

Change Undergraduate Course

Change a Course

Subject: EDLT-Literacy
Number: 4620
Effective Term: Fall 2018
Title: Reading Children's Lit in Elem
 Honors Course:

Add Honors Course:

Last Term Course was taught: 201701

Brief Statement of Change Based on Assessment Results:

The course description and learning objectives are changing to address Read to Succeed certification requirements.

Rationale for Changing a Course

- Strengthen Program Requirement(s)
 Alignment of Student Learning Outcomes
 Alternative Delivery of Content
 Improve Time to Degree
 Evolution of the Discipline
 Changing Prerequisites
 Address DWF Rates
 General Education Modifications
 Other (Please specify.)

Change Catalog Description

From Introduces children's literature across genres. Participants examine strategies for responding to children's literature through various modes and explore cultural issues and controversies related to children's literature.
To Introduces children's literature across genres. Participants examine strategies for responding to children's literature through various modes (oral language, writing, drama, art) and explore cultural issues related to children's literature. Designed to meet Read to Succeed state requirements.

Change In Student Learning Objectives

Learning objectives were revised to correspond with Read-to-Succeed literacy standards.

Learning Objectives

Students will be able to

1. Demonstrate knowledge of an integrated, comprehensive, and balanced literacy curriculum that supports children's reading and writing development.
2. Demonstrate knowledge of and ability to use a wide range of instructional approaches and teaching materials for literacy instruction.
3. Use classroom assessments and their results to plan literacy instruction.
4. Engage children in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.
5. Create literate environments that support children's reading and writing development.

Topical Outline

Week 1: Youth Media Awards
 Week 2: Nonfiction
 Week 3: Elementary School Practicum
 Week 4: Poetry
 Weeks 5 & 6: Response to Literature
 Week 7: Elementary School Practicum
 Week 8: Book Talks
 Week 9: Picture Books/Picture Book Apps
 Week 10: Elementary School Practicum
 Week 11: Contemporary Realistic Fiction

Week 12: Historical Fiction
Week 13: Fantasy/Science Fiction
Week 14: Elementary School Practicum
Week 15: Review/Final Exam/Wrap Up

Evaluation

Undergraduate

A 90 - 100

B 80 - 89

C 70 - 79

D 60 - 69

F < 60

Author Illustrator Presentation (15%)

Class Participation (20%)

Book Talk (10%)

Reading Logs (25%)

Final Exam (30%)

Syllabus

Upload File: [EDLT_4620_Revisions_Fall_2017-20171113110722.pdf](#)

Description: EDLT_4620

Form

User ID: pdunsto Name: Pamela Dunston

Date: 01/25/2018 Number: 35676

Parula J. Dunston
Chair, Department Curriculum Committee 1/12/18
Date

[Signature]
Department Chair 3-13-18
Date

Mindy [Signature]
Chair, College Curriculum Committee 3/16/18
Date

[Signature]
College Dean 3/26/18
Date

Director, Calhoun Honors College Date

Chair, Undergraduate Curriculum Committee Date

Chair, Graduate Curriculum Committee Date

Provost Date

President Date

Change Undergraduate Course

Change a Course

Subject: EDF-Educational Foundations
Number: 3080
Effective Term: Fall 2018
Title: Classroom Assessment

Honors Course:

Add Honors Course:

Last Term Course was taught: 201608

Brief Statement of Change Based on Assessment Results:

Adding a sentence to the course description to denote compliance with Read-to-Succeed requirements.

Rationale for Changing a Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

Change Catalog Description

From Introduction to classroom assessment and standardized testing.
To Introduction to classroom assessment and standardized testing. Designed to meet Read-to-Succeed requirements.

Learning Objectives

No change in learning objective.

Topical Outline

No change in topical outline.

Evaluation

Undergraduate

A 90 - 100
 B 80 - 89
 C 70 - 79
 D 60 - 69
 F < 60

No change.

