

## Change Undergraduate Course

### Change a Course

**Subject:** EDEL-Elementary Education

**Number:** 4820

**Effective Term:** Fall 2018

**Title:** Elem Ed Capston Sem

Honors Course:

Add Honors Course:

**Last Term Course was taught:** 201708

#### Brief Statement of Change Based on Assessment Results:

We are adding a statement to the course description to identify this course as meeting the requirements of the South Carolina Department of Education Read to Succeed requirement.

### 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** Students strengthen connections between theory and pedagogy; analyze and solve contemporary problems in elementary education; and reflect upon their personal growth as educators within a social justice framework

**To** Students strengthen connections between theory and pedagogy; analyze and solve contemporary problems in elementary education; and reflect upon their personal growth as educators within a social justice framework. Designed to meet requirements of SC Read to Succeed legislation.

### Change In Student Learning Objectives

no change

### Learning Objectives

no change

### Topical Outline

no change

### Evaluation

Undergraduate

**A** 90 - 100

**B** 80 - 89

**C** 70 - 79

**D** 60 - 69

**F** < 60

no change

### Syllabus

Upload File: [ELED course change Malloy-20180108152442.docx](#)

### Form

**User ID:** malloy2 **Name:** Jacquelynn Malloy

**Date:** 02/15/2018 **Number:** 36882

2/15/2018

Change Undergraduate Course - Curriculum & Course Change System

000024

*W. M. Johnson*  
Chair, Department Curriculum Committee

*2/11/18*  
Date

*W. M. Johnson*  
Department Chair

*2/14/18*  
Date

*W. M. Johnson*  
Chair, College Curriculum Committee

*2/15/18*  
Date

*W. M. Johnson*  
College Dean

*2/16/18*  
Date

Director, Calhoun Honors College  
*John D. Stiff*

Date

Chair, Undergraduate Curriculum Committee

*3/2/2018*  
Date

Chair, Graduate Curriculum Committee  
*Robert S. Jones*

Date

Provost

*5/7/2018*  
Date

President

Date

## Change Undergraduate Course

### Change a Course

**Subject:** EDEL-Elementary Education

**Number:** 4010

**Effective Term:** Fall 2018

**Title:** Elem Field Exp

Honors Course:

Add Honors Course:

**Last Term Course was taught:** 201708

#### Brief Statement of Change Based on Assessment Results:

We are adding a statement to the course description to identify this course as meeting the requirements of the South Carolina Department of Education Read to Succeed requirement.

### 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** Practical classroom experience prior to the student teaching semester for Elementary Education majors. For a twelve-week period, students spend two days per week in schools observing, tutoring individuals, conducting small group activities, and teaching the class. Students attend seminars on topics related to field experience.

**To** Practical classroom experience prior to the student teaching semester for Elementary Education majors. For a twelve-week period, students spend two days per week in schools observing, instructing, and assessing student learning. Students attend seminars on topics related to field experience and professionalism. Designed to meet Read to Succeed state requirements.

### Learning Objectives

no change

### Topical Outline

no change

### Evaluation

Undergraduate

**A** 90 - 100

**B** 80 - 89

**C** 70 - 79

**D** 60 - 69

**F** < 60

no change

### Syllabus

Upload File: [ELED course change Malloy-20180108140431.docx](#)

**Description:** blank

### Form

**User ID:** malloy2 **Name:** Jacquelynn Malloy

**Date:** 02/15/2018 **Number:** 36539

2/15/2018

Change Undergraduate Course - Curriculum & Course Change System

000026

*Mind Jones*  
 \_\_\_\_\_  
 Chair, Department Curriculum Committee Date 2/1/18

*[Signature]*  
 \_\_\_\_\_  
 Department Chair Date 2/14/18

*Mind Jones*  
 \_\_\_\_\_  
 Chair, College Curriculum Committee Date 2/15/18

*[Signature]*  
 \_\_\_\_\_  
 College Dean Date 2/16/18

\_\_\_\_\_  
 Director, Calhoun Honors College Date

*John D. Stiff*  
 \_\_\_\_\_  
 Chair, Undergraduate Curriculum Committee Date 3/2/2018

\_\_\_\_\_  
 Chair, Graduate Curriculum Committee Date

*Robert Y. Jones*  
 \_\_\_\_\_  
 Provost Date 5/7/2018

\_\_\_\_\_  
 President Date

### Change Undergraduate Course

#### Change a Course

**Subject:** EDEL-Elementary Education  
**Number:** 4050  
**Effective Term:** Fall 2019  
**Title:** Soc Justice-21st Cen

Honors Course:

Add Honors Course:

**Last Term Course was taught:** 201701

#### Brief Statement of Change Based on Assessment Results:

The purpose of this change is to broaden the EDEL subject abbreviation to ED to open the course to more majors in the College of Education Teaching and Learning department and to drop the prerequisites.

#### 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.)

This allows students in Middle Level teacher education program to enroll.

**Change Subject**

**To** ED-Education

**Change Number**

**To** 4060

**Change Prerequisite(s) / Corequisite(s)**

**From** Coreq: EDLT 4620 and EDLT 4630  
and EDLT 4670  
**To** None

#### Learning Objectives

No changes in learning objectives.

#### Topical Outline

No changes in topical outline.

#### Evaluation

Undergraduate

**A** 90 - 100

**B** 80 - 89

**C** 70 - 79

**D** 60 - 69

**F** < 60

No changes in evaluation.

#### Syllabus

Upload File: [Syllabus Word Doc \(Emp\)-20180110224652.docx](#)

#### Form

**User ID:** dbj      **Name:** Debra Jackson

**Date:** 03/02/2018    **Number:** 35560

*W. J. Adams* 2/1/18  
Chair, Department Curriculum Committee Date

~~*W. J. Adams*~~ 2/16/18  
Department Chair Date

*W. J. Adams* 2/15/18  
Chair, College Curriculum Committee Date

*M. R.* 2/16/18  
College Dean Date

Director, Calhoun Honors College Date  
*John D. Hippi* 3/2/2018  
Chair, Undergraduate Curriculum Committee Date

Chair, Graduate Curriculum Committee Date  
*Robert W. Jones* 5/7/2018  
Provost Date

President Date

**Add Major**

New undergraduate majors require a separate Gen Ed Checklist form to accompany this form.

**Major Name:** Middle Level Education

**Degree:** Bachelor of Science

**Effective Catalog Year:** 2019-2020

**Curriculum Map:** MIDDLE LEVEL EDUCATION Curriculum Plan for UCC-20180110222955.docx

**Description:**

**Additional Information:**

**Description:**

**Summary/Explanation**

The Department is proposing a BS in Middle Level Education with two teaching areas: 1) Language Arts and Social Science and 2) Mathematics and Science. At the completion of the degree program students meet the requirements for certification in two teaching content areas in grades 5-8.

Districts across the region continually recognize Clemson University's pre-service education programs as among the very best. Because of certification changes made by CHE and SDE in 2001, we have lacked having an undergraduate middle level education program since that time. All Middle level subject areas are recognized by the state of SC as critically need areas and are missing at Clemson. Middle Level education should be part of any research university P-12 education program—particularly for a land-grant university of Clemson's stature. The need is greater now than ever before: 1) 111 middle level teaching positions were vacant to begin the 2016-17 school year, 2) 77 students were PACE certified in 16-17 at middle level, and 3) more than 1500 middle level teachers did not return to teaching in 2016-17.

**Rationale for Add New Major**

- 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.)

All Middle Level subject areas are recognized by the state of SC as critical needs areas and are missing at the undergraduate level at Clemson.

**Form**

**User ID:** dbj      **Name:** Debra Jackson

**Date:** 01/10/2018   **Number:** 35850

*Mike Jones* 2/1/18  
Chair, Department Curriculum Committee Date

*[Signature]* 2/14/18  
Department Chair Date

*Mike Jones* 2/15/18  
Chair, College Curriculum Committee Date

*MA* 2/16/18  
College Dean Date

Director, Calhoun Honors College  
*John D. Stiff* 3/2/2018  
Chair, Undergraduate Curriculum Committee Date

Chair, Graduate Curriculum Committee  
*Robert S. Jones* 5/7/2018  
Provost Date

President Date



## MIDDLE LEVEL EDUCATION

### Bachelor of Science

The Bachelor of Science degree in Middle Level Education is available to students preparing to teach Language Arts and Social Studies or Mathematics and Science on the middle school level (grades 5-8). The teaching field should be selected as early as possible, so appropriate freshman and sophomore courses may be taken. Each curriculum may lead to a double certification. Specific courses and sequences have been designated to meet requirements to meet teaching certification requirements. The professional education courses should be completed in sequence. To be recommended for licensure, students must earn a C or higher in all required content and education courses.

### Teaching Areas: Mathematics and Science

#### Freshman

##### Fall

- 3 ENGL 1030 Composition and Rhetoric
- 3 COMM 1500 Intro to Human Comm *or* COMM 2500 Public Speaking
- 3 Mathematics Requirement<sup>1</sup>
- 3 HIST 1220 History, Technology, and Society *or* HIST 1240 Environmental History Survey
- 4/5 3-BIOL 1030 General Biology I and 1-BIOL 1050 General Biology Laboratory I *or* 5-BIOL 1100/1101 Principles of Biology I and Principles of Biology I Laboratory

**16 or 17**

##### Spring

- 2 ED 1050 Orientation to Education
- 3 Arts and Humanities (Literature) Requirement<sup>2</sup>
- 3 Arts and Humanities (Non-Lit.) Requirement<sup>2</sup>
- 3 ANTH 2010 Introduction to Anthropology *or* GEOG 1030 World Regional Geography
- 4/5 3-BIOL 1040 General Biology II and 1-BIOL 1060 General Biology Laboratory II *or* 5-BIOL 1110/1111 Principles of Biology II/Principles of Biology II Laboratory

**15 or 16**

#### Sophomore

##### Fall

- 3 EDML 3260 Practicum in Middle Level Mathematics<sup>3</sup> *or* EDML 3270 Practicum in Middle Level Science<sup>3</sup>
- 3 ED 3010 Principles of American Education
- 4 CH 1050 Chemistry in Context I and CH 1051 Chemistry in Context I Laboratory *or* CH 1010 General Chemistry and CH 1011 Laboratory
- 3 MATH 3080 College Geometry
- 3 MATH 3140 Foundations for Teaching Middle School Mathematics

**16**

##### Spring

- 3 EDF 3020 Educational Psychology
- 3 EDF 3350 Adolescent Growth and Development
- 3 MATH 3130 Algebra for Middle Grades Teachers
- 3 STAT 2220 Statistics in Everyday Life
- 3 Social Science Requirement<sup>2</sup>

**15**

**Junior****Fall**

- 3 EDML 4260 Teaching Middle Level Mathematics<sup>4</sup> or EDML 4270 Teaching Middle Level Science<sup>4</sup>
  - 3 EDLT 4800 Foundations of Adolescent Literacy
  - 4 PHSC 1070 Introduction to Earth Science and PHSC 1071 Introduction to Earth Science Laboratory
  - 3 STAT 2300 Statistical Methods I and STAT 2301 Statistical Methods I Laboratory
  - 4 PHYS 2000 Introductory Physics and PHYS 2001 Introduction to Physics Laboratory
- 17**

**Spring**

- 3 Elective<sup>5</sup>
  - 3 EDSP 3700 Introduction to Special Education
  - 3 ED 4050 Social Justice and 21st Century Learners
  - 3 BIOL (EDSC) 4820 Laboratory Techniques for Teaching Science
  - 3 Science or Mathematics Requirement<sup>6</sup>
- 15**

**Senior****Fall**

- 3 EDML 4270 Teaching Middle Level Science<sup>3,7</sup> or EDML 4260 Teaching Middle Level Mathematics<sup>3,7</sup>
  - 3 EDLT 4980 Content Area Reading and Writing for Middle and Secondary Teachers<sup>7</sup>
  - 3 EDML 4410 Middle School Curriculum
  - 3 Science or Mathematics Requirement<sup>6</sup>
  - 3 Elective<sup>5</sup>
- 15**

**Spring**

- 12 Emphasis Area Requirement<sup>8</sup>
- 12**

**121 - 123 Total Degree Hours**

<sup>1</sup>Select from: MATH 1020, 1040 and 1070, 1060, 2070, 1080, 1110, or any math course at 3000 level or above.

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

<sup>3</sup>Selection dictated by student's primary teaching content area.

<sup>4</sup>Selection dictated by student's secondary teaching content area.

<sup>5</sup>Any elective including creative inquiry.

<sup>6</sup>Any science or math course at the 2000 level or above.

<sup>7</sup>To be taken the semester prior to EDML 4460 and 4560 or EDML 4470 and 4570. EDML 4260 or EDML 4270 and EDLT 4980 must be taken concurrently. Offered fall semester only.

<sup>8</sup>Completion of one of the following emphasis areas is required.

**(1) Teacher Certification Emphasis Area**

Students completing the coursework for the teacher certification emphasis area must complete the following coursework and meet all requirements for enrollment in professional courses, apply for directed teaching/teaching internship, and meet all requirements for recommendation for initial licensure as stated in the Undergraduate Announcements under Teacher Education Programs. The following courses must be taken the spring semester of the senior year.

9 cr hrs - EDML 4460 Teaching Internship in Middle Level Mathematics or EDML 4470 Teaching Internship in Middle Level Science

3 cr hrs - -EDML 4560 Middle Level Mathematics Capstone Seminar *or* EDML 4570 Middle Level Science Capstone Seminar

### **(2) Non-Certification Emphasis Area**

Individual students who have a minimum of 90 semester credit hours, have senior status in the degree program, and do not complete student teaching/internship and capstone requirements may be recommended by the faculty for the non-certification option. **Students in the non-certification option will not meet the South Carolina Department of Education requirements for initial teacher certification.** The non-certification option allows 12 credit hours of elective coursework to be substituted in lieu of the 9 credit hours of student teaching/internship and 3 credit capstone course. In consultation with and based on the recommendation of their faculty advisor, students may initiate the formal change for the non-certification option through the Change of Academic Program Form approved by the faculty advisor and department chair. It is recommended that students consult with their faculty advisor to select courses to meet the 12 credit hours for the elective requirement.

### **Teaching Areas: Language Arts and Social Studies**

#### **Freshman**

##### **Fall**

- 3 ENGL 1030 Composition and Rhetoric
- 3 COMM 1500 Intro to Human Comm *or* COMM 2500 Public Speaking
- 3 Mathematics Requirement<sup>1</sup>
- 4 Natural Science with Laboratory Requirement<sup>1</sup>
- 3 HIST 1010 History of the United States

**16**

##### **Spring**

- 2 ED 1050 Orientation to Education
- 3 ENGL 2120 World Literature *or* ENGL 2150 Literature in the 20th and 21st Century Context *or* ENGL 2160 African American Literature *or* ENGL 2020 The Major Forms of Literature
- 3 Arts and Humanities (Non-Lit.) Requirement<sup>1</sup>
- 3 HIST 1020 History of the United States
- 3 BIOL 2000 Biology in the News
- 3 Social Science Requirement<sup>1</sup>

**17**

#### **Sophomore**

##### **Fall**

- 3 EDML 3240 Practicum in Middle Level Language Arts<sup>2</sup> *or* EDML 3280 Practicum in Middle Level Social Studies<sup>2</sup>
- 3 HIST 2990 Seminar: The Historian's Craft
- 3 ENGL 3960 British Literature Survey I *or* ENGL 3970 British Literature Survey II
- 3 ENGL 3100 Critical Writing About Literature
- 3 HIST 1720 The West and the World I

**15**

##### **Spring**

- 3 EDF 3020 Educational Psychology
- 3 EDF 3350 Adolescent Growth and Development
- 3 History Requirement<sup>3</sup>
- 3 ENGL 3860 Adolescent Literature
- 3 HIST 1730 The West and the World II

**15**

**Junior****Fall**

3	EDML 4240 Teaching Middle Level Language Arts <sup>4</sup> or EDML 4280 Teaching Middle Level Social Studies <sup>4</sup>
3	EDLT 4800 Foundations of Adolescent Literacy
3	EDF 3080 Classroom Assessment
3	HIST 3130 History of South Carolina
3	ED 3010 Principles of American Education or ED 3200 History of Education
<b>15</b>	

**Spring**

3	Elective <sup>5</sup>
3	EDSP 3700 Introduction to Special Education
3	GEOG 1010 Introduction to Geography or GEOG 1030 World Regional Geography
3	ED 4050 Social Justice and 21st Century Learners
3	ENGL 4850 Composition and Language Studies for Teachers
<b>15</b>	Total

**Senior****Fall**

3	EDML 4280 Teaching Middle Level Social Studies <sup>2,6</sup> or EDML 4240 Teaching Middle Level Language Arts <sup>2,6</sup>
3	EDLT 4980 Content Reading and Writing for Middle and Secondary Teachers <sup>6</sup>
3	EDML 4410 Middle School Curriculum
3	ENGL 3980 American Literature Survey I or ENGL 3990 American Literature Survey II
3	English Requirement <sup>7</sup>
<b>15</b>	

**Spring**

12	Emphasis Area Requirement <sup>8</sup>
<b>12</b>	

**120 Total Degree Hours**

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

<sup>2</sup>Selection will be dictated by student's primary teaching content area.

