration Plan - Address competencies, implementation, and assessment:</b> Students in the Secondary Social Studies Education (History) program have a wide range of opportunities to develop, practice, and display critical thinking skills. In ED 105 - Orientation to Education, EDF 301 - Principles of American Education, EDF 302 - Educational Psychology, EDF 315 - Technology Skills for Learning and EDF 335 - Adolescent Growth and Development, students examine historical issues, summarize, analyze and evaluate texts, analyze classroom-based case studies, evaluate technological resources, and apply educational theory to examples from professional practice. During the 428 - Senior Methods Course, pre-service social studies teachers develop a comprehensive curriculum unit with 5-7 lesson plans for instruction. Through these projects, students conduct critical analyses of current instructional social studies teaching practices</p>

*Revised*  
4/6/2011

000081



**Curriculum and Course Change System - General Education Checklist**

**Major Name:** BS Secondary Social Studies Education (History)

**Specific General Education Requirements**

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	..	X
Academic & Professional Development			..	X
Mathematics	..	..	..	X
Natural Science with lab	..	..	..	X
Math or Natural Science	..	..	..	X
Arts & Humanities (Literature)	..	..	..	X
Arts & Humanities (Non-Literature)	..	..	..	X
Social Sciences	..	..	..	X
Cross-Cultural Awareness	..	..	..	X
Science and Tech. in Society	..	..	..	X

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox:

<p><b>Distributed Competencies</b></p> <p>The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.</p> <p><b>Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:</b> Students in the Secondary Social Studies Education (History) program have a wide range of opportunities to gain the knowledge, skills and dispositions that Clemson University promotes through the Ethical Judgment Distributed Competency. In ED 105 - Orientation to Education, EDF 301 - Principles of American Education, EDF 302 - Educational Psychology, EDF 315 - Technology Skills for Learning and EDF 335 - Adolescent Growth and Development, students examine professional ethics in education, the ethical dimensions of contemporary issues in education, ethical issues involved with intellectual property rights and digital technology and the ethical treatment of students with different needs. During the EDSEC 458 - Senior Capstone Seminar, secondary social studies students are required to complete an Equitable Schools Project. In this project students must use ethical judgment to examine inequities in their student-teaching placement and comprise a list of resources to help develop solutions for change through their teaching. Students earn a letter grade for this assignment. As part of the EDSEC 448 - Student-Teaching Internship, offered during the same semester, candidates must also pass a series of performance standards based on South Carolina's ADEPT teacher training requirements. Three ADEPT Performance Standards assess candidates' ethical judgment: 1) APS 4 asks teachers to maintain high expectations for all students' participation and learning in the classroom, 2) APS 8 evaluates a candidates ability to create safe physical environments for learning and 3) APS 10 addresses issues of professionalism that require student-teachers serve as advocates for their students and exhibit professional demeanor and behavior. Candidates can earn either a 1 = Unsatisfactory, 2 = Developing, or 3 = Proficient in each of these standards. The Equitable Schools Project and the ADEPT Performance Evaluations during student-teaching will serve as the two culminating assessments of candidates' ethical judgment prior to their graduation. 80% of all candidates should receive an A or B letter grade on this assignment and a 2 or 3 on APS 4, 8, and 10. If this bench mark is not achieved, faculty will use data to strengthen the ethics instruction throughout the Secondary Social Studies Program.</p> <p><b>Communication Integration Plan - Address competencies, implementation, and assessment:</b> Communications Integration permeates the BS Secondary Social Studies Education (History) Teacher candidates learn to write and communicate critically and clearly about historical and educational issues as they write for various audiences within their upper-level history courses, EDSEC 328 (the Junior Practicum in Secondary Social Studies Education), EDSEC 428 (Teaching Secondary Social Studies), EDSEC 458 (Secondary Social Studies Capstone Seminar) and EDSEC 448 (Secondary Social Studies Teaching Internship). In each EDSEC course students write and present their work among their peers and professors through written and oral presentations. During the EDSEC 428 - Senior Methods Course, the fall semester of their senior year, students are asked to participate in a microteaching activity. Students are video-recorded teaching a social studies lesson to their peers and are then required to write a reflection about this teaching exercise. Students are also asked to create unit plans which require writing lesson plans and lecture outlines, utilize technology to develop PowerPoint and GoogleEarth projects, and present final projects to their peers. Then upon completion of the EDSEC 448 - Student-Teaching Internship, students must present and reflect on artifacts to demonstrate their proficiency in all SC ADEPT performance standards for teaching. They present these portfolios orally to their student-teaching cooperating teachers and university supervisors. The Secondary Social Studies Education Program uses the Microteaching, Curriculum Unit and Student-Teaching Portfolio as benchmarks indicating students' level of communication. 80% of all candidates should receive an A or B letter grade on the Microteaching and Curriculum Unit assignments and a 2 or 3 (developing or proficient respectfully) on components of the student-teaching portfolio. If this bench mark is not achieved, faculty will use data to strengthen students' communicative abilities throughout the Secondary Social Studies Program.</p> <p><b>Critical Thinking Integration Plan - Address competencies, implementation, and assessment:</b> Students in the Secondary Social Studies Education (History) program have a wide range of opportunities to develop, practice, and display critical thinking skills. In ED 105 - Orientation to Education, EDF 301 - Principles of American Education, EDF 302 - Educational Psychology, EDF 315 - Technology Skills for Learning and EDF 335 - Adolescent Growth and Development, students examine historical issues, summarize, analyze and evaluate texts, analyze classroom-based case studies, evaluate technological resources, and apply educational theory to examples from professional practice. During the 428 - Senior Methods Course, pre-service social studies teachers develop a comprehensive curriculum unit with 5-7 lesson plans for instruction. Through these projects, students conduct critical analyses of current instructional social studies teaching practices</p>
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000092