Syllabus

Upload File: [Curriculum Committee Syllabus Template-20171213082852.docx](#)

Description: EDF 3080 Blank Syllabus

Form

User ID: pdunsto Name: Pamela Dunston

Parula J. Dumstra _____ *1/12/18* _____
 Chair, Department Curriculum Committee _____ Date

_____ *Philip 2-1-18* _____
 Department Chair _____ Date

Mind [Signature] _____ *2/2/18* _____
 Chair, College Curriculum Committee _____ Date

[Signature] _____ *3/28/18* _____
 College Dean _____ Date

 Director, Calhoun Honors College _____ Date

 Chair, Undergraduate Curriculum Committee _____ Date

 Chair, Graduate Curriculum Committee _____ Date

 Provost _____ Date

 President _____ Date

General Education Checklist

Major Name: Middle-Level Education

Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)
English Composition			ENGL 103
Oral Communication	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> COMM 1500/2500
Academic & Professional Development			<input checked="" type="radio"/> EDML 4540/4560/4570/4580
Mathematics	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Natural Science with no lab	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Natural Science with lab	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math or Natural Science	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts & Humanities (Literature)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts & Humanities (Non-Literature)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Sciences	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cross-Cultural Awareness	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science and Tech. in Society	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

Implementation Plan & Assessment

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 Middle Level Education major, including: ED 1050 (Professional Ethics), ED 3010 (Ethical Deliberation) and ED 3020 (Ethics in Assessment), EDF 4800 (Digital Ethics), ED 4050 (Social Ethics) and EDML 4240,4260, 4270 or 4280 (Professional Ethics). In EDML 4440, 4460, 4470, or 4480: Teaching Internship in Middle Level Education, students must demonstrate to both a 5-8 grade cooperating 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 will revise ethical content taught during student teaching and prior semesters.

Communication Integration Plan

Address competencies, implementation, and assessment

Students meet the communication competencies in HIST 2999 (Evaluating Communication Sources), ENGL 3100 (Communication Through Critical Writing) and EDF 4800 (Communication Through Technology), MATH 3140 (Communicating Through Numbers), EDSC (BIOL) 4280 (Communication Through Science). Middle Level Education students practice communication skills in school settings. In particular, EDML 4440, 4460, 4470, and 4480 Teaching Internship courses, students develop communication proficiency and demonstrate a wide variety of strategies to reach out to and communication with middle level students, parents, and other professionals. The goal is to promote learning environments that support students and their families. Reflective journals with critical written analyses are used throughout the curriculum as a means of improving written communication, self-awareness, and improvement. In the teaching internship courses, student develop written lesson plans, video record the delivery, analyze the results, and provide a written critical assessment. Students are evaluated on their abilities to communicate and to improve outcome learning in a classroom setting on a three-point 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 will revise the strategies used in the courses listed above.

Critical Thinking Integration Plan

Address competencies, implementation, and assessment

Students work on improving Critical Thinking many times throughout the curriculum; for example: ED 1050 (Critical Writing Skills), ED 3010 (Critical Analysis of Contemporary Education Issues) and ED 3020 (Critical Analysis of Classroom Issues), and EDF 4800 (Critical Evaluation of Electronic Sources). Specifically, the capstone courses in Middle Level (EDML 4540, 4560,4570, and 4580) demonstrate critical thinking skills developed and honed through the curriculum. Students must apply research-based methods in the planning and teaching of course content to middle-level students and in doing so must identify diverse learners, cultural differences, assessment findings, and specific techniques related to the delivery of the content. The courses use reflective journals, critical analyses of video recordings, and assessment by experts in the field. At the end of the semester, students must demonstrate their ability to support middle level learners, make critical decisions and change as needed in a real-world setting. Students are evaluated on their abilities to think critically on a

three-point 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 will revise the teaching strategies used in the courses.

Form

User ID: dbj Name: Debra Jackson

Date: 01/10/2018 Number: 36474



Chair, Department Curriculum Committee

4/3/18

Date



Department Chair

4/5/18


Date



Chair, College Curriculum Committee

4/3/18

Date



College Dean

4/4/18

Date

Director, Calhoun Honors College

Date

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

Provost

Date

President

Date