<sup>3</sup>History Requirement; select from HIST 3210, HIST 3220, HIST 3530, HIST 3540, HIST 3550, HIST 3610, HIST 3630, HIST 3650, HIST 3670, HIST 3700, HIST 3720, HIST 3730, HIST 3740, HIST 3750, HIST 3770, HIST 3780, HIST 3800, HIST 3810, HIST 3840, HIST 3850, HIST 3860, HIST 3870, HIST 4500, HIST 4510, HIST 4600, HIST 4700, HIST 4710, HIST 3300, HIST 3330, HIST 3340, HIST 3370, HIST 3380, HIST 3390, HIST 3400, HIST 3410, HIST 3420, HIST 3510, HIST 3520, HIST 3910, HIST 3940, HIST 3960, HIST 3970, HIST 4360, HIST 4380, HIST 4400

<sup>4</sup>Selection will be dictated by student's secondary teaching content area.

<sup>5</sup>Any elective including creative inquiry

<sup>6</sup>To be taken the semester prior to EDML 4440 and EDML 4540 or EDML4480 and EDML 4580. EDML 4240 or EDML 4280 and EDLT 4980 must be taken concurrently. Offered fall semester only.

<sup>7</sup>Any English course at the 3000 level or above.

<sup>8</sup>Completion of one of the following emphasis areas is required.

**(1) Teacher Certification Emphasis Area**

Students completing the coursework for the teacher certification emphasis area must complete the following coursework and meet all requirements for enrollment in professional courses, apply for directed teaching/teaching internship, and meet all requirements for recommendation for initial licensure as stated in the Undergraduate Announcements under Teacher Education Programs. The following courses must be taken the spring semester of the senior year.

9 cr hrs - EDML 4440 Teaching Internship in Middle Level Language Arts *or* EDML 4480 Teaching Internship in Middle Level Social Studies  
3 cr hrs - EDML 4540 Middle Level Language Arts Capstone Seminar *or* EDML 4580 Middle Level Social Studies Capstone Seminar

**(2) Non-Certification Emphasis Area**

Individual students who have a minimum of 90 semester credit hours, have senior status in the degree program, and do not complete student teaching/internship and capstone requirements may be recommended by the faculty for the non-certification option. **Students in the non-certification option will not meet the South Carolina Department of Education requirements for initial teacher certification.** The non-certification option allows 12 credit hours of elective coursework to be substituted in lieu of the 9 credit hours of student teaching/internship and 3 credit capstone course. In consultation with and based on the recommendation of their faculty advisor, students may initiate the formal change for the non-certification option through the Change of Academic Program Form approved by the faculty advisor and department chair. It is recommended that students consult with their faculty advisor to select courses to meet the 12 credit hours for the elective requirement.

## Change 4000/6000 Course

### Change a Course

**Subject:** ED-Education  
**Number:** 4410/6410  
**Effective Term:** Fall 2019  
**Title:** Middle School Curriculum

Honors Course:

Add Honors Course:

**Last Term Course was taught:** 201705

#### Brief Statement of Change Based on Assessment Results:

The department has proposed a new undergraduate degree in Middle Level Education. This course will be required for the major. Changing the Prefix from ED to EDML will better link this course to the new major in Middle Level Education.

### 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 Subject

To EDML-Middle-Level Education

### Learning Objectives

No changes.

### Topical Outline

No changes.

### Evaluation

4000		6000	
A 90 - 100		A 90 - 100	
B 80 - 89		B 80 - 89	
C 70 - 79		C 70 - 79	
D 60 - 69		F < 70	
F < 60		No changes	

No Changes

### Syllabus

Upload File: [Syllabus Word Doc \(Emp\)-20180110162641.docx](#)

### Form

**User ID:** dbj      **Name:** Debra Jackson  
**Date:** 01/23/2018      **Number:** 36895

*Mind Jones* 2/1/18  
Chair, Department Curriculum Committee Date

~~*Mind Jones*~~ 2/16/18  
Department Chair Date

*Mind Jones* 2/15/18  
Chair, College Curriculum Committee Date

*CMH* 2/16/18  
College Dean Date

*John D. Stiffi* 3/2/2018  
Director, Calhoun Honors College Date  
Chair, Undergraduate Curriculum Committee Date

*Robert Y. Jones* 5/7/2018  
Chair, Graduate Curriculum Committee Date  
Provost Date

\_\_\_\_\_  
President Date

## Add Undergraduate Course

### Course Attributes

**Subject Abbreviation:** EDML-Middle-Level Education    **Catalog Title:** Practicum in Middle Level Language Arts  **Additional Fee?**  
**Course Number:** 3240    **Transcript Title:** Practicum in ML Lang Arts    **Justification**  
**Effective Term:** Fall 2019    **Cross-reference(s):**  
**College:** Education    **Grade Mode:** Standard Letter  
**Department:** Teaching and Learning

#### Form

**User ID:** dbj    **Name:** Debra Jackson  
**Date:** 01/10/2018    **Number:** 36556

#### Hours

**Fixed Credit Course**  
**Credit Hrs Contact Hrs**

3            2

#### Variable Credit Course

**Credit Hrs Contact Hrs**  
**Min Max Min Max**

#### Rationale for Add 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.)  
 Course is for new undergraduate degree.

#### Schedule Types

- Field Course  
 Independent Study  
 Internship  
 Lab No Fee  
 Lab With Fee  
 Lecture  
 Other  
 Seminar  
 Studio  
 Tutorial

#### Projected Enrollment

**Year 1:** 10  
**Year 2:** 10  
**Year 3:** 10  
**Year 4:** 10

#### Evaluation

Undergraduate

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

Field observations (each week, one page) (10%)  
 Class presentation (15%)  
 Mini-lesson 1 (10%)  
 Mini-lesson 2 (10%)  
 Formal reflection 1 (15%)  
 Formal reflection 2 (15%)  
 Final unit outline with full lesson plan (25%)

### Catalog Description

Allows students to explore theoretical ideas in a field-based practicum. Working both individually and in collaboration with selected mentor teachers, students practice planning instruction, observing students and teachers in the classroom, and reflecting on the experience.

Prerequisite(s)  Corequisite(s)

EDML 3241

### Required course for students in

This course is required for students in Middle Level Education with a focus on language arts.

### Statement of need and justification based on assessment of student learning outcomes

Part of a series of practicum and internship courses required for the students who are seeking certification as middle schools teachers in language arts.

### Textbook(s)

- Milner, Joseph O., Milner, Lucy M., and Mitchell, Joan F. (2012). Bridging English, 6th edition. Boston, MA: Pearson.
- Young adult novel (to be determined)
- Additional materials (English Language Arts Standards, professional readings, etc. will be provided via Canvas)



**Learning Objectives**

Upon completion of the course, students will be able to:

- Increase understandings of English/language arts teaching and learning through observation and involvement in diverse classroom settings.
- Explore instructional strategies and classroom routines, both instructional and non-instructional.
- Engage learners in meaningful ELA instruction.
- Explore the interactions between dialogue and discussion and student learning.

**Topical Outline**

Introduction and field placement (4 hours)  
 Effective teaching and learning (6 hours)  
 Assessment in the English classroom (2 hours)  
 Reading literature in the English classroom (4 hours)  
 Media literacy in the English classroom (4 hours)  
 Oral language in the English classroom (4 hours)  
 Writing in the English classroom (4 hours)  
 Final outline with full lesson plan (2 hours)

**Syllabus**

Upload File: [EDML 3240 Course Description Edited-20180110230114.docx](#)

**Description:** EDML 3240

  
 Chair, Department Curriculum Committee

2/1/18

Date

  
 Department Chair

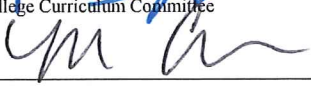
2/16/18

Date

  
 Chair, College Curriculum Committee

2/15/18

Date

  
 College Dean

2/16/18

Date

Director, Calhoun Honors College

Date

  
 Chair, Undergraduate Curriculum Committee

3/2/2018

Date

Chair, Graduate Curriculum Committee

Date

  
 Provost

5/7/2018

Date

President

Date

**EDML 3240: Practicum in Middle Level Language Arts (3,2)**

<b>Catalog Description:</b>	Allows students to explore theoretical ideas in a field-based practicum. Working both individually and in collaboration with selected mentor teachers, students practice planning instruction, observing students and teachers in the classroom, and reflecting on the experience.
<b>Prerequisites/ Corequisites:</b>	Corequisite: EDML 3241
<b>Textbooks:</b>	Milner, Joseph O., Milner, Lucy M., and Mitchell, Joan F. (2012). Bridging English, 6th edition. Boston, MA: Pearson.  Young adult novel (to be determined)  Additional materials (English Language Arts Standards, professional readings, etc. will be provided via Canvas)
<b>Objectives:</b>	Upon completion of the course, students will be able to: <ul style="list-style-type: none"> <li>• Increase understandings of English/language arts teaching and learning through observation and involvement in diverse classroom settings.</li> <li>• Explore instructional strategies and classroom routines, both instructional and non-instructional.</li> <li>• Engage learners in meaningful ELA instruction.</li> <li>• Explore the interactions between dialogue and discussion and student learning.</li> </ul>
<b>Topical Outline:</b>	Introduction and field placement (4 hours) Effective teaching and learning (6 hours) Assessment in the English classroom (2 hours) Reading literature in the English classroom (4 hours) Media literacy in the English classroom (4 hours) Oral language in the English classroom (4 hours) Writing in the English classroom (4 hours) Final outline with full lesson plan (2 hours)
<b>Evaluation</b>	Course assessments include: Field observations (each week, one page) (10%) Class presentation (15%) Mini-lesson 1 (10%) Mini-lesson 2 (10%) Formal reflection 1 (15%) Formal reflection 2 (15%) Final unit outline with full lesson plan (25%)  Grading Policy: A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = Below 60
<b>Additional Information</b>	
<b>Form Originator</b>	Jeff C. Marshall, Susan Anne Cridland-Hughes

## Add Undergraduate Course

### Course Attributes

**Subject Abbreviation:** EDML-Middle-Level Education    **Catalog Title:** Practicum in Middle Level Language Arts Laboratory  
**Course Number:** 3241    **Transcript Title:** Pract ML Lang Arts Lab  
**Effective Term:** Fall 2019    **Cross-reference(s):**  
**College:** Education    **Grade Mode:** Non-Gradeable  
**Department:** Teaching and Learning     **Additional Fee?**  
 Justification

### Form

**User ID:** dbj    **Name:** Debra Jackson  
**Date:** 01/10/2018    **Number:** 36559

### Hours

**Fixed Credit Course**  
**Credit Hrs Contact Hrs**

0            3

**Variable Credit Course**  
**Credit Hrs Contact Hrs**  
**Min Max Min Max**

### Rationale for Add 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.)  
 Course is for new undergraduate degree.

### Schedule Types

- Field Course  
 Independent Study  
 Internship  
 Lab No Fee  
 Lab With Fee  
 Lecture  
 Other  
 Seminar  
 Studio  
 Tutorial

### Projected Enrollment

**Year 1:** 10  
**Year 2:** 10  
**Year 3:** 10  
**Year 4:** 10

### Evaluation

Undergraduate

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

Field observations (each week, one page) (100%)

### Catalog Description

Forty-five hour field-based experience to support the weekly discussions and assignments related to the accompanying practicum class. Students engaged in at least two different mentor placements to provide diverse experiences and variety of viewpoints.

- Prerequisite(s)     Corequisite(s)

EDML 3240

### Required course for students in

This course is required for Middle Level Education majors with a focus on language arts.

### Statement of need and justification based on assessment of student learning outcomes

Provides the field based experience for students seeking middle grades teacher certification and accompanies the lecture course.

### Textbook(s)

Milner, Joseph O., Milner, Lucy M., and Mitchell, Joan F. (2012). Bridging English, 6th edition. Boston, MA: Pearson.  
 Young adult novel (to be determined)  
 Additional materials (English Language Arts Standards, professional readings, etc. will be provided via Canvas)

### Learning Objectives

Students will:

- Collaborate with two mentors to explore variety of classroom experiences
- Teach two lessons
- Practice one-on-one tutoring

- Explore instructional strategies and non-instructional routines;

**Topical Outline**

Learning environments (9 hours)  
 Discourse and assessment (9 hours)  
 Diversity (6 hours)  
 Real world applications and alternate conceptions (9 hours)  
 Instructional strategies (6 hours)  
 Practice instruction (6 hours)

**Syllabus**

Upload File: [EDML 3241 Practicum ML Language Arts Lab-20180109112728.docx](#)

**Description:** EDML 3241

*W. Mindes* \_\_\_\_\_ Date 2/1/18  
 Chair, Department Curriculum Committee

\_\_\_\_\_ Date 2/16/18  
 Department Chair

*W. Mindes* \_\_\_\_\_ Date 2/15/18  
 Chair, College Curriculum Committee

*CPM* \_\_\_\_\_ Date 2/16/18  
 College Dean

\_\_\_\_\_ Date \_\_\_\_\_  
 Director, Calhoun Honors College

*John D. Hill* \_\_\_\_\_ Date 3/2/2018  
 Chair, Undergraduate Curriculum Committee

\_\_\_\_\_ Date \_\_\_\_\_  
 Chair, Graduate Curriculum Committee

*Robert Jones* \_\_\_\_\_ Date 5/7/2018  
 Provost

\_\_\_\_\_ Date \_\_\_\_\_  
 President

**EDML 3241 Practicum in Middle Level Language Arts Laboratory (0,3)**

<b>Catalog Description:</b>	Forty-five hour field-based experience to support the weekly discussions and assignments related to the accompanying practicum class. Students engaged in at least two different mentor placements to provide diverse experiences and variety of viewpoints.
<b>Prerequisites/ Corequisites:</b>	Corequisite: EDML 3240
<b>Textbooks:</b>	Milner, Joseph O., Milner, Lucy M., and Mitchell, Joan F. (2012). Bridging English, 6th edition. Boston, MA: Pearson.  Young adult novel (to be determined)  Additional materials (English Language Arts Standards, professional readings, etc. will be provided via Canvas)
<b>Objectives:</b>	Students will: <ul style="list-style-type: none"> <li>• Collaborate with two mentors to explore variety of classroom experiences</li> <li>• Teach two lessons</li> <li>• Practice one-on-one tutoring</li> <li>• Explore instructional strategies and non-instructional routines;</li> </ul>
<b>Topical Outline:</b>	Learning environments (9 hours) Discourse and assessment (9 hours) Diversity (6 hours) Real world applications and alternate conceptions (9 hours) Instructional strategies (6 hours) Practice instruction (6 hours)
<b>Evaluation</b>	Field observations (each week, one page) (100%)
<b>Additional Information</b>	
<b>Form Originator</b>	Jeff C. Marshall, Susan Anne Cridland-Hughes

## Add Undergraduate Course

### Course Attributes

**Subject Abbreviation:** EDML-Middle-Level Education    **Catalog Title:** Practicum in Middle Level Mathematics  **Additional Fee?**  
**Course Number:** 3260    **Transcript Title:** Pract ML Mathematics    **Justification**  
**Effective Term:** Fall 2019    **Cross-reference(s):**  
**College:** Education    **Grade Mode:** Standard Letter  
**Department:** Teaching and Learning

#### Form

**User ID:** dbj    **Name:** Debra Jackson  
**Date:** 01/10/2018    **Number:** 36565

#### Hours

**Fixed Credit Course**  
**Credit Hrs Contact Hrs**

3            2

**Variable Credit Course**  
**Credit Hrs Contact Hrs**  
**Min Max Min Max**

#### Rationale for Add 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.)

Course is for new undergraduate degree.

#### Schedule Types

- Field Course  
 Independent Study  
 Internship  
 Lab No Fee  
 Lab With Fee  
 Lecture  
 Other  
 Seminar  
 Studio  
 Tutorial

#### Projected Enrollment

**Year 1:** 10  
**Year 2:** 10  
**Year 3:** 10  
**Year 4:** 10

#### Evaluation

Undergraduate

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

Course assessments include:

- Field Experience Participation and Observations 10%
- Reflections/Readings 25%
- Lessons and Analysis (2) 35%
- Culminating Reflection 20%
- Class Participation 10%

### Catalog Description

Intensive field-based practicum experience. Pre-service middle-level mathematics teachers gain content and pedagogical knowledge by observing and reflecting upon the classroom practices of selected in-service middle school mathematics teachers. Students collaborate with mentor teachers and university instructors in conducting focused observations, tutoring individual students, and leading instructional activities.

Prerequisite(s)  Corequisite(s)

EDML 3261

### Required course for students in

Middle Level Education with a focus on mathematics teaching in the middle grades.

### Statement of need and justification based on assessment of student learning outcomes

Part of a series of practicum and internship courses required for students who are seeking certification as middle school teachers in mathematics and science. Student will have one primary and one secondary teaching area.

### Textbook(s)

National Council of Teacher of Mathematics. (2014). Principles to action: Ensuring mathematical success for all. Reston, VA: NCTM.  
 Marshall, J. C. (2013). Succeeding with Inquiry in Science and Math Classrooms. Alexandria, VA: ASCD & NSTA.