and those recommended by the research on effective learning. They also conduct critical analyses of advantages and disadvantages of model social studies teaching lessons used by the instructor and their peers. The curriculum unit assignment assesses students' ability to utilize the knowledge they gained throughout the program, in regards to learning-styles, curriculum development, instructional strategies, and assessment. Students earn a letter grade for this assignment based on a rubric evaluating the different aspects of curriculum development. Then during EDSEC 448 - Student-Teaching Internship, students must submit one additional curriculum unit they developed and incorporated into their student-teaching placement. The student-teaching portfolio is assessed along SC ADEPT Performance Standards rubric; 1 = Unsatisfactory, 2 = Developing, and 3 = Proficient.

The Secondary Social Studies Education Program uses the Curriculum Unit and Student-Teaching Portfolio as benchmarks indicating students' ability to demonstrate critical thinking skills. 80% of all candidates should receive an A or B letter grade on the Curriculum Unit assignment during the EDSEC 428 Course and a 2 or 3 (developing or proficient respectfully) on the Curriculum Unit submitted during student-teaching. If this bench mark is not achieved, faculty will use data to provide opportunities for students to strengthen their critical thinking skills throughout the Secondary Social Studies Program.

**Form Originator:** SAMATHE, Sarah Mathews **Date Form Created:** 2/19/2011  
**Form Last Updated by:** SAMATHE, Sarah Mathews **Date Form Last Updated:** 3/10/2011 **Form Number:** 3817

**Approval**

<i>K.P. Green, Jr.</i>	2/13/11	<i>Pranice W. Mowbray</i>	4/1/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee	Date
<i>Susan Rosenthal</i>	2/18/11		
Department Chair	Date	Chair, Graduate Curriculum Committee	Date
<i>K.P. Green, Jr.</i>	3/2/11	<i>James D. Nelson</i>	5/10/11
Chair, College Curriculum Committee	Date	Provost	Date
<i>William Horrie</i>	3/15/11	<i>James D. Nelson</i>	5/19/11
College Dean	Date	President	Date

Major Name: Health Science - Health Promotion

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	X COMM 150 or 250	..
Academic & Professional Development			X HLTH 419/420	..
Mathematics	..	..	X MTHSC 101, MTHSC 102, MTHSC 106	..
Natural Science with lab	..	..	X BIOL 103/105, BIOL 110	..
Math or Natural Science	..	..	X CH 101/102 or CH 105/106	..
Arts & Humanities (Literature)	X	..	..	..
Arts & Humanities (Non-Literature)	X	..	..	..
Social Sciences	..	..	X SOC 201 and PSYCH 201	..
Cross-Cultural Awareness	..	X 3 credits from Social Sciences Gen Ed list and CCA list	..	..
Science and Tech. in Society	..	X CH105 of if CH 105 is not selected then 3 credits from STS	..	..