**Learning Objectives**

Upon completion of the course, students will be able to:

- Increase their understandings of mathematics teaching and learning through extensive observation and involvement in middle level mathematics classrooms.
- Examine the relationships among mathematics learning, mathematics teaching, and diversity.
- Engage learners in thoughtful, rich mathematical thinking.
- Explore instructional strategies and non-instructional routines.

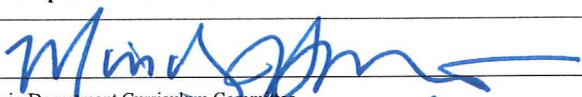
**Topical Outline**

- Introduction and preparing for placement (4 hours)
- Lesson planning (4 hours)
- Strategies for engaging student in meaningful mathematics (6 hours)
- Conducting lessons (4 hours)
- Assessment (2 hours)
- Differentiating instruction (2 hours)
- Tutoring Insights (2 hours)
- Professionalism and creating a vision of the teacher you want to be (4 hours)
- Culminating reflection time sheets (2 hours)

**Syllabus**

Upload File: [EDML 3260 Course Description Edited-20180110231618.docx](#)

**Description:** EDML 3260

 \_\_\_\_\_ Date 2/1/18

Chair, Department Curriculum Committee

 \_\_\_\_\_ Date 2/16/18

Department Chair

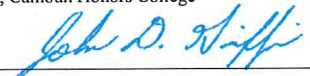
 \_\_\_\_\_ Date 2/15/18

Chair, College Curriculum Committee

 \_\_\_\_\_ Date 2/16/18


College Dean

Director, Calhoun Honors College \_\_\_\_\_ Date

 \_\_\_\_\_ Date 3/2/2018

Chair, Undergraduate Curriculum Committee

Chair, Graduate Curriculum Committee \_\_\_\_\_ Date

 \_\_\_\_\_ Date 5/7/2018

Provost

President \_\_\_\_\_ Date

**EDML 3260: Practicum in Middle Level Mathematics (3,2)**

<b>Catalog Description:</b>	Intensive field-based practicum experience. Pre-service middle-level mathematics teachers gain content and pedagogical knowledge by observing and reflecting upon the classroom practices of selected in-service middle school mathematics teachers. Students collaborate with mentor teachers and university instructors in conducting focused observations, tutoring individual students, and leading instructional activities.
<b>Prerequisites/ Corequisites:</b>	Corequisite: EDML 3261
<b>Textbooks:</b>	National Council of Teacher of Mathematics. (2014). Principles to action: Ensuring mathematical success for all. Reston, VA: NCTM.  Marshall, J. C. (2013). Succeeding with Inquiry in Science and Math Classrooms. Alexandria, VA: ASCD & NSTA.
<b>Objectives:</b>	Upon completion of the course, students will be able to: <ul style="list-style-type: none"> <li>• Increase their understandings of mathematics teaching and learning through extensive observation and involvement in middle level mathematics classrooms.</li> <li>• Examine the relationships among mathematics learning, mathematics teaching, and diversity.</li> <li>• Engage learners in thoughtful, rich mathematical thinking.</li> <li>• Explore instructional strategies and non-instructional routines.</li> </ul>
<b>Topical Outline:</b>	Introduction and preparing for placement (4 hours) Lesson planning (4 hours) Strategies for engaging student in meaningful mathematics (6 hours) Conducting lessons (4 hours) Assessment (2 hours) Differentiating instruction (2 hours) Tutoring Insights (2 hours) Professionalism and creating a vision of the teacher you want to be (4 hours) Culminating reflection time sheets (2 hours)
<b>Evaluation</b>	All assignments are rubric based. Course assessments include: <ul style="list-style-type: none"> <li>• Field Experience Participation/Observations 10%</li> <li>• Reflections/Readings 25%</li> <li>• Lessons and Analysis (2) 35%</li> <li>• Culminating Reflection 20%</li> <li>• Class Participation 10%</li> </ul> Grading Scale A = 90-100 - Exemplary; B = 80-89 - Very Good; C = 70-79 - Fair; D = 60-69 - Poor; F = Below 60
<b>Additional Information</b>	
<b>Form Originator</b>	Jeff C. Marshall



## Add Undergraduate Course

### Course Attributes

**Subject Abbreviation:** EDML-Middle-Level Education    **Catalog Title:** Practicum in Middle Level Mathematics Laboratory  **Additional Fee?**  
**Course Number:** 3261    **Transcript Title:** Practicum in ML Math Lab    **Justification**  
**Effective Term:** Fall 2019    **Cross-reference(s):**  
**College:** Education    **Grade Mode:** Non-Gradeable  
**Department:** Teaching and Learning

#### Form

**User ID:** dbj    **Name:** Debra Jackson  
**Date:** 01/10/2018    **Number:** 36568

#### Hours

**Fixed Credit Course**  
**Credit Hrs Contact Hrs**

0      3

**Variable Credit Course**  
**Credit Hrs Contact Hrs**  
**Min Max Min Max**

#### Rationale for Add 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.)  
 Course is for new undergraduate degree.

#### Schedule Types

- Field Course  
 Independent Study  
 Internship  
 Lab No Fee  
 Lab With Fee  
 Lecture  
 Other  
 Seminar  
 Studio  
 Tutorial

#### Projected Enrollment

**Year 1:** 10  
**Year 2:** 10  
**Year 3:** 10  
**Year 4:** 10

#### Evaluation

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

Field experiences and observations (each week, one page) 100%

### Catalog Description

Forty-five hour field-based experience to support the weekly discussions and assignments related to the accompanying practicum class. Students engaged in at least two different mentor placements to provide diverse experiences and variety of viewpoints.

- Prerequisite(s)  Corequisite(s)

EDML 3260

### Required course for students in

This course is required for Middle Level Education majors with a focus on mathematics.

### Statement of need and justification based on assessment of student learning outcomes

Part of a series of practicum and internship courses required for students who are seeking certification as middle school teachers in mathematics and science. Student will have one primary and one secondary teaching area.

### Textbook(s)

Marshall, J. C. (2013). Succeeding with Inquiry in Science and Math Classrooms. Alexandria, VA: ASCD & NSTA.

### Learning Objectives

Students will:

- Collaborate with two mentors to explore variety of classroom experiences
- Teach two lessons
- Practice one-on-one tutoring
- Explore instructional strategies and non-instructional routines;

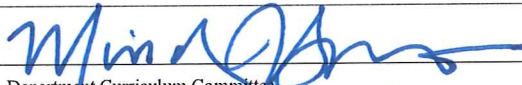
**Topical Outline**

- Learning environments (9 hours)
- Discourse and assessment (9 hours)
- Diversity (6 hours)
- Real world applications and alternate conceptions (9 hours)
- Instructional strategies (6 hours)
- Practice instruction (6 hours)

**Syllabus**

Upload File: [EDML 3261 Practicum ML Math Lab-20180109142616.docx](#)

Description: EDML 3261

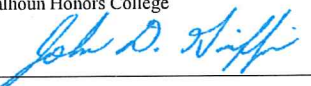
 \_\_\_\_\_ 2/1/18  
 Chair, Department Curriculum Committee Date

 \_\_\_\_\_ 2/16/18  
 Department Chair Date

 \_\_\_\_\_ 2/15/18  
 Chair, College Curriculum Committee Date

 \_\_\_\_\_ 2/16/18  
 College Dean Date

\_\_\_\_\_  
 Director, Calhoun Honors College Date

 \_\_\_\_\_ 3/2/2018  
 Chair, Undergraduate Curriculum Committee Date

\_\_\_\_\_  
 Chair, Graduate Curriculum Committee Date

 \_\_\_\_\_ 5/7/2018  
 Provost Date

\_\_\_\_\_  
 President Date

**EDML 3261 Practicum in Middle Level Mathematics Laboratory (0,3)**

<b>Catalog Description:</b>	Forty-five hour field-based experience to support the weekly discussions and assignments related to the accompanying practicum class. Students engaged in at least two different mentor placements to provide diverse experiences and variety of viewpoints.
<b>Prerequisites/ Corequisites:</b>	Corequisite: EDML 3260
<b>Textbooks:</b>	Marshall, J. C. (2013). Succeeding with Inquiry in Science and Math Classrooms. Alexandria, VA: ASCD & NSTA.
<b>Objectives:</b>	Students will: <ul style="list-style-type: none"> <li>• Collaborate with two mentors to explore variety of classroom experiences</li> <li>• Teach two lessons</li> <li>• Practice one-on-one tutoring</li> <li>• Explore instructional strategies and non-instructional routines;</li> </ul>
<b>Topical Outline:</b>	Learning environments (9 hours) Discourse and assessment (9 hours) Diversity (6 hours) Real world applications and alternate conceptions (9 hours) Instructional strategies (6 hours) Practice instruction (6 hours)
<b>Evaluation</b>	Field experiences and observations (each week, one page) 100%
<b>Additional Information</b>	
<b>Form Originator</b>	Jeff C. Marshall

## Add Undergraduate Course

### Course Attributes

**Subject Abbreviation:** EDML-Middle-Level Education    **Catalog Title:** Practicum in Middle Level Science  **Additional Fee?**  
**Course Number:** 3270    **Transcript Title:** Practicum in ML Science    **Justification**  
**Effective Term:** Fall 2019    **Cross-reference(s):**  
**College:** Education    **Grade Mode:** Standard Letter  
**Department:** Teaching and Learning

#### Form

**User ID:** dbj    **Name:** Debra Jackson  
**Date:** 01/10/2018    **Number:** 36570

#### Hours

**Fixed Credit Course**  
**Credit Hrs Contact Hrs**

3            2

**Variable Credit Course**  
**Credit Hrs Contact Hrs**  
**Min Max Min Max**

#### Rationale for Add 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.)  
 Course is for new undergraduate degree.

#### Schedule Types

- Field Course  
 Independent Study  
 Internship  
 Lab No Fee  
 Lab With Fee  
 Lecture  
 Other  
 Seminar  
 Studio  
 Tutorial

#### Projected Enrollment

**Year 1:** 10  
**Year 2:** 10  
**Year 3:** 10  
**Year 4:** 10

#### Evaluation

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

#### Course assessments include:

- Mini-Lessons and reflections x 2 (25%)
- Reflections x 5 (25%)
- Shadowing reflection #1 (5%)
- Shadowing reflection #2 (10%)
- Research assignments x 2 (10%)
- Final revised lesson project (25%)

### Catalog Description

Intensive field-based practicum experience. Pre-service middle-level science students gain content and pedagogical knowledge by observing and reflecting upon the classroom practices of selected in-service middle school science teachers. Students collaborate with mentor teachers and university instructors in conducting focused observations, tutoring individual students, and leading instructional activities.

Prerequisite(s)     Corequisite(s)  
 EDML 3271

### Required course for students in

This course is required for Middle Level Education majors with a focus on science teaching.

### Statement of need and justification based on assessment of student learning outcomes

Part of a series of practicum and internship courses required for students who are seeking certification as middle school teachers in mathematics and science. Student will have one primary and one secondary teaching area.

### Textbook(s)

Keeley, P. (2008). Science formative assessment: 75 practical strategies for linking assessment, instruction, and learning. Thousand Oaks, CA: Corwin Press.

Marshall, J. C. (2013). Succeeding with Inquiry in Science and Math Classrooms. Alexandria, VA: ASCD & NSTA.

### Learning Objectives

Upon completion of the course, students will be able to:

- Increase understandings of science teaching and learning through extensive observation and involvement in diverse science classroom settings;
- Explore instructional strategies and non-instructional routines;
- Engage learners in meaningful science instruction;
- Create a need and value for inquiry-based instruction.

### Topical Outline

Learning environments (6 hours)

Discourse and assessment (6 hours)

Diversity (4 hours)

Real world applications and alternate conceptions (6 hours)

Instructional strategies (4 hours)

Practice instruction (4 hours)

### Syllabus


Upload File: [EDML 3270 Course Description Edited 1-9-18-20180110232610.docx](#)

Description: EDML 3270

  
Chair, Department Curriculum Committee


2/1/18

Date

  
Department Chair


2/14/18

Date

  
Chair, College Curriculum Committee

2/15/18

Date

  
College Dean

2/16/18

Date

Director, Calhoun Honors College

Date

  
Chair, Undergraduate Curriculum Committee

3/2/2018

Date

Chair, Graduate Curriculum Committee

Date

  
Provost

5/7/2018

Date

President

Date

**EDML 3270: Practicum in Middle Level Science (3,2)**

<b>Catalog Description:</b>	Intensive field-based practicum experience. Pre-service middle-level science students gain content and pedagogical knowledge by observing and reflecting upon the classroom practices of selected in-service middle school science teachers. Students collaborate with mentor teachers and university instructors in conducting focused observations, tutoring individual students, and leading instructional activities.
<b>Prerequisites/ Corequisites:</b>	Corequisite: EDML 3271
<b>Textbooks:</b>	Keeley, P. (2008). Science formative assessment: 75 practical strategies for linking assessment, instruction, and learning. Thousand Oaks, CA: Corwin Press. Marshall, J. C. (2013). Succeeding with Inquiry in Science and Math Classrooms. Alexandria, VA: ASCD & NSTA.
<b>Objectives:</b>	Upon completion of the course, students will be able to: <ul style="list-style-type: none"> <li>• Increase understandings of science teaching and learning through extensive observation and involvement in diverse science classroom settings.</li> <li>• Explore instructional strategies and non-instructional routines.</li> <li>• Engage learners in meaningful science instruction.</li> <li>• Create a need and value for inquiry-based instruction.</li> </ul>
<b>Topical Outline:</b>	Learning environments (6 hours) Discourse and assessment (6 hours) Diversity (4 hours) Real world applications and alternate conceptions (6 hours) Instructional strategies (4 hours) Practice instruction (4 hours)
<b>Evaluation</b>	All assignments are rubric based. Course assessments include: <ul style="list-style-type: none"> <li>• Mini-Lessons and reflections x 2 (25%)</li> <li>• Reflections x 5 (25%)</li> <li>• Shadowing reflection #1 (5%)</li> <li>• Shadowing reflection #2 (10%)</li> <li>• Research assignments x 2 (10%)</li> <li>• Final revised lesson project (25%)</li> </ul> Grading Scale A = 90-100 - Exemplary; B = 80-89 - Very Good; C = 70-79 - Fair; D = 60-69 - Poor; F = Below 60
<b>Additional Information</b>	
<b>Form Originator</b>	Jeff C. Marshall

## Add Undergraduate Course

### Course Attributes

**Subject Abbreviation:** EDML-Middle-Level Education      **Catalog Title:** Practicum in Middle Level Science Laboratory  **Additional Fee?**  
**Course Number:** 3271      **Transcript Title:** Practicum in ML Science Lab      Justification  
**Effective Term:** Fall 2019      **Cross-reference(s):**  
**College:** Education      **Grade Mode:** Non-Gradeable  
**Department:** Teaching and Learning

#### Form

**User ID:** dbj      **Name:** Debra Jackson  
**Date:** 01/10/2018      **Number:** 36571

#### Hours

**Fixed Credit Course**  
**Credit Hrs Contact Hrs**

0      3

**Variable Credit Course**  
**Credit Hrs Contact Hrs**  
**Min Max Min Max**

#### Rationale for Add 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.)

Course is for new undergraduate degree.

#### Schedule Types

- Field Course  
 Independent Study  
 Internship  
 Lab No Fee  
 Lab With Fee  
 Lecture  
 Other  
 Seminar  
 Studio  
 Tutorial

#### Projected Enrollment

**Year 1:** 10  
**Year 2:** 10  
**Year 3:** 10  
**Year 4:** 10

#### Evaluation

Undergraduate

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

Reflections (one page each week) 100%

### Catalog Description

Forty-five hour field-based experience to support the weekly discussions and assignments related to the accompanying practicum class. Students engaged in at least two different mentor placements to provide diverse experiences and variety of viewpoints.

- Prerequisite(s)     Corequisite(s)

EDML 3270

### Required course for students in

This course is required for Middle Level Education majors with a focus on science teaching.

### Statement of need and justification based on assessment of student learning outcomes

Part of a series of practicum and internship courses required for students who are seeking certification as middle school teachers in mathematics and science. Student will have one primary and one secondary teaching area.

### Textbook(s)

Keeley, P. (2008). Science formative assessment: 75 practical strategies for linking assessment, instruction, and learning. Thousand Oaks, CA: Corwin Press.  
 Marshall, J. C. (2013). Succeeding with Inquiry in Science and Math Classrooms. Alexandria, VA: ASCD & NSTA.