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox: See above

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:**

Ethical judgment competency (Demonstration of the ability to identify, comprehend and deal with ethical problems and their ramifications in a systematic, thorough, and responsible way) is achieved in part through completion of an Ethics Case Study assignment in HLTH 202 Introduction to Public Health. The case study presents a range of public health scenarios in which the student analyzes ethical issues common in public health practice and health care systems. Ethical judgment is also evaluated through the "Public Health Determinants, Trends, and Ethics" electronic portfolio assignment in HLTH 420 Science Health Internship. This written assignment asks students to answer a series of questions relating their internship experience to public health determinants, trends and ethics. Students write three health/medical services essays addressing determinants, trends, and ethics with respect to: 1) "healthy places" (environmental, economic, and social circumstances and disparities), "employment, work conditions, and professionalism" or "access to medical care"; 2) social and behavioral factors, health behaviors, or personal choice; and 3) cost-effective policy changes to improve health outcomes.

Evaluation of both assignments is completed by instructor assessment through use of an assignment specific rubric which is published in the course syllabus or made available on-line. The benchmark for demonstration of Ethical Judgment Integration competency is student grades of 80% or higher on both designated assignments. If more than 20% of students for either assignment do not meet the threshold score of 80%, the faculty will examine and revise the method of ethics instruction.

**Communication Integration Plan - Address competencies, implementation, and assessment:**

Communication competency is achieved, in part, through the completion of a writing assignment that is the culmination project for HLTH 240 Determinants of Health Behavior. The writing assignments consist of a research paper applying health theory in the analysis of a health problem selected by the student. An additional course used to demonstrate achievement of the communication competency is HLTH 420 Health Science Internship. In HLTH 420 the student completes a final portfolio documenting student




**Curriculum and Course Change System - General Education Checklist**
**Major Name:** Health Science - Health Promotion

**Specific General Education Requirements**

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)	No Change
		Specify restrictions - e.g. PHIL courses only	Specify courses or cluster* of courses if appropriate	
English Composition			ENGL 103	
Oral Communication*	..	..	X COMM 150 or 250	..
Academic & Professional Development			X HLTH 419/420	..
Mathematics	..	..	X MTHSC 101, MTHSC 102, MTHSC 106	..
Natural Science with lab	..	..	X BIOL 103/105, BIOL 110	..
Math or Natural Science	..	..	X CH 101/102 or CH 105/106	..
Arts & Humanities (Literature)	X	..	..	..
Arts & Humanities (Non-Literature)	X	..	..	..
Social Sciences	..	..	X SOC 201 and PSYCH 201	..
Cross-Cultural Awareness	..	X 3 credits from Social Sciences Gen Ed list and CCA list	..	..
Science and Tech. in Society	..	X CH105 of if CH 105 is not selected then 3 credits from STS	..	..

\*Departments may specify a cluster of courses to meet the Oral communication competency but must include a plan for implementation and assessment in the following textbox: See above

**Distributed Competencies**

The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas below. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgement Integration Plan - Address competencies, implementation, and assessment:**

Ethical judgment competency (Demonstration of the ability to identify, comprehend and deal with ethical problems and their ramifications in a systematic, thorough, and responsible way) is achieved in part through completion of an Ethics Case Study assignment in HLTH 202 Introduction to Public Health. The case study presents a range of public health scenarios in which the student analyzes ethical issues common in public health practice and health care systems. Ethical judgment is also evaluated through the "Public Health Determinants, Trends, and Ethics" electronic portfolio assignment in HLTH 420 Science Health Internship. This written assignment asks students to answer a series of questions relating their internship experience to public health determinants, trends and ethics. Students write three health/medical services essays addressing determinants, trends, and ethics with respect to: 1) "healthy places" (environmental, economic, and social circumstances and disparities), "employment, work conditions, and professionalism" or "access to medical care"; 2) social and behavioral factors, health behaviors, or personal choice; and 3) cost-effective policy changes to improve health outcomes.