### Learning Objectives

Students will:

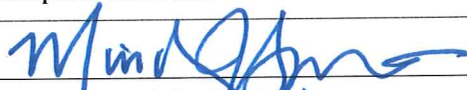
- Collaborate with two mentors to explore variety of classroom experiences
- Teach two lessons
- Practice one-on-one tutoring

- Explore instructional strategies and non-instructional routines

**Topical Outline**


Learning environments (9 hours)  
 Discourse and assessment (9 hours)  
 Diversity (6 hours)  
 Real world applications and alternate conceptions (9 hours)  
 Instructional strategies (6 hours)  
 Practice instruction (6 hours)

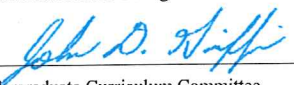
**Syllabus**  
 Upload File: [EDML 3271 Practicum ML Science Lab-20180109150955.docx](#)  
 Description: EDML 3271

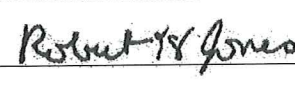
  
 Chair, Department Curriculum Committee 2/1/18  
Date

  
 Department Chair 2/14/18  
Date

  
 Chair, College Curriculum Committee 2/15/18  
Date

  
 College Dean 2/16/18  
Date

Director, Calhoun Honors College Date  
  
 Chair, Undergraduate Curriculum Committee 3/2/2018  
Date

Chair, Graduate Curriculum Committee Date  
  
 Provost 5/7/2018  
Date

President Date



**EDML 3271 Practicum in Middle Level Science Laboratory (0,3)**

<b>Catalog Description:</b>	Forty-five hour field-based experience to support the weekly discussions and assignments related to the accompanying practicum class. Students engaged in at least two different mentor placements to provide diverse experiences and variety of viewpoints.
<b>Prerequisites/ Corequisites:</b>	Corequisite: EDML 3270
<b>Textbooks:</b>	Keeley, P. (2008). Science formative assessment: 75 practical strategies for linking assessment, instruction, and learning. Thousand Oaks, CA: Corwin Press. Marshall, J. C. (2013). Succeeding with Inquiry in Science and Math Classrooms. Alexandria, VA: ASCD & NSTA.
<b>Objectives:</b>	Students will: <ul style="list-style-type: none"> <li>• Collaborate with two mentors to explore variety of classroom experiences</li> <li>• Teach two lessons</li> <li>• Practice one-on-one tutoring</li> <li>• Explore instructional strategies and non-instructional routines</li> </ul>
<b>Topical Outline:</b>	Learning environments (9 hours) Discourse and assessment (9 hours) Diversity (6 hours) Real world applications and alternate conceptions (9 hours) Instructional strategies (6 hours) Practice instruction (6 hours)
<b>Evaluation</b>	Reflections (one page each week) 100%
<b>Additional Information</b>	
<b>Form Originator</b>	Jeff C. Marshall

## Add Undergraduate Course

### Course Attributes

**Subject Abbreviation:** EDML-Middle-Level Education    **Catalog Title:** Practicum in Middle Level Social Studies  **Additional Fee?**  
**Course Number:** 3280    **Transcript Title:** Practicum in ML Soc Studies    **Justification**  
**Effective Term:** Spring 2019    **Cross-reference(s):**  
**College:** Education    **Grade Mode:** Standard Letter  
**Department:** Teaching and Learning

#### Form

**User ID:** dbj    **Name:** Debra Jackson  
**Date:** 01/10/2018    **Number:** 36630

#### Hours

**Fixed Credit Course**  
**Credit Hrs Contact Hrs**

3            2

**Variable Credit Course**

**Credit Hrs Contact Hrs**  
**Min Max Min Max**

#### Rationale for Add 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.)  
 Course is for new undergraduate degree.

#### Schedule Types

- Field Course  
 Independent Study  
 Internship  
 Lab No Fee  
 Lab With Fee  
 Lecture  
 Other  
 Seminar  
 Studio  
 Tutorial

#### Projected Enrollment

**Year 1:** 10  
**Year 2:** 10  
**Year 3:** 10  
**Year 4:** 10

#### Evaluation

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

Course assessments include:

- Analysis of Field-Based Observations Project 25%
- Responses to Required Readings 25%
- Inquiry-Based Instructional Project 25%
- Final Exam 25%

### Catalog Description

Intensive field-based practicum experience. Pre-service middle-level social studies students gain both content and pedagogical knowledge through observation and reflection of social studies teachers. Students collaborate with mentor teachers and university instructors in conducting focused observations, tutoring individual students, and leading instructional activities.

Prerequisite(s)  Corequisite(s)

Corequisite: EDML 3281

### Required course for students in

This is a required course for Middle Level Education students with a focus on teaching social studies.

### Statement of need and justification based on assessment of student learning outcomes

Part of a series of practicum and internship courses required for students who are seeking certification as middle school teachers in language arts and social science. Students will have one primary and one secondary teaching area.

### Textbook(s)

Barton, K.C. and Levstik, L.S. (2004) Teaching Social Studies for the Common Good. Mahwah, N.J.: Lawrence Erlbaum Associates

Additional readings for this course will be posted in Canvas.

**Learning Objectives**

Upon completion of the course, students will:

- Understand the national goals of the social studies professional community (National Council of the Social Studies or NCSS)
- Understand the national goals of the middle grades professional community (Association of Middle Level Educators or AMLE)
- Understand NCSS' C3 Framework for designing inquiry-based units of instruction
- Analyze 2020 South Carolina Social Studies College and Career-Ready Standards in terms of national social studies standards
- Use national social studies standards to analyze data collected from extensive observations of instructional strategies and non-instructional routines within middle grades social studies classrooms
- Analyze the relationships among social studies learning, teaching, and diversity
- Devise a sequence of instruction to engage middle grades students in meaningful social studies inquiries
- Evaluate different approaches to social studies curriculum

**Topical Outline**

NCSS, AMLE and National Standards (4)

C3 Framework and Inquiry-Based Social Studies Teaching & Learning (4)

SC College and Career-Ready Standards (4)

Inquiry-Based Social Studies Teaching Practices for Middle Grades (4)

Using Primary Sources in an Inquiry-Based Middle Grades Social Studies Classroom (4)

Evaluating Student Work within Middle Grades Social Studies Classrooms (4)

Managing a Middle Grades Social Studies Classroom (3)

Reflective Practice in the Social Studies (3)

**Syllabus**

Upload File: [EDML 3280 Course Description Edited-20180110233708.docx](#)

Description: EDML 3280

  
Chair, Department Curriculum Committee


2/1/18

Date

  
Department Chair

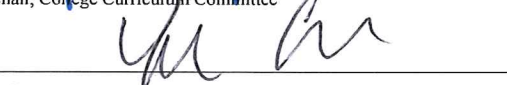
2/16/18

Date

  
Chair, College Curriculum Committee

2/15/18

Date

  
College Dean

2/16/18

Date

Director, Calhoun Honors College

Date

  
Chair, Undergraduate Curriculum Committee

3/2/2018

Date

Chair, Graduate Curriculum Committee

Date

  
Provost

5/7/2018

Date

President

Date

**EDML 3280: Practicum in Middle Level Social Studies (3,2)**

<b>Catalog Description:</b>	Intensive field-based practicum experience. Pre-service middle-level social studies students gain both content and pedagogical knowledge through observation and reflection of social studies teachers. Students collaborate with mentor teachers and university instructors in conducting focused observations, tutoring individual students, and leading instructional activities.
<b>Prerequisites/ Corequisites:</b>	Corequisite: EDML 3281
<b>Textbooks:</b>	Barton, K.C. and Levstik, L.S. (2004) Teaching Social Studies for the Common Good. Mahwah, N.J.: Lawrence Erlbaum Associates  Additional readings for this course will be posted in Canvas.
<b>Objectives:</b>	Upon completion of the course, students will: <ul style="list-style-type: none"> <li>• Understand the national goals of the social studies professional community (National Council of the Social Studies or NCSS)</li> <li>• Understand the national goals of the middle grades professional community (Association of Middle Level Educators or AMLE)</li> <li>• Understand NCSS' C3 Framework for designing inquiry-based units of instruction</li> <li>• Analyze 2020 South Carolina Social Studies College and Career-Ready Standards in terms of national social studies standards</li> <li>• Use national social studies standards to analyze data collected from extensive observations of instructional strategies and non-instructional routines within middle grades social studies classrooms</li> <li>• Analyze the relationships among social studies learning, teaching, and diversity</li> <li>• Devise a sequence of instruction to engage middle grades students in meaningful social studies inquiries</li> <li>• Evaluate different approaches to social studies curriculum</li> </ul>
<b>Topical Outline:</b>	NCSS, AMLE and National Standards (4) C3 Framework and Inquiry-Based Social Studies Teaching & Learning (4) SC College and Career-Ready Standards (4) Inquiry-Based Social Studies Teaching Practices for Middle Grades (4) Using Primary Sources in an Inquiry-Based Middle Grades Social Studies Classroom (4) Evaluating Student Work within Middle Grades Social Studies Classrooms (4) Managing a Middle Grades Social Studies Classroom (3) Reflective Practice in the Social Studies (3)
<b>Evaluation</b>	Course assessments include: <ul style="list-style-type: none"> <li>• Analysis of Field-Based Observations Project 25%</li> <li>• Responses to Required Readings 25%</li> <li>• Inquiry-Based Instructional Project 25%</li> <li>• Final Exam 25%</li> </ul> Grading Scale A = 90-100 - Exemplary; B = 80-89 - Very Good; C = 70-79 - Fair; D = 60-69 - Poor; F = Below 60
<b>Form Originator</b>	Jeff C. Marshall

## Add Undergraduate Course

### Course Attributes

**Subject Abbreviation:** EDML-Middle-Level Education    **Catalog Title:** Practicum in Middle Level Social Studies Laboratory  
**Course Number:** 3281    **Transcript Title:** Practicum in ML Soc Stud Lab  
**Effective Term:** Fall 2019    **Cross-reference(s):**  
**College:** Education    **Grade Mode:** Non-Gradeable  
**Department:** Teaching and Learning     **Additional Fee?**  
 Justification

### Form

**User ID:** dbj    **Name:** Debra Jackson  
**Date:** 01/10/2018    **Number:** 36633

### Hours

**Fixed Credit Course**  
 Credit Hrs    Contact Hrs

0            3

**Variable Credit Course**  
 Credit Hrs    Contact Hrs  
 Min    Max    Min    Max

### Rationale for Add 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.)  
 Course is for new undergraduate degree.

### Schedule Types

- Field Course  
 Independent Study  
 Internship  
 Lab No Fee  
 Lab With Fee  
 Lecture  
 Other  
 Seminar  
 Studio  
 Tutorial

### Projected Enrollment

Year 1: 10  
 Year 2: 10  
 Year 3: 10  
 Year 4: 10

### Evaluation

Undergraduate

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

Field-based observation project (100%)

### Catalog Description

Forty-five-hour field-based experience to support the weekly discussions and assignments related to the accompanying practicum class. Students engaged in at least two different mentor placements to provide diverse experiences and variety of viewpoints.

- Prerequisite(s)     Corequisite(s)

Corequisite: EDML 3280

### Required course for students in

This course is required for Middle Level Education students with a focus on teaching social studies.

### Statement of need and justification based on assessment of student learning outcomes

Part of a series of laboratories accompanying courses in practicum and internship required for students who are seeking certification as middle school teachers in language arts and social studies. Students select one primary and one secondary teaching area.

### Textbook(s)

Barton, K.C. and Levstik, L.S. (2004) Teaching Social Studies for the Common Good. Mahwah, N.J.: Lawrence Erlbaum Associates.  
 Additional readings will be posted in Canvas.

### Learning Objectives

Students will:

- Collaborate with two mentors to explore a variety of classroom experiences
- Teach two lessons

- Practice one-on-one tutoring
- Explore instructional strategies and non-instructional routine

**Topical Outline**

Learning environments (9 hours)  
 Discourse and assessment (9 hours)  
 Diversity (6 hours)  
 Real world applications and alternate conceptions (9 hours)  
 Instructional strategies (6 hours)  
 Practice instruction (6 hours)

**Syllabus**  
 Upload File: [EDML 3281 Practicum in ML Social Studies Lab-20180109154632.docx](#)  
 Description: EDML 3281

*Mind Johnson* \_\_\_\_\_ *2/1/18* \_\_\_\_\_  
 Chair, Department Curriculum Committee Date

~~*Mind Johnson*~~ \_\_\_\_\_ *2/16/18* \_\_\_\_\_  
 Department Chair Date

*Mind Johnson* \_\_\_\_\_ *2/15/18* \_\_\_\_\_  
 Chair, College Curriculum Committee Date

*Y M R* \_\_\_\_\_ *2/16/18* \_\_\_\_\_  
 College Dean Date

Director, Calhoun Honors College \_\_\_\_\_  
*John D. Hill* \_\_\_\_\_ *3/2/2018* \_\_\_\_\_  
 Chair, Undergraduate Curriculum Committee Date

Chair, Graduate Curriculum Committee \_\_\_\_\_  
 \_\_\_\_\_  
*Robert Ys Jones* \_\_\_\_\_ *5/7/2018* \_\_\_\_\_  
 Provost Date

President \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_ Date

**EDML 3281 Practicum in Middle Level Social Studies Laboratory (0,3)**

<b>Catalog Description:</b>	Forty-five-hour field-based experience to support the weekly discussions and assignments related to the accompanying practicum class. Students engaged in at least two different mentor placements to provide diverse experiences and variety of viewpoints.
<b>Prerequisites/ Corequisites:</b>	Corequisite: EDML 3280
<b>Textbooks:</b>	Readings will be posted in Canvas.
<b>Objectives:</b>	Students will: <ul style="list-style-type: none"> <li>• Collaborate with two mentors to explore a variety of classroom experiences</li> <li>• Teach two lessons</li> <li>• Practice one-on-one tutoring</li> <li>• Explore instructional strategies and non-instructional routine</li> </ul>
<b>Topical Outline:</b>	Learning environments (9 hours) Discourse and assessment (9 hours) Diversity (6 hours) Real world applications and alternate conceptions (9 hours) Instructional strategies (6 hours) Practice instruction (6 hours)
<b>Evaluation</b>	Field-based observation project (100%)
<b>Additional Information</b>	
<b>Form Originator</b>	Jeff Marshall

### Add Undergraduate Course

#### Course Attributes

**Subject Abbreviation:** EDML-Middle-Level Education    **Catalog Title:** Teaching Middle Level Language Arts  **Additional Fee?**  
**Course Number:** 4240    **Transcript Title:** Teaching ML Language Arts    **Justification**  
**Effective Term:** Fall 2019    **Cross-reference(s):**  
**College:** Education    **Grade Mode:** Standard Letter  
**Department:** Teaching and Learning

**Form**

**User ID:** dbj    **Name:** Debra Jackson  
**Date:** 01/10/2018    **Number:** 36576

**Hours**

Fixed Credit Course	
Credit Hrs	Contact Hrs
3	2

Variable Credit Course			
Credit Hrs		Contact Hrs	
Min	Max	Min	Max

**Rationale for Add 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.)  
Course is for new undergraduate degree.

**Schedule Types**

- Field Course
- Independent Study
- Internship
- Lab No Fee
- Lab With Fee
- Lecture
- Other
- Seminar
- Studio
- Tutorial

**Projected Enrollment**

Year 1: 10  
 Year 2: 10  
 Year 3: 10  
 Year 4: 10

**Evaluation**

Undergraduate

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

Course Assessment:

- Sample lesson 1: 20 min team- taught lesson 10%
- Sample lesson 2: 20 min writing lesson delivered in placement classroom along with 2 examples of student work 10%
- Sample lesson 3: 20 min discussion lesson delivered in placement classroom and reflection along with 2 examples of student work 10%
- Practicum activities and observation journal 25%
- Development of an integrated English language arts unit 35%
- Active participation in weekly workshops 10%

#### Catalog Description

Development of instructional practices and materials appropriate for middle level language arts and familiarization with middle level language arts curriculum materials. Includes field experiences in local schools in preparation for student teaching.

Prerequisite(s)     Corequisite(s)

Prerequisite: EDML 3240 or EDML 3280  
 Corequisite: EDML 4241

**Required course for students in**



This course is required for Middle Level Education majors with a focus on language arts.

### Statement of need and justification based on assessment of student learning outcomes

Part of a series of practicum and internship courses required for students who are seeking certification as middle school teachers in language arts and social science. Student will have one primary and one secondary teaching area.

### Textbook(s)

Christenbury, L.; Lindblom, K. (2016) Making the journey: Being and becoming a teacher of English Language Arts. 4th Ed. Portsmouth, NH: Heinemann.  
 Atwell, N. (2015) In the Middle. A Lifetime of Learning About Writing, Reading, and Adolescents. Portsmouth, NH: Heinemann.  
 Smagorinsky, P. (2008) Teaching English by Design: How to create and carry out instructional units. Portsmouth, NH: Heinemann.

### Learning Objectives

Upon completion of the course, students will be able to:

- Apply research-based methods to the planning and teaching of English/language arts in the middle and secondary grades.
- Practice teaching techniques related to the teaching of reading, writing, speaking and listening.
- Demonstrate the ability to develop units and lesson plans and teaching strategies for a diverse class of learners.
- Observe the practice of teaching in the classroom apprenticeship and reflect on the dynamics of curricular design and implementation.

### Topical Outline

Introduction and standards overview (4 hours)  
 Strategies for supporting reading and writing (6 hours)  
 Constructing assessments (4 hours)  
 Incorporating theory and analysis into pedagogy (4 hours)  
 Observations in the classroom (2 hours)  
 Unit presentations (6 hours)  
 Course wrap up, observations discussion and preparation for student teaching (4 hours)

### Syllabus

Upload File: [EDML 4240 Course Description Edited-20180110234725.docx](#)

Description: EDML 4240

  
 Chair, Department Curriculum Committee

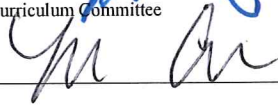
2/1/18  
 Date

  
 Department Chair

2/14/18  
 Date

  
 Chair, College Curriculum Committee

2/15/18  
 Date

  
 College Dean

2/10/18  
 Date

Director, Calhoun Honors College

Date

  
 Chair, Undergraduate Curriculum Committee

3/2/2018  
 Date

Chair, Graduate Curriculum Committee

Date

  
 Provost

5/7/2018  
 Date

President

Date

**EDML 4240: Teaching Middle Level Language Arts (3,2)**

<b>Catalog Description:</b>	Development of instructional practices and materials appropriate for middle level language arts and familiarization with middle level language arts curriculum materials. Includes field experiences in local schools in preparation for student teaching.
<b>Prerequisites/ Corequisites:</b>	Prerequisite: EDML 3240 or EDML 3280 Corequisite: EDML 4241
<b>Textbooks:</b>	Christenbury, L.; Lindblom, K. (2016) Making the journey: Being and becoming a teacher of English Language Arts. 4 <sup>th</sup> Ed. Portsmouth, NH: Heinemann. Atwell, N. (2015) In the Middle. A Lifetime of Learning About Writing, Reading, and Adolescents. Portsmouth, NH: Heinemann. Smagorinsky, P. (2008) Teaching English by Design: How to create and carry out instructional units. Portsmouth, NH: Heinemann.
<b>Objectives:</b>	Upon completion of the course, students will be able to: <ul style="list-style-type: none"> <li>• Apply research-based methods to the planning and teaching of English/language arts in the middle and secondary grades.</li> <li>• Practice teaching techniques related to the teaching of reading, writing, speaking and listening.</li> <li>• Demonstrate the ability to develop units and lesson plans and teaching strategies for a diverse class of learners.</li> <li>• Observe the practice of teaching in the classroom apprenticeship and reflect on the dynamics of curricular design and implementation.</li> </ul>
<b>Topical Outline:</b>	Introduction and standards overview (4 hours) Strategies for supporting reading and writing (6 hours) Constructing assessments (4 hours) Incorporating theory and analysis into pedagogy (4 hours) Observations in the classroom (2 hours) Unit presentations (6 hours) Course wrap up, observations discussion and preparation for student teaching (4 hours)
<b>Evaluation</b>	Course Assessment: <ul style="list-style-type: none"> <li>• Sample lesson 1: 20 min team-taught lesson 10%</li> <li>• Sample lesson 2: 20 min writing lesson delivered in placement classroom along with 2 examples of student work 10%</li> <li>• Sample lesson 3: 20 min discussion lesson delivered in placement classroom and reflection along with 2 examples of student work 10%</li> <li>• Practicum activities and observation journal 25%</li> <li>• Development of an integrated English language arts unit 35%</li> <li>• Active participation in weekly workshops 10%</li> </ul> Grading Scale A = 90-100 pts B = 80-89 pts C = 70-79 pts D = 60-69 pts F = Below 60 pts
<b>Additional Information</b>	
<b>Form Originator</b>	Jeff C. Marshall, Susan Cridland-Hughes

## Add Undergraduate Course

### Course Attributes

**Subject Abbreviation:** EDML-Middle-Level Education    **Catalog Title:** Teaching Middle Level Language Arts Laboratory     **Additional Fee?**  
**Course Number:** 4241    **Transcript Title:** Teaching ML Language Arts Lab    Justification  
**Effective Term:** Fall 2019    **Cross-reference(s):**  
**College:** Education    **Grade Mode:** Non-Gradeable  
**Department:** Teaching and Learning

### Form

**User ID:** dbj    **Name:** Debra Jackson  
**Date:** 01/10/2018    **Number:** 36577

### Hours

**Fixed Credit Course**  
**Credit Hrs Contact Hrs**

0            3

### Variable Credit Course

**Credit Hrs Contact Hrs**  
**Min Max Min Max**

### Rationale for Add 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.)  
 Course is for new undergraduate degree.

### Schedule Types

- Field Course  
 Independent Study  
 Internship  
 Lab No Fee  
 Lab With Fee  
 Lecture  
 Other  
 Seminar  
 Studio  
 Tutorial

### Projected Enrollment

**Year 1:** 10  
**Year 2:** 10  
**Year 3:** 10  
**Year 4:** 10

### Evaluation

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

Practicum activities and observation journal 100%

### Catalog Description

Forty-five hour field-based experience to support the weekly discussions and assignments related to the accompanying methods class. Students engaged in at least two different mentor placements to provide diverse experiences and variety of viewpoints.

- Prerequisite(s)**     **Corequisite(s)**

Prerequisite: EDML 3240 or EDML 3280

Corequisite: EDML 4240

### Required course for students in

This course is required for Middle Level Education majors with a focus on language arts.

### Statement of need and justification based on assessment of student learning outcomes

Part of a series of practicum and internship courses required for students who are seeking certification as middle school teachers in language arts and social science. Student will have one primary and one secondary teaching area.

### Textbook(s)

Christenbury, L.; Lindblom, K. (2016) Making the journey: Being and becoming a teacher of English Language Arts. 4th Ed. Portsmouth, NH: Heinemann.

Atwell, N. (2015) In the Middle. A Lifetime of Learning About Writing, Reading, and Adolescents. Portsmouth, NH: Heinemann.

Smagorinsky, P. (2008) Teaching English by Design: How to create and carry out instructional units. Portsmouth, NH: Heinemann.

### Learning Objectives

Students will:

- Work with a mentor teacher

- Shadow teach two lessons
- Team plan/teach two lessons
- Plan and teach two lessons
- Explore, analyze, and justify instructional strategies and non-instructional routines

### Topical Outline

Short and long-term planning (9 hours)

Unit planning (9 hours)

Discourse and assessment (6 hours)

Diversity and differentiation (6 hours)

Technology in the classroom (6 hours)

Instructional strategies (9 hours)

### Syllabus

Upload File: [EDML 4241 Teaching ML Language Arts Lab -20180110141202.docx](#)

Description: EDML 4241



Chair, Department Curriculum Committee

2/1/18

Date



Department Chair

2/16/18


Date



Chair, College Curriculum Committee

2/15/18

Date



College Dean

2/16/18

Date

Director, Calhoun Honors College

Date



Chair, Undergraduate Curriculum Committee

3/2/2018

Date

Chair, Graduate Curriculum Committee

Date



Provost

5/7/2018

Date

President

Date

**EDML 4241 Teaching Middle Level Language Arts Laboratory (0,3)**

<b>Catalog Description:</b>	Forty-five hour field-based experience to support the weekly discussions and assignments related to the accompanying methods class. Students engaged in at least two different mentor placements to provide diverse experiences and variety of viewpoints.
<b>Prerequisites/ Corequisites:</b>	Prerequisite: EDML 3240 or EDML 3280 Corequisite: EDML 4240
<b>Textbooks:</b>	Christenbury, L.; Lindblom, K. (2016) Making the journey: Being and becoming a teacher of English Language Arts. 4 <sup>th</sup> Ed. Portsmouth, NH: Heinemann. Atwell, N. (2015) In the Middle. A Lifetime of Learning About Writing, Reading, and Adolescents. Portsmouth, NH: Heinemann. Smagorinsky, P. (2008) Teaching English by Design: How to create and carry out instructional units. Portsmouth, NH: Heinemann.
<b>Objectives:</b>	Students will: <ul style="list-style-type: none"> <li>• Work with a mentor teacher</li> <li>• Shadow teach two lessons</li> <li>• Team plan/teach two lessons</li> <li>• Plan and teach two lessons</li> <li>• Explore, analyze, and justify instructional strategies and non-instructional routines</li> </ul>
<b>Topical Outline:</b>	Short and long-term planning (9 hours) Unit planning (9 hours) Discourse and assessment (6 hours) Diversity and differentiation (6 hours) Technology in the classroom (6 hours) Instructional strategies (9 hours)
<b>Evaluation</b>	Practicum activities and observation journal 100%
<b>Additional Information</b>	
<b>Form Originator</b>	Jeff C. Marshall, Susan Anne Cridland-Hughes

## Add Undergraduate Course

### Course Attributes

**Subject Abbreviation:** EDML-Middle-Level Education    **Catalog Title:** Teaching Middle Level Mathematics  **Additional Fee?**  
**Course Number:** 4260    **Transcript Title:** Teaching ML Mathematics    **Justification**  
**Effective Term:** Fall 2019    **Cross-reference(s):**  
**College:** Education    **Grade Mode:** Standard Letter  
**Department:** Teaching and Learning

#### Form

**User ID:** dbj    **Name:** Debra Jackson  
**Date:** 01/10/2018    **Number:** 36578

#### Hours

**Fixed Credit Course**  
**Credit Hrs Contact Hrs**

3            2

**Variable Credit Course**  
**Credit Hrs Contact Hrs**  
**Min Max Min Max**

#### Rationale for Add 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.)

Course is for new undergraduate degree.

#### Schedule Types

- Field Course  
 Independent Study  
 Internship  
 Lab No Fee  
 Lab With Fee  
 Lecture  
 Other  
 Seminar  
 Studio  
 Tutorial

#### Projected Enrollment

**Year 1:** 10  
**Year 2:** 10  
**Year 3:** 10  
**Year 4:** 10

#### Evaluation

Undergraduate

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

Course Assessments include:

- Discrepant event—5%
- Long range plan—10%
- Inquiry lesson—10%
- Classroom management plan—10%
- Lesson study—30%
- Reflections x 2—5%
- Unit plan—30%

### Catalog Description

Development of instructional practices and materials for teaching middle level school mathematics and familiarization with middle level mathematics curriculum materials. Includes field experiences in local schools.

Prerequisite(s)  Corequisite(s)

Prerequisite: EDML 3260 or EDML 3270

Corequisite: EDML 4261

### Required course for students in

This course is required for Middle Level Education majors with a focus on mathematics.

### Statement of need and justification based on assessment of student learning outcomes

Part of a series of practicum and internship courses required for students who are seeking certification as middle school teachers in mathematics and science. Student will have one primary and one secondary teaching area.

### Textbook(s)

Horn, I.S. (2012). Strength in Numbers: Collaborative Learning in Secondary Mathematics. Reston, VA: The National Council of Teachers of Mathematics,

Inc.

McTighe, J. & Wiggins, G. (2005). Understanding by design (Expanded 2nd Edition.) Upper Saddle River, NJ: Pearson Prentice Hall.

National Council of Teacher of Mathematics. (2014). Principles to action: Ensuring mathematical success for all. Reston, VA: The National Council of Teachers of Mathematics, Inc.

Smith, M. S., & Stein, M. K. (2011). 5 practices for orchestrating productive mathematics discussions. Reston, VA: National Council of Teachers of Mathematics, Inc.

### Learning Objectives

Upon completion of this course, students will be able to:

- Understand crucial aspects (particularly short-range planning and classroom discourse) pertaining to teaching and learning in the middle level mathematics classroom;
- Explore, interrogate, and develop functionality within the cultures of a middle level mathematics classroom;
- Implement theory into practice through planning and teaching in a middle level mathematics classroom;
- Develop the habit of continuous learning and professional support necessary for change agents in the schools.

### Topical Outline

Unit Basics and introduction (4 hours)

Mini lessons and mathematical theories and research (6 hours)

Historical and interdisciplinary topics in teaching mathematics (2 hours)

Problem-based learning (4 hours)

Student characteristics (4 hours)

Peer teaching (4 hours)

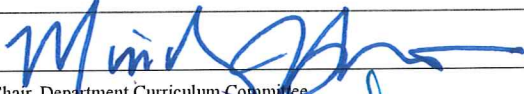


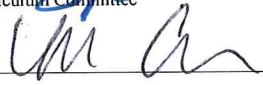
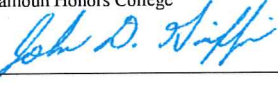




Equity and diversity issues (4 hours)

Final outline with full lesson plan (2 hours)

### Syllabus

Upload File: [EDML 4260 Course Description Edited-20180110142826.docx](#)

Description: EDML 4260

	2/11/18	Date
Chair, Department Curriculum Committee		
	2/16/18	Date
Department Chair		
	2/15/18	Date
Chair, College Curriculum Committee		
	2/16/18	Date
College Dean		
	3/2/2018	Date
Director, Calhoun Honors College		
		Date
Chair, Undergraduate Curriculum Committee		
	5/7/2018	Date
Chair, Graduate Curriculum Committee		
		Date
Provost		
		Date
President		

**EDML 4260: Teaching Middle Level Mathematics (3,2)**

<b>Catalog Description:</b>	Development of instructional practices and materials for teaching middle level school mathematics and familiarization with middle level mathematics curriculum materials. Includes field experiences in local schools.
<b>Prerequisites/ Corequisites:</b>	Prerequisite: EDML 3260 or EDML 3270 Corequisite: EDML 4261
<b>Textbooks:</b>	Horn, I.S. (2012). <i>Strength in Numbers: Collaborative Learning in Secondary Mathematics</i> . Reston, VA: The National Council of Teachers of Mathematics, Inc.  McTighe, J. & Wiggins, G. (2005). <i>Understanding by design (Expanded 2nd Edition.)</i> Upper Saddle River, NJ: Pearson Prentice Hall.  National Council of Teacher of Mathematics. (2014). <i>Principles to action: Ensuring mathematical success for all</i> . Reston, VA: The National Council of Teachers of Mathematics, Inc.  Smith, M. S., & Stein, M. K. (2011). <i>5 practices for orchestrating productive mathematics discussions</i> . Reston, VA: National Council of Teachers of Mathematics, Inc.
<b>Objectives:</b>	Upon completion of this course, students will be able to: <ul style="list-style-type: none"> <li>• Understand crucial aspects (particularly short-range planning and classroom discourse) pertaining to teaching and learning in the middle level mathematics classroom;</li> <li>• Explore, interrogate, and develop functionality within the cultures of a middle level mathematics classroom;</li> <li>• Implement theory into practice through planning and teaching in a middle level mathematics classroom;</li> <li>• Develop the habit of continuous learning and professional support necessary for change agents in the schools.</li> </ul>
<b>Topical Outline:</b>	Unit Basics and introduction (4 hours) Mini lessons and mathematical theories and research (6 hours) Historical and interdisciplinary topics in teaching mathematics (2 hours) Problem-based learning (4 hours) Student characteristics (4 hours) Peer teaching (4 hours) Equity and diversity issues (4 hours) Final outline with full lesson plan (2 hours)
<b>Evaluation</b>	Course Assessments include: <ul style="list-style-type: none"> <li>• Discrepant event—5%</li> <li>• Long range plan—10%</li> <li>• Inquiry lesson—10%</li> <li>• Classroom management plan—10%</li> <li>• Lesson study—30%</li> <li>• Reflections x 2—5%</li> <li>• Unit plan—30%</li> </ul> Grading Scale A = 90-100 - Exemplary; B = 80-89 - Very Good; C = 70-79 - Fair; D = 60-69 - Poor; F = Below 60
<b>Form Originator</b>	Jeff C. Marshall



## Add Undergraduate Course

### Course Attributes

**Subject Abbreviation:** EDML-Middle-Level Education    **Catalog Title:** Teaching Middle Level Mathematics Laboratory  **Additional Fee?**  
**Course Number:** 4261    **Transcript Title:** Teaching ML Math Lab    **Justification**  
**Effective Term:** Fall 2019    **Cross-reference(s):**  
**College:** Education    **Grade Mode:** Non-Gradeable  
**Department:** Teaching and Learning

#### Form

**User ID:** dbj    **Name:** Debra Jackson  
**Date:** 01/10/2018    **Number:** 36579

#### Hours

**Fixed Credit Course**  
**Credit Hrs Contact Hrs**

0      3

**Variable Credit Course**  
**Credit Hrs Contact Hrs**  
**Min Max Min Max**

#### Rationale for Add 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.)  
 Course is for new undergraduate degree.

#### Schedule Types

- Field Course  
 Independent Study  
 Internship  
 Lab No Fee  
 Lab With Fee  
 Lecture  
 Other  
 Seminar  
 Studio  
 Tutorial

#### Projected Enrollment

**Year 1:** 10  
**Year 2:** 10  
**Year 3:** 10  
**Year 4:** 10

#### Evaluation

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

Reflections on practicum experiences 100%

### Catalog Description

Forty-five hour field-based experience to support the weekly discussions and assignments related to the accompanying methods class. Students engaged in at least two different mentor placements to provide diverse experiences and variety of viewpoints.

- Prerequisite(s)     Corequisite(s)

Prerequisite: EDML 3260 or EDML 3270

Corequisite: EDML 4260

### Required course for students in

This course is required for Middle Level Education majors with a focus on mathematics.