Evaluation of both assignments is completed by instructor assessment through use of an assignment specific rubric which is published in the course syllabus or made available on-line. The benchmark for demonstration of Ethical Judgment Integration competency is student grades of 80% or higher on both designated assignments. If more than 20% of students for either assignment do not meet the threshold score of 80%, the faculty will examine and revise the method of ethics instruction.

**Communication Integration Plan - Address competencies, implementation, and assessment:**

Communication competency is achieved, in part, through the completion of a writing assignment that is the culmination project for HLTH 240 Determinants of Health Behavior. The writing assignments consist of a research paper applying health theory in the analysis of a health problem selected by the student. An additional course used to demonstrate achievement of the communication competency is HLTH 420 Health Science Internship. In HLTH 420 the student completes a final portfolio documenting student

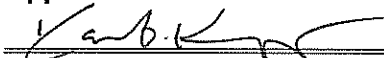

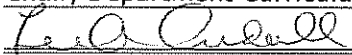

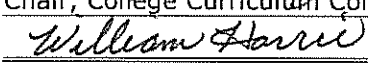


accomplishments in their internship as well as their health science major (written communication), a resume (written communication) and ratings from the student's site preceptor (both written and oral communication). Evaluation of all assignments is completed by instructor assessment through use of an assignment specific rubric which is published in the course syllabus or made available on-line. The benchmark for demonstration of the Communication competency is a student grade of 80% or higher on both designated assignments. If more than 20% of students for either assignment do not meet the threshold score of 80%, the faculty will examine and revise the method of communication instruction.

**Critical Thinking Integration Plan - Address competencies, implementation, and assessment:** Critical Thinking competency (Demonstration of the ability to critically analyze the quality and utility of knowledge and apply this knowledge to a wide range of problems) is achieved, in part, in HLTH 380 Epidemiology. In HLTH 380 students complete several critical thinking assignments. To demonstrate achievement of this competency one or more of the following assignments are used as determined by the instructor: an article critique assignment in which the student identifies epidemiologic study designs, assesses the merit of such studies (assess the article for concepts such as study rationale, hypothesis, results, strengths and weakness, and significance) or an outbreak investigation case study (applying epidemiological methods, analysis and interpretation of data). An additional course in which the Critical Thinking Competency is developed is HLTH 490 Research and Evaluation Strategies for Public Health through completion of a series of course lectures and assignments. HLTH 490 is designed to help students learn both qualitative and quantitative methods in public health research. It provides a theoretical foundation with a focus on pragmatic aspects of research methods. Throughout the course, students are required to use qualitative reasoning to support interpretation of quantitative phenomena and facts (e.g.: correlation vs. causation, population-based sampling vs. convenience sampling) and to back up qualitative statements by data analysis and quantitative evidence. A variety of critical thinking assignments are used to demonstrate achievement of this competency and include one or more of the following as determined by the instructor: a critique of readings, homework assignments, quizzes, exams and/or a research report. Evaluation of student performance is completed through rubrics specific to each assignment that are available to the students. Evaluation of all assignments is completed by instructor assessment through use of an assignment specific rubric which is published in the course syllabus or made available on-line. The benchmark for demonstration of the Critical Thinking Competency is a student grade of 80% or higher on both designated assignments. If more than 20% of students for either assignment do not meet the threshold score of 80%, the faculty will examine and revise the method of critical thinking instruction.

**Form Originator:** COFFEY2, Rebecca Coffey **Date Form Created:** 3/9/2011

**Form Last Updated by:** COFFEY2, Rebecca Coffey **Date Form Last Updated:** 4/15/2011 **Form Number:** 3935

#### Approval

	4-11-11	 5/6/2011
Chair, Department Curriculum Committee	Date	Chair, Undergraduate Curriculum Committee
	04/15/11	
Department Chair	Date	Chair, Graduate Curriculum Committee
	4/15/11	
Chair, College Curriculum Committee	Date	Provost
	4/15/11	 6/17/2011
College Dean	Date	President  6/17/2011