### Statement of need and justification based on assessment of student learning outcomes

Part of a series of practicum and internship courses required for students who are seeking certification as middle school teachers in mathematics and science. Student will have one primary and one secondary teaching area.

### Textbook(s)

Horn, I.S. (2012). Strength in Numbers: Collaborative Learning in Secondary Mathematics. Reston, VA: The National Council of Teachers of Mathematics, Inc.

McTighe, J. & Wiggins, G. (2005). Understanding by design (Expanded 2nd Edition.) Upper Saddle River, NJ: Pearson Prentice Hall.

National Council of Teacher of Mathematics. (2014). Principles to action: Ensuring mathematical success for all. Reston, VA: The National Council of Teachers of Mathematics, Inc.

Smith, M. S., & Stein, M. K. (2011). 5 practices for orchestrating productive mathematics discussions. Reston, VA: National Council of Teachers of Mathematics, Inc.

### Learning Objectives

Students will:

- Work with a mentor teacher
- Shadow teach two lessons
- Team plan/teach two lessons
- Plan and teach two lessons
- Explore, analyze, and justify instructional strategies and non-instructional routines

### Topical Outline

Short and long-term planning (9 hours)

Unit planning (9 hours)

Discourse and assessment (6 hours)

Diversity and differentiation (6 hours)


Technology in the classroom (6 hours)

Instructional strategies (9 hours)

### Syllabus

Upload File: [EDML 4261 Teaching ML Mathematics Lab-20180110142429.docx](#)

Description: EDML 4261



Chair, Department Curriculum Committee

2/1/18

Date

2/14/18

Date

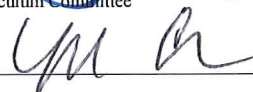
Department Chair



Chair, College Curriculum Committee

2/15/18

Date



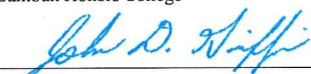
College Dean

2/16/18

Date

Director, Calhoun Honors College

Date



Chair, Undergraduate Curriculum Committee

3/2/18

Date

Chair, Graduate Curriculum Committee

Date



Provost

5/7/2018

Date

President

Date

**EDML 4261 Teaching Middle Level Mathematics Laboratory (0,3)**

<b>Catalog Description:</b>	Forty-five hour field-based experience to support the weekly discussions and assignments related to the accompanying methods class. Students engaged in at least two different mentor placements to provide diverse experiences and variety of viewpoints.
<b>Prerequisites/ Corequisites:</b>	Prerequisite: EDML 3260 or EDML 3270 Corequisite: EDML 4260
<b>Textbooks:</b>	Horn, I.S. (2012). <i>Strength in Numbers: Collaborative Learning in Secondary Mathematics</i> . Reston, VA: The National Council of Teachers of Mathematics, Inc.  McTighe, J. & Wiggins, G. (2005). <i>Understanding by design (Expanded 2nd Edition.)</i> Upper Saddle River, NJ: Pearson Prentice Hall.  National Council of Teacher of Mathematics. (2014). <i>Principles to action: Ensuring mathematical success for all</i> . Reston, VA: The National Council of Teachers of Mathematics, Inc.  Smith, M. S., & Stein, M. K. (2011). <i>5 practices for orchestrating productive mathematics discussions</i> . Reston, VA: National Council of Teachers of Mathematics, Inc.
<b>Objectives:</b>	Students will: <ul style="list-style-type: none"> <li>• Work with a mentor teacher</li> <li>• Shadow teach two lessons</li> <li>• Team plan/teach two lessons</li> <li>• Plan and teach two lessons</li> <li>• Explore, analyze, and justify instructional strategies and non-instructional routines</li> </ul>
<b>Topical Outline:</b>	Short and long-term planning (9 hours) Unit planning (9 hours) Discourse and assessment (6 hours) Diversity and differentiation (6 hours) Technology in the classroom (6 hours) Instructional strategies (9 hours)
<b>Evaluation</b>	Reflections on practicum experiences 100%
<b>Additional Information</b>	
<b>Form Originator</b>	Jeff C. Marshall

## Add Undergraduate Course

### Course Attributes

**Subject Abbreviation:** EDML-Middle-Level Education    **Catalog Title:** Teaching Middle Level Science  **Additional Fee?**  
**Course Number:** 4270    **Transcript Title:** Teaching ML Science    **Justification**  
**Effective Term:** Fall 2019    **Cross-reference(s):**  
**College:** Education    **Grade Mode:** Standard Letter  
**Department:** Teaching and Learning

#### Form

**User ID:** dbj    **Name:** Debra Jackson  
**Date:** 01/10/2018    **Number:** 36580

#### Hours

**Fixed Credit Course**  
**Credit Hrs Contact Hrs**

3            2

#### Variable Credit Course

**Credit Hrs Contact Hrs**  
**Min Max Min Max**

#### Rationale for Add 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.)  
 Course is for new undergraduate degree.

#### Schedule Types

- Field Course  
 Independent Study  
 Internship  
 Lab No Fee  
 Lab With Fee  
 Lecture  
 Other  
 Seminar  
 Studio  
 Tutorial

#### Projected Enrollment

**Year 1:** 10  
**Year 2:** 10  
**Year 3:** 10  
**Year 4:** 10

#### Evaluation

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

#### Course Assessment:

- Discrepant event—5%
- Long range plan—10%
- Inquiry lesson—10%
- Classroom management plan—10%
- Lesson study—30%
- Reflections x 2—5%
- Unit plan—30%

### Catalog Description

Development of instructional practices and materials for teaching middle level school science (biological, earth, and physical sciences) and familiarization with middle level science curriculum materials. Includes field experiences in local schools.

#### Prerequisite(s) Corequisite(s)

Prerequisite: EDML 3260 or EDML 3270  
 Corequisite: EDML 4271

### Required course for students in

This course is required for Middle Level Education majors with a focus in science teaching.

### Statement of need and justification based on assessment of student learning outcomes

Part of a series of practicum and internship courses required for students who are seeking certification as middle school teachers in mathematics and science. Student will have one primary and one secondary teaching area.

### Textbook(s)

Chiappetta, E. & Koballa, T. (2010 or 2014). Science instruction in the middle and secondary schools: Developing fundamental knowledge and skills. 7th or 8th Ed. Boston, MA: Allyn & Bacon.

### Learning Objectives

Upon completion of this course, students will be able to:

- Describe what science is and recognize the crucial role of science education in society
- Develop and implement effective curriculum
- Practice using multiple instructional strategies
- Incorporate the national and state science education standards in curriculum and planning
- Assess student learning by traditional, authentic and alternative means
- Develop a realistic classroom management plan for a secondary science classroom
- Incorporate technology into science lessons
- Demonstrate proficiency in long-range planning, lesson planning, unit planning, reflective practice, and classroom management
- Demonstrate ability to differentiate instruction based on needs of learner
- Observe, evaluate, and reflect upon model teaching [field placement]

### Topical Outline

Introduction and standards & planning (4 hours)

Nature of science and instructional strategies (6 hours)

Assessment and inquiry lessons (4 hours)

Learning environments (4 hours)

Controversial issues (2 hours)

Technology resources and other instructional material (4 hours)

Unit plan presentations (4 hours)

Course evaluations (2 hours)

### Syllabus

Upload File: [EDML 4270 Course Description Edited-20180110143649.docx](#)

Description: EDML 4270

  
Chair, Department Curriculum Committee

2/1/18

Date

  
Department Chair


2/14/18

Date

  
Chair, College Curriculum Committee

2/15/18

Date


  
College Dean

2/16/18

Date

Director, Calhoun Honors College

Date

  
Chair, Undergraduate Curriculum Committee

3/2/2018

Date

Chair, Graduate Curriculum Committee

Date

  
Provost

5/7/2018

Date

President

Date

**EDML 4270: Teaching Middle Level Science (3,2)**

<b>Catalog Description:</b>	Development of instructional practices and materials for teaching middle level school science (biological, earth, and physical sciences) and familiarization with middle level science curriculum materials. Includes field experiences in local schools.
<b>Prerequisites/ Corequisites:</b>	Prerequisite: EDML 3260 or EDML 3270 Corequisite: EDML 4271
<b>Textbooks:</b>	Chiappetta, E. & Koballa, T. (2010 or 2014). Science instruction in the middle and secondary schools: Developing fundamental knowledge and skills. 7 <sup>th</sup> or 8 <sup>th</sup> Ed. Boston, MA: Allyn & Bacon.
<b>Objectives:</b>	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> <li>• Describe what science is and recognize the crucial role of science education in society</li> <li>• Develop and implement effective curriculum</li> <li>• Practice using multiple instructional strategies</li> <li>• Incorporate the national and state science education standards in curriculum and planning</li> <li>• Assess student learning by traditional, authentic and alternative means</li> <li>• Develop a realistic classroom management plan for a secondary science classroom</li> <li>• Incorporate technology into science lessons</li> <li>• Demonstrate proficiency in long-range planning, lesson planning, unit planning, reflective practice, and classroom management</li> <li>• Demonstrate ability to differentiate instruction based on needs of learner</li> <li>• Observe, evaluate, and reflect upon model teaching [field placement]</li> </ul>
<b>Topical Outline:</b>	<p>Introduction and standards &amp; planning (4 hours)  Nature of science and instructional strategies (6 hours)  Assessment and inquiry lessons (4 hours)  Learning environments (4 hours)  Controversial issues (2 hours)  Technology resources and other instructional material (4 hours)  Unit plan presentations (4 hours)  Course evaluations (2 hours)</p>
<b>Evaluation</b>	<p>Course Assessment:</p> <ul style="list-style-type: none"> <li>• Discrepant event—5%</li> <li>• Long range plan—10%</li> <li>• Inquiry lesson—10%</li> <li>• Classroom management plan—10%</li> <li>• Lesson study—30%</li> <li>• Reflections x 2—5%</li> <li>• Unit plan—30%</li> </ul> <p>Grading Scale  A = 90-100 - Exemplary;  B = 80-89 - Very Good;  C = 70-79 - Fair;  D = 60-69 - Poor;  F = Below 60</p>
<b>Form Originator</b>	Jeff C. Marshall

## Add Undergraduate Course

### Course Attributes

**Subject Abbreviation:** EDML-Middle-Level Education      **Catalog Title:** Teaching Middle Level Science Laboratory  **Additional Fee?**  
**Course Number:** 4271      **Transcript Title:** Teaching ML Science Lab      **Justification**  
**Effective Term:** Fall 2019      **Cross-reference(s):**  
**College:** Education      **Grade Mode:** Non-Gradeable  
**Department:** Teaching and Learning

#### Form

**User ID:** dbj      **Name:** Debra Jackson  
**Date:** 01/11/2018      **Number:** 36581

#### Hours

**Fixed Credit Course**  
**Credit Hrs Contact Hrs**

0      3

**Variable Credit Course**  
**Credit Hrs Contact Hrs**  
**Min Max Min Max**

#### Rationale for Add 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.)  
 Course is for new undergraduate degree.

#### Schedule Types

- Field Course  
 Independent Study  
 Internship  
 Lab No Fee  
 Lab With Fee  
 Lecture  
 Other  
 Seminar  
 Studio  
 Tutorial

#### Projected Enrollment

**Year 1:** 10  
**Year 2:** 10  
**Year 3:** 10  
**Year 4:** 10

#### Evaluation

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

Reflections on practicum experiences (100%)

### Catalog Description

Forty-five hour field-based experience to support the weekly discussions and assignments related to the accompanying methods class. Students engaged in at least two different mentor placements to provide diverse experiences and variety of viewpoints.

- Prerequisite(s)**  **Corequisite(s)**

Prerequisite: EDML 3260 or EDML 3270

Corequisite: EDML 4270

### Required course for students in

This course is required for Middle Level Education majors with a focus on science teaching.

### Statement of need and justification based on assessment of student learning outcomes

Part of a series of practicum and internship courses required for students who are seeking certification as middle school teachers in mathematics and science. Student will have one primary and one secondary teaching area.

### Textbook(s)

Chiappetta, E. L., & Koballa, T. R. J. (2006). Science instruction in the middle and secondary schools: developing fundamental knowledge and skills for teaching (6th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

### Learning Objectives

Students will:

- Work with a mentor teacher
- Shadow teach two lessons
- Team plan/teach two lessons

- Plan and teach two lessons
- Explore, analyze, and justify instructional strategies and non-instructional routines

**Topical Outline**


Short and long-term planning (9 hours)  
 Unit planning (9 hours)  
 Discourse and assessment (6 hours)  
 Diversity and differentiation (6 hours)  
 Technology in the classroom (6 hours)  
 Instructional strategies (9 hours)

**Syllabus**  
 Upload File: [EDML 4271 Teaching ML Science Lab-20180110144422.docx](#)  
 Description: EDML 4271

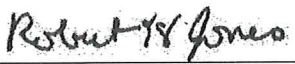
  
 Chair, Department Curriculum Committee 2/1/18 Date

  
 Department Chair 2/16/18 Date

  
 Chair, College Curriculum Committee 2/15/18 Date

  
 College Dean 2/16/18 Date

Director, Calhoun Honors College Date  
  
 Chair, Undergraduate Curriculum Committee 3/2/2018 Date

Chair, Graduate Curriculum Committee Date  
  
 Provost 5/7/2018 Date

President Date



**EDML 4271 Teaching Middle Level Science Laboratory (0,3)**

<b>Catalog Description:</b>	Forty-five hour field-based experience to support the weekly discussions and assignments related to the accompanying methods class. Students engaged in at least two different mentor placements to provide diverse experiences and variety of viewpoints.
<b>Prerequisites/ Corequisites:</b>	Prerequisite: EDML 3260 or EDML 3270 Corequisite: EDML 4270
<b>Textbooks:</b>	Chiappetta, E. L., & Koballa, T. R. J. (2006). Science instruction in the middle and secondary schools: developing fundamental knowledge and skills for teaching (6th ed.). Upper Saddle River, NJ: Pearson Merrill Prentice Hall.
<b>Objectives:</b>	Students will: <ul style="list-style-type: none"> <li>• Work with a mentor teacher</li> <li>• Shadow teach two lessons</li> <li>• Team plan/teach two lessons</li> <li>• Plan and teach two lessons</li> <li>• Explore, analyze, and justify instructional strategies and non-instructional routines</li> </ul>
<b>Topical Outline:</b>	Short and long-term planning (9 hours) Unit planning (9 hours) Discourse and assessment (6 hours) Diversity and differentiation (6 hours) Technology in the classroom (6 hours) Instructional strategies (9 hours)
<b>Evaluation</b>	Reflections on practicum experiences (100%)
<b>Additional Information</b>	
<b>Form Originator</b>	Jeff C. Marshall

## Add Undergraduate Course

### Course Attributes

**Subject Abbreviation:** EDML-Middle-Level Education      **Catalog Title:** Teaching Middle Level Social Studies  **Additional Fee?**  
**Course Number:** 4280      **Transcript Title:** Teaching ML Social Studies      **Justification**  
**Effective Term:** Fall 2019      **Cross-reference(s):**  
**College:** Education      **Grade Mode:** Standard Letter  
**Department:** Teaching and Learning

#### Form

**User ID:** dbj      **Name:** Debra Jackson  
**Date:** 01/10/2018      **Number:** 36612

#### Hours

**Fixed Credit Course**  
**Credit Hrs Contact Hrs**

3      2

**Variable Credit Course**  
**Credit Hrs Contact Hrs**  
**Min Max Min Max**

#### Rationale for Add 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.)  
Course is for new undergraduate degree.

#### Schedule Types

- Field Course
- Independent Study
- Internship
- Lab No Fee
- Lab With Fee
- Lecture
- Other
- Seminar
- Studio
- Tutorial

#### Projected Enrollment

**Year 1:** 10  
**Year 2:** 10  
**Year 3:** 10  
**Year 4:** 10

#### Evaluation

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

#### Course Assessments include:

- Reflections on required readings 25%
- Middle grades social studies lesson design project 25%
- Middle grades social studies instructional unit design project 25%
- Final exam 25%

### Catalog Description

Development of instructional practices and materials for teaching middle grades social studies and familiarization with middle grades social studies curriculum materials. Includes field experiences in local schools.

**Prerequisite(s)**     **Corequisite(s)**

Prerequisite: EDML 3240 or EDML 3280  
 Corequisite: EDML 4281

### Required course for students in

This is a required course for Middle Level Education students with a focus on teaching social studies.

### Statement of need and justification based on assessment of student learning outcomes

Part of a series of practicum and internship courses required for students who are seeking certification as middle school teachers in language arts and social science. Student will have one primary and one secondary teaching area.

### Textbook(s)

National Council for the Social Studies (2013). The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History. Silver Spring, MD: National Council for the Social Studies.

Additional readings will be placed in Canvas .

### Learning Objectives

Students will:

- Use NCSS' C3 Framework for designing inquiry-based units of instruction
- Use 2020 South Carolina Social Studies College and Career-Ready Standards for designing inquiry-based units of instruction
- Design learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners
- Design instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence
- Use knowledge of learners to design relevant and responsive instructional practices
- Design instruction that leads to collaborative and interdisciplinary learning environments
- Design instruction that prepares learners to be informed advocates for an inclusive and equitable society
- Use NCSS social studies standards to reflect upon their instructional designs

### Topical Outline

Modeling of inquiry-based instructional design for middle grades social studies (8 hours)

Modeling of inquiry-based instructional practices for middle grades social studies (8 hours)

Using knowledge of learners to design relevant & responsive instructional practices (7 hours)

Modeling of reflective teaching practices (7 hours)

### Syllabus

Upload File: [EDML 4280 Teaching Middle Level Social Studies-20180110145032.docx](#)

Description: EDML 4280



Chair, Department Curriculum Committee

2/1/18


Date



Department Chair

2/14/18

Date



Chair, College Curriculum Committee

2/15/18

Date



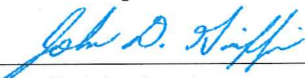
College Dean

2/16/18

Date

Director, Calhoun Honors College

Date



Chair, Undergraduate Curriculum Committee

3/2/2018

Date

Chair, Graduate Curriculum Committee

Date



Provost

5/7/2018

Date

President

Date

**EDML 4280: Teaching Middle Level Social Studies (3,2)**

<b>Catalog Description:</b>	Development of instructional practices and materials for teaching middle grades social studies and familiarization with middle grades social studies curriculum materials. Includes field experiences in local schools.
<b>Prerequisites/ Corequisites:</b>	Prerequisite: EDML 3240 or EDML 3280 Corequisite: EDML 4281
<b>Textbooks:</b>	National Council for the Social Studies (2013). The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History. Silver Spring, MD: National Council for the Social Studies.  Additional readings will be placed in Canvas
<b>Objectives:</b>	Students will: <ul style="list-style-type: none"> <li>• Use NCSS' C3 Framework for designing inquiry-based units of instruction</li> <li>• Use 2020 South Carolina Social Studies College and Career-Ready Standards for designing inquiry-based units of instruction</li> <li>• Design learning sequences that leverage social studies knowledge and literacies, technology, and theory and research to support the civic competence of learners</li> <li>• Design instruction and authentic assessments, informed by data literacy and learner self-assessment, that promote civic competence</li> <li>• Use knowledge of learners to design relevant and responsive instructional practices</li> <li>• Design instruction that leads to collaborative and interdisciplinary learning environments</li> <li>• Design instruction that prepares learners to be informed advocates for an inclusive and equitable society</li> <li>• Use NCSS social studies standards to reflect upon their instructional designs</li> </ul>
<b>Topical Outline:</b>	Modeling of inquiry-based instructional design for middle grades social studies (8 hours) Modeling of inquiry-based instructional practices for middle grades social studies (8 hours) Using knowledge of learners to design relevant & responsive instructional practices (7 hours) Modeling of reflective teaching practices (7 hours)
<b>Evaluation</b>	Course Assessments include: <ul style="list-style-type: none"> <li>• Reflections on required readings 25%</li> <li>• Middle grades social studies lesson design project 25%</li> <li>• Middle grades social studies instructional unit design project 25%</li> <li>• Final exam 25%</li> </ul> Grading Scale A = 90-100 - Exemplary; B = 80-89 - Very Good; C = 70-79 - Fair; D = 60-69 - Poor; F = Below 60
<b>Form Originator</b>	Bea Bailey

## Add Undergraduate Course

### Course Attributes

**Subject Abbreviation:** EDML-Middle-Level Education    **Catalog Title:** Teaching Middle Level Social Studies Laboratory  **Additional Fee?**  
**Course Number:** 4281    **Transcript Title:** Teaching ML Soc Studies Lab    **Justification**  
**Effective Term:** Fall 2019    **Cross-reference(s):**  
**College:** Education    **Grade Mode:** Non-Gradeable  
**Department:** Teacher Education

#### Form

**User ID:** dbj    **Name:** Debra Jackson  
**Date:** 01/10/2018    **Number:** 36613

#### Hours

**Fixed Credit Course**  
**Credit Hrs Contact Hrs**

0      3

**Variable Credit Course**  
**Credit Hrs Contact Hrs**  
**Min Max Min Max**

#### Rationale for Add 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.)  
 Course is for new undergraduate degree.

#### Schedule Types

- Field Course  
 Independent Study  
 Internship  
 Lab No Fee  
 Lab With Fee  
 Lecture  
 Other  
 Seminar  
 Studio  
 Tutorial

#### Projected Enrollment

**Year 1:** 10  
**Year 2:** 10  
**Year 3:** 10  
**Year 4:** 10

#### Evaluation

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

Reflections on required readings (100%)

### Catalog Description

Forty-five hour field-based experience to support the weekly discussions and assignments related to the accompanying methods class. Students engaged in at least two different mentor placements to provide diverse experiences and variety of viewpoints.

- Prerequisite(s)**     **Corequisite(s)**

Prerequisite: EDML 3240 or EDML 3280

Corequisite: EDML 4280

### Required course for students in

This is a required course for Middle Level Education students with a focus on teaching social studies.

### Statement of need and justification based on assessment of student learning outcomes

Provides the field based experience for Middle Level students seeking teacher certification and accompanies the lecture class.

### Textbook(s)

National Council for the Social Studies (2013). The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History. Silver Spring, MD: National Council for the Social Studies.

Readings for this course will be posted in Canvas.

### Learning Objectives

Students will:


- Work with a mentor teacher

- Shadow teach two lessons
- Team plan/teach two lessons
- Plan and teach two lessons
- Explore, analyze, and justify instructional strategies and non-instructional routines;

**Topical Outline**

Short and long-term planning (9 hours)  
 Unit planning (9 hours)  
 Discourse and assessment (6 hours)  
 Diversity and differentiation (6 hours)  
 Technology in the classroom (6 hours)  
 Instructional strategies (9 hours)

**Syllabus**  
 Upload File: [EDML 4281 Teaching ML Social Studies Lab-20180110145512.docx](#)  
 Description: EDML 4281

  
 Chair, Department Curriculum Committee 2/1/18  
Date

  
 Department Chair 2/16/18  
Date

  
 Chair, College Curriculum Committee 2/15/18  
Date

  
 College Dean 2/16/18  
Date

Director, Calhoun Honors College Date  
  
 Chair, Undergraduate Curriculum Committee 3/2/2018  
Date

Chair, Graduate Curriculum Committee Date  
  
 Provost 5/7/2018  
Date

President Date

**EDML 4281 Teaching Middle Level Social Studies Laboratory (0,3)**

<b>Catalog Description:</b>	Forty-five hour field-based experience to support the weekly discussions and assignments related to the accompanying methods class. Students engaged in at least two different mentor placements to provide diverse experiences and variety of viewpoints.
<b>Prerequisites/ Corequisites:</b>	Prerequisite: EDML 3240 or EDML 3280 Corequisite: EDML 4280
<b>Textbooks:</b>	National Council for the Social Studies (2013). The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History. Silver Spring, MD: National Council for the Social Studies.  Readings for this course will be posted in Canvas.
<b>Objectives:</b>	Students will: <ul style="list-style-type: none"> <li>• Work with a mentor teacher</li> <li>• Shadow teach two lessons</li> <li>• Team plan/teach two lessons</li> <li>• Plan and teach two lessons</li> <li>• Explore, analyze, and justify instructional strategies and non-instructional routines;</li> </ul>
<b>Topical Outline:</b>	Short and long-term planning (9 hours) Unit planning (9 hours) Discourse and assessment (6 hours) Diversity and differentiation (6 hours) Technology in the classroom (6 hours) Instructional strategies (9 hours)
<b>Evaluation</b>	Reflections on required readings (100%)
<b>Additional Information</b>	
<b>Form Originator</b>	Jeff C. Marshall

## Add Undergraduate Course

### Course Attributes

**Subject Abbreviation:** EDML-Middle-Level Education    **Catalog Title:** Teaching Internship in Middle Level Language Arts  **Additional Fee?**  
**Course Number:** 4440    **Transcript Title:** Teaching Intern ML Lang Arts    **Justification**  
**Effective Term:** Fall 2019    **Cross-reference(s):**  
**College:** Education    **Grade Mode:** Standard Letter  
**Department:** Teaching and Learning

#### Form

**User ID:** dbj    **Name:** Debra Jackson  
**Date:** 01/10/2018    **Number:** 36582

#### Hours

**Fixed Credit Course**  
**Credit Hrs Contact Hrs**

9            27

#### Variable Credit Course

**Credit Hrs Contact Hrs**  
**Min Max Min Max**

#### Rationale for Add 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)  
 Course is for new undergraduate degree.

#### Schedule Types

- Field Course  
 Independent Study  
 Internship  
 Lab No Fee  
 Lab With Fee  
 Lecture  
 Other  
 Seminar  
 Studio  
 Tutorial

#### Projected Enrollment

**Year 1:** 10  
**Year 2:** 10  
**Year 3:** 10  
**Year 4:** 10

#### Evaluation

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

#### Course assessments include:

- Long-range plan (5%)
- Unit plan (20%)
- 8 formal lesson observations (30%)
- Professionalism/teaching dispositions (5%)
- Consensus mid-term evaluation (5%)
- Consensus final evaluation (5%)
- Portfolio evaluation (5%)
- Teaching-related duties and responsibilities (25%)

### Catalog Description

Provides students with an opportunity to learn to teach middle level language arts under the direction and guidance of certified, experienced classroom teachers and university supervisors. This experience provides opportunities to incorporate theory with practice, coupled with real world training, for learning in a diverse global environment.

**Prerequisite(s)**  **Corequisite(s)**

Prerequisites: Completion of at least 90 semester hours; A minimum cumulative grade-point ratio of 2.75; EDML 4240

Corequisite: EDML 4540

### Required course for students in

This is a required course for Middle Level Education students with a focus in teaching language arts.

### Statement of need and justification based on assessment of student learning outcomes

This is the final internship course required for students who are seeking teacher certification as middle school teachers in language arts and social science. Student will have one primary and one secondary teaching area.



**Textbook(s)**

There is no required text for this course; all required materials will be provided on the College of Education website or in Canvas

**Learning Objectives**

Upon completion of the course, students will be able to:

- develop and maintain appropriate long-range plans for the semester
- develop and maintain appropriate short-range plans of instruction
- exhibit skill in planning assessments and using the data gathered
- establish and maintain high expectations for learners
- use a wide variety of instructional strategies to facilitate learning
- provide appropriate content for the learner
- monitor, assess, and enhance learning
- maintain an environment that promotes learning
- manage the instructional environment (classroom) for a full school day over an extended period of time (minimum of two (2) weeks)
- fulfill professional responsibilities

**Topical Outline**

- 1: Long-range planning (26.5 hours)
- 2: Short-range planning of instruction (54 hours)
- 3: Planning assessments and using data (54 hours)
- 4: Establishing & maintaining high expectations for learners (26.5 hrs)
- 5: Using instructional strategies to facilitate learning (20.5 hours)
- 6: Providing content for learners (162 hours)
- 7: Monitoring, assessing, and enhancing learning (20.5 hours)
- 8: Maintaining an environment that promotes learning (20.5 hours)
- 9: Managing the classroom (20.5 hours)
- 10: Fulfilling professional responsibilities (135 hours)

**Syllabus**

Upload File: [EDML 4440 Course Description Edited-20180110150732.docx](#)


**Description:** EDML 4440



Chair, Department Curriculum Committee


2/1/18

Date

  
Department Chair


2/16/18

Date

  
Chair, College Curriculum Committee

2/15/18

Date

  
College Dean

2/16/18

Date

Director, Calhoun Honors College

Date

  
Chair, Undergraduate Curriculum Committee

3/2/2018

Date

Chair, Graduate Curriculum Committee

Date

  
Provost

5/7/2018

Date

President

Date

**EDML 4440: Teaching Internship in Middle Level Language Arts**

<b>Catalog Description:</b>	Provides students with an opportunity to learn to teach middle level language arts under the direction and guidance of certified, experienced classroom teachers and university supervisors. This experience provides opportunities to incorporate theory with practice, coupled with real world training, for learning in a diverse global environment.
<b>Prerequisites/ Corequisites:</b>	Prerequisites: Completion of at least 90 semester hours; A minimum cumulative grade-point ratio of 2.75; EDML 4240 Corequisite: EDML 4540
<b>Textbooks:</b>	There is no required text for this course; all required materials will be provided on the College of Education website or in Canvas
<b>Objectives:</b>	Upon completion of the course, students will be able to: <ul style="list-style-type: none"> <li>• develop and maintain appropriate long-range plans for the semester</li> <li>• develop and maintain appropriate short-range plans of instruction</li> <li>• exhibit skill in planning assessments and using the data gathered</li> <li>• establish and maintain high expectations for learners</li> <li>• use a wide variety of instructional strategies to facilitate learning</li> <li>• provide appropriate content for the learner</li> <li>• monitor, assess, and enhance learning</li> <li>• maintain an environment that promotes learning</li> <li>• manage the instructional environment (classroom) for a full school day over an extended period of time (minimum of two (2) weeks)</li> <li>• fulfill professional responsibilities</li> </ul>
<b>Topical Outline:</b>	<ol style="list-style-type: none"> <li>1: Long-range planning (26.5 hours)</li> <li>2: Short-range planning of instruction (54 hours)</li> <li>3: Planning assessments and using data (54 hours)</li> <li>4: Establishing &amp; maintaining high expectations for learners (26.5 hrs)</li> <li>5: Using instructional strategies to facilitate learning (20.5 hours)</li> <li>6: Providing content for learners (162 hours)</li> <li>7: Monitoring, assessing, and enhancing learning (20.5 hours)</li> <li>8: Maintaining an environment that promotes learning (20.5 hours)</li> <li>9: Managing the classroom (20.5 hours)</li> <li>10: Fulfilling professional responsibilities (135 hours)</li> </ol>
<b>Evaluation</b>	<p>Course assessments include:</p> <ul style="list-style-type: none"> <li>• Long-range plan (5%)</li> <li>• Unit plan (20%)</li> <li>• 8 formal lesson observations (30%)</li> <li>• Professionalism/teaching dispositions (5%)</li> <li>• Consensus mid-term evaluation (5%)</li> <li>• Consensus final evaluation (5%)</li> <li>• Portfolio evaluation (5%)</li> <li>• Teaching-related duties and responsibilities (25%)</li> </ul> <p>Grading Scale  A = 90-100 - Exemplary;  B = 80-89 - Very Good;  C = 70-79 - Fair;  D = 60-69 - Poor;  F = Below 60</p>
<b>Additional Information</b>	
<b>Form Originator</b>	Jeff C. Marshall

## Add Undergraduate Course

### Course Attributes

**Subject Abbreviation:** EDML-Middle-Level Education    **Catalog Title:** Teaching Internship in Middle Level Mathematics  **Additional Fee?**  
**Course Number:** 4460    **Transcript Title:** Teaching Intern ML Math    **Justification**  
**Effective Term:** Fall 2019    **Cross-reference(s):**  
**College:** Education    **Grade Mode:** Standard Letter  
**Department:** Teaching and Learning

#### Form

**User ID:** dbj    **Name:** Debra Jackson  
**Date:** 01/10/2018    **Number:** 36584

#### Hours

##### Fixed Credit Course

Credit Hrs	Contact Hrs
9	27

##### Variable Credit Course

Credit Hrs	Contact Hrs	Min	Max	Min	Max

#### Rationale for Add 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.)

Course is for new undergraduate degree.

#### Schedule Types

- Field Course
- Independent Study
- Internship
- Lab No Fee
- Lab With Fee
- Lecture
- Other
- Seminar
- Studio
- Tutorial

#### Projected Enrollment

Year 1: 10  
 Year 2: 10  
 Year 3: 10  
 Year 4: 10

#### Evaluation

Undergraduate

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

Course assessments include:

- Long-range plan (5%)
- Unit plan (20%)
- 8 formal lesson observations (30%)
- Professionalism/teaching dispositions (5%)
- Consensus mid-term evaluation (5%)
- Consensus final evaluation (5%)
- Portfolio evaluation (5%)
- Teaching-related duties and responsibilities (25%)

### Catalog Description

Provides students with an opportunity to learn to teach middle level mathematics under the direction and guidance of certified, experienced classroom teachers and university supervisors. This experience provides opportunities to incorporate theory with practice, coupled with real world training, for learning in a diverse global environment.

Prerequisite(s)     Corequisite(s)

Prerequisites: Completion of at least 90 semester hours; A minimum cumulative grade-point ratio of 2.75; EDML 4260

Corequisite: EDML 4560

### Required course for students in

This is a required course for Middle Level Education students with a focus in teaching mathematics.

### Statement of need and justification based on assessment of student learning outcomes

This is the final internship course required for students who are seeking teacher certification as middle school teachers in mathematics and science. Student will have one primary and one secondary teaching area.

**Textbook(s)**

There is no required text for this course; all required materials will be provided on the College of Education website or in Canvas

**Learning Objectives**

Upon completion of the course, students will be able to:

- develop and maintain appropriate long-range plans for the semester
- develop and maintain appropriate short-range plans of instruction
- exhibit skill in planning assessments and using the data gathered
- establish and maintain high expectations for learners
- use a wide variety of instructional strategies to facilitate learning
- provide appropriate content for the learner
- monitor, assess, and enhance learning
- maintain an environment that promotes learning
- manage the instructional environment (classroom) for a full school day over an extended period of time (minimum of two (2) weeks)
- fulfill professional responsibilities


**Topical Outline**

- 1: Long-range planning (26.5 hours)
- 2: Short-range planning of instruction (54 hours)
- 3: Planning assessments and using data (54 hours)
- 4: Establishing & maintaining high expectations for learners (26.5 hrs)
- 5: Using instructional strategies to facilitate learning (20.5 hours)
- 6: Providing content for learners (162 hours)
- 7: Monitoring, assessing, and enhancing learning (20.5 hours)
- 8: Maintaining an environment that promotes learning (20.5 hours)
- 9: Managing the classroom (20.5 hours)
- 10: Fulfilling professional responsibilities (135 hours)

**Syllabus**

Upload File: [EDML 4460 Course Description Edited-20180110152015.docx](#)

Description: EDML 4460

  
Chair, Department Curriculum Committee


Date

2/11/18

  
Department Chair

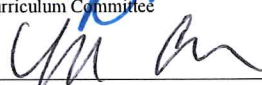
Date

2/14/18

  
Chair, College Curriculum Committee

Date

2/15/18

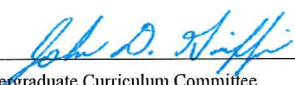
  
College Dean

Date

2/16/18

Director, Calhoun Honors College

Date

  
Chair, Undergraduate Curriculum Committee

Date

3/2/2018

Chair, Graduate Curriculum Committee

Date

  
Provost

Date

5/7/2018

President

Date

**EDML 4460: Teaching Internship in Middle Level Mathematics**

<b>Catalog Description:</b>	Provides students with an opportunity to learn to teach middle level mathematics under the direction and guidance of certified, experienced classroom teachers and university supervisors. This experience provides opportunities to incorporate theory with practice, coupled with real world training, for learning in a diverse global environment.
<b>Prerequisites/ Corequisites:</b>	Prerequisites: Completion of at least 90 semester hours; A minimum cumulative grade-point ratio of 2.75; EDML 4260 Corequisite: EDML 4560
<b>Textbooks:</b>	There is no required text for this course; all required materials will be provided on the College of Education website or in Canvas
<b>Objectives:</b>	Upon completion of the course, students will be able to: <ul style="list-style-type: none"> <li>• develop and maintain appropriate long-range plans for the semester</li> <li>• develop and maintain appropriate short-range plans of instruction</li> <li>• exhibit skill in planning assessments and using the data gathered</li> <li>• establish and maintain high expectations for learners</li> <li>• use a wide variety of instructional strategies to facilitate learning</li> <li>• provide appropriate content for the learner</li> <li>• monitor, assess, and enhance learning</li> <li>• maintain an environment that promotes learning</li> <li>• manage the instructional environment (classroom) for a full school day over an extended period of time (minimum of two (2) weeks)</li> <li>• fulfill professional responsibilities</li> </ul>
<b>Topical Outline:</b>	<ol style="list-style-type: none"> <li>1: Long-range planning (26.5 hours)</li> <li>2: Short-range planning of instruction (54 hours)</li> <li>3: Planning assessments and using data (54 hours)</li> <li>4: Establishing &amp; maintaining high expectations for learners (26.5 hrs)</li> <li>5: Using instructional strategies to facilitate learning (20.5 hours)</li> <li>6: Providing content for learners (162 hours)</li> <li>7: Monitoring, assessing, and enhancing learning (20.5 hours)</li> <li>8: Maintaining an environment that promotes learning (20.5 hours)</li> <li>9: Managing the classroom (20.5 hours)</li> <li>10: Fulfilling professional responsibilities (135 hours)</li> </ol>
<b>Evaluation</b>	<p>Course assessments include:</p> <ul style="list-style-type: none"> <li>• Long-range plan (5%)</li> <li>• Unit plan (20%)</li> <li>• 8 formal lesson observations (30%)</li> <li>• Professionalism/teaching dispositions (5%)</li> <li>• Consensus mid-term evaluation (5%)</li> <li>• Consensus final evaluation (5%)</li> <li>• Portfolio evaluation (5%)</li> <li>• Teaching-related duties and responsibilities (25%)</li> </ul> <p>Grading Scale  A = 90-100 - Exemplary;  B = 80-89 - Very Good;  C = 70-79 - Fair;  D = 60-69 - Poor;  F = Below 60</p>
<b>Additional Information</b>	
<b>Form Originator</b>	Jeff C. Marshall

## Add Undergraduate Course

### Course Attributes

**Subject Abbreviation:** EDML-Middle-Level Education    **Catalog Title:** Teaching Internship in Middle Level Science     **Additional Fee?**  
**Course Number:** 4470    **Transcript Title:** Teaching Intern ML Science    Justification  
**Effective Term:** Fall 2019    **Cross-reference(s):**  
**College:** Education    **Grade Mode:** Standard Letter  
**Department:** Teaching and Learning

### Form

**User ID:** dbj    **Name:** Debra Jackson  
**Date:** 01/10/2018    **Number:** 36585

### Hours

**Fixed Credit Course**  
**Credit Hrs Contact Hrs**

9                  27

**Variable Credit Course**

**Credit Hrs Contact Hrs**

**Min Max Min Max**

### Rationale for Add 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.)  
 Course is for new undergraduate degree.

### Schedule Types

- Field Course  
 Independent Study  
 Internship  
 Lab No Fee  
 Lab With Fee  
 Lecture  
 Other  
 Seminar  
 Studio  
 Tutorial

### Projected Enrollment

Year 1: 10  
 Year 2: 10  
 Year 3: 10  
 Year 4: 10

### Evaluation

Undergraduate

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

Course assessments include:

- Long-range plan (5%)
- Unit plan (20%)
- 8 formal lesson observations (30%)
- Professionalism/teaching dispositions (5%)
- Consensus mid-term evaluation (5%)
- Consensus final evaluation (5%)
- Portfolio evaluation (5%)
- Teaching-related duties and responsibilities (25%)

### Catalog Description

Provides students with an opportunity to learn to teach middle level science under the direction and guidance of certified, experienced classroom teachers and university supervisors. This experience provides opportunities to incorporate theory with practice, coupled with real world training, for learning in a diverse global environment.

Prerequisite(s)     Corequisite(s)

Prerequisites: Completion of at least 90 semester hours; A minimum cumulative grade-point ratio of 2.75; EDML 4270

Corequisite: EDML 4570

### Required course for students in

This is a required course for Middle Level Education students with a focus in science teaching.

### Statement of need and justification based on assessment of student learning outcomes

This is the final internship course required for students who are seeking teacher certification as middle school teachers in mathematics and science. Student will have one primary and one secondary teaching area.

**Textbook(s)**

There is no required text for this course; all required materials will be provided on the College of Education website or in Canvas

**Learning Objectives**

Upon completion of the course, students will be able to:

- develop and maintain appropriate long-range plans for the semester
- develop and maintain appropriate short-range plans of instruction
- exhibit skill in planning assessments and using the data gathered
- establish and maintain high expectations for learners
- use a wide variety of instructional strategies to facilitate learning
- provide appropriate content for the learner
- monitor, assess, and enhance learning
- maintain an environment that promotes learning
- manage the instructional environment (classroom) for a full school day over an extended period of time (minimum of two (2) weeks)
- fulfill professional responsibilities

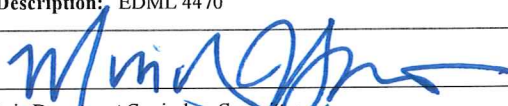
**Topical Outline**

- 1: Long-range planning (26.5 hours)
- 2: Short-range planning of instruction (54 hours)
- 3: Planning assessments and using data (54 hours)
- 4: Establishing & maintaining high expectations for learners (26.5 hrs)
- 5: Using instructional strategies to facilitate learning (20.5 hours)
- 6: Providing content for learners (162 hours)
- 7: Monitoring, assessing, and enhancing learning (20.5 hours)
- 8: Maintaining an environment that promotes learning (20.5 hours)
- 9: Managing the classroom (20.5 hours)
- 10: Fulfilling professional responsibilities (135 hours)

**Syllabus**

Upload File: [EDML 4470 Course Description Edited-20180110152752.docx](#)

Description: EDML 4470

 \_\_\_\_\_ Date 2/1/18

 \_\_\_\_\_ Date 2/16/18

 \_\_\_\_\_ Date 2/15/18

 \_\_\_\_\_ Date 2/16/18

\_\_\_\_\_  
Director, Calhoun Honors College \_\_\_\_\_ Date

 \_\_\_\_\_ Date 3/2/2018

\_\_\_\_\_  
Chair, Graduate Curriculum Committee \_\_\_\_\_ Date

 \_\_\_\_\_ Date 5/7/2018

\_\_\_\_\_  
Provost \_\_\_\_\_ Date

\_\_\_\_\_  
President \_\_\_\_\_ Date

**EDML 4470: Teaching Internship in Middle Level Science**

<b>Catalog Description:</b>	Provides students with an opportunity to learn to teach middle level science under the direction and guidance of certified, experienced classroom teachers and university supervisors. This experience provides opportunities to incorporate theory with practice, coupled with real world training, for learning in a diverse global environment.
<b>Prerequisites/ Corequisites:</b>	Prerequisites: Completion of at least 90 semester hours; A minimum cumulative grade-point ratio of 2.75; EDML 4270 Corequisite: EDML 4570
<b>Textbooks:</b>	There is no required text for this course; all required materials will be provided on the College of Education website or in Canvas
<b>Objectives:</b>	Upon completion of the course, students will be able to: <ul style="list-style-type: none"> <li>• develop and maintain appropriate long-range plans for the semester</li> <li>• develop and maintain appropriate short-range plans of instruction</li> <li>• exhibit skill in planning assessments and using the data gathered</li> <li>• establish and maintain high expectations for learners</li> <li>• use a wide variety of instructional strategies to facilitate learning</li> <li>• provide appropriate content for the learner</li> <li>• monitor, assess, and enhance learning</li> <li>• maintain an environment that promotes learning</li> <li>• manage the instructional environment (classroom) for a full school day over an extended period of time (minimum of two (2) weeks)</li> <li>• fulfill professional responsibilities</li> </ul>
<b>Topical Outline:</b>	<ol style="list-style-type: none"> <li>1: Long-range planning (26.5 hours)</li> <li>2: Short-range planning of instruction (54 hours)</li> <li>3: Planning assessments and using data (54 hours)</li> <li>4: Establishing &amp; maintaining high expectations for learners (26.5 hrs)</li> <li>5: Using instructional strategies to facilitate learning (20.5 hours)</li> <li>6: Providing content for learners (162 hours)</li> <li>7: Monitoring, assessing, and enhancing learning (20.5 hours)</li> <li>8: Maintaining an environment that promotes learning (20.5 hours)</li> <li>9: Managing the classroom (20.5 hours)</li> <li>10: Fulfilling professional responsibilities (135 hours)</li> </ol>
<b>Evaluation</b>	<p>Course assessments include:</p> <ul style="list-style-type: none"> <li>• Long-range plan (5%)</li> <li>• Unit plan (20%)</li> <li>• 8 formal lesson observations (30%)</li> <li>• Professionalism/teaching dispositions (5%)</li> <li>• Consensus mid-term evaluation (5%)</li> <li>• Consensus final evaluation (5%)</li> <li>• Portfolio evaluation (5%)</li> <li>• Teaching-related duties and responsibilities (25%)</li> </ul> <p>Grading Scale  A = 90-100 - Exemplary;  B = 80-89 - Very Good;  C = 70-79 - Fair;  D = 60-69 - Poor;  F = Below 60</p>
<b>Additional Information</b>	
<b>Form Originator</b>	Jeff C. Marshall



## Add Undergraduate Course

### Course Attributes

**Subject Abbreviation:** EDML-Middle-Level Education    **Catalog Title:** Teaching Internship in Middle Level Social Studies  **Additional Fee?**  
**Course Number:** 4480    **Transcript Title:** Teaching Intern ML Soc Studies    **Justification**  
**Effective Term:** Fall 2019    **Cross-reference(s):**  
**College:** Education    **Grade Mode:** Standard Letter  
**Department:** Teaching and Learning

### Form

**User ID:** dbj    **Name:** Debra Jackson  
**Date:** 01/10/2018    **Number:** 36614

### Hours

**Fixed Credit Course**  
**Credit Hrs Contact Hrs**  
  
 9            27

**Variable Credit Course**  
**Credit Hrs Contact Hrs**  
**Min Max Min Max**

### Rationale for Add 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.)  
 Course is for new undergraduate degree.

### Schedule Types

- Field Course  
 Independent Study  
 Internship  
 Lab No Fee  
 Lab With Fee  
 Lecture  
 Other  
 Seminar  
 Studio  
 Tutorial

### Projected Enrollment

**Year 1:** 10  
**Year 2:** 10  
**Year 3:** 10  
**Year 4:** 10

### Evaluation

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

#### Course assessments include:

- Long-range plan (5%)
- Unit plan (20%)
- 8 formal lesson observations (30%)
- Professionalism/teaching dispositions (5%)
- Consensus mid-term evaluation (5%)
- Consensus final evaluation (5%)
- Portfolio evaluation (5%)
- Teaching-related duties and responsibilities (25%)

### Catalog Description

Provides students with an opportunity to learn to teach middle level social studies under the direction and guidance of certified, experienced classroom teachers and university supervisors. This experience provides opportunities to incorporate theory with practice, coupled with real world training, for learning in a diverse global environment.

#### Prerequisite(s) Corequisite(s)

Prerequisites: Completion of at least 90 semester hours; A minimum cumulative grade-point ratio of 2.75; EDML 4280  
 Corequisite: EDML 4580

### Required course for students in

This is a required courses for Middle Level Education students with a primary focus on teaching social studies.

### Statement of need and justification based on assessment of student learning outcomes

This is the final internship course required for students who are seeking teacher certification as middle school teachers in social studies.

### Textbook(s)

There is no required text for this course; all required materials will be provided on the College of Education website or in Canvas.

**Learning Objectives**

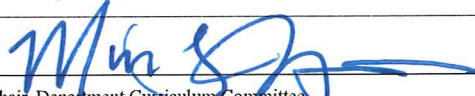
Upon completion of the course, students will be able to:

- develop and maintain appropriate long-range plans for the semester
- develop and maintain appropriate short-range plans of instruction
- exhibit skill in planning assessments and using the data gathered
- establish and maintain high expectations for learners
- use a wide variety of instructional strategies to facilitate learning
- provide appropriate content for the learner
- monitor, assess, and enhance learning
- maintain an environment that promotes learning
- manage the instructional environment (classroom) for a full school day over an extended period of time (minimum of two weeks)
- fulfill professional responsibilities


**Topical Outline**

- 1: Long-range planning (26.5 hours)
- 2: Short-range planning of instruction (54 hours)
- 3: Planning assessments and using data (54 hours)
- 4: Establishing & maintaining high expectations for learners (26.5 hrs)
- 5: Using instructional strategies to facilitate learning (20.5 hours)
- 6: Providing content for learners (162 hours)
- 7: Monitoring, assessing, and enhancing learning (20.5 hours)
- 8: Maintaining an environment that promotes learning (20.5 hours)
- 9: Managing the classroom (20.5 hours)
- 10: Fulfilling professional responsibilities (135 hours)

**Syllabus**  
 Upload File: [EDML 4480 Student Teaching Internship-20180110153243.docx](#)  
**Description:** EDML 4480

  
 Chair, Department Curriculum Committee 2/1/18  
Date

  
 Department Chair 2/16/18  
Date

  
 Chair, College Curriculum Committee 2/15/18  
Date

  
 College Dean 2/16/18  
Date

Director, Calhoun Honors College Date  
  
 Chair, Undergraduate Curriculum Committee 3/2/2018  
Date

Chair, Graduate Curriculum Committee Date  
  
 Provost 5/7/2018  
Date

President Date

## EDML 4480 Teaching Internship for Middle Level Social Studies

<b>Catalog Description:</b>	Provides students with an opportunity to learn to teach middle level social studies under the direction and guidance of certified, experienced classroom teachers and university supervisors. This experience provides opportunities to incorporate theory with practice, coupled with real world training, for learning in a diverse global environment.
<b>Prerequisites/ Corequisites:</b>	Prerequisites: Completion of at least 90 semester hours; A minimum cumulative grade-point ratio of 2.75; EDML 4280 Corequisite: EDML 4580
<b>Textbooks:</b>	There is no required text for this course; all required materials will be provided on the College of Education website or in Canvas.
<b>Objectives:</b>	Upon completion of the course, students will be able to: <ul style="list-style-type: none"> <li>• develop and maintain appropriate long-range plans for the semester</li> <li>• develop and maintain appropriate short-range plans of instruction</li> <li>• exhibit skill in planning assessments and using the data gathered</li> <li>• establish and maintain high expectations for learners</li> <li>• use a wide variety of instructional strategies to facilitate learning</li> <li>• provide appropriate content for the learner</li> <li>• monitor, assess, and enhance learning</li> <li>• maintain an environment that promotes learning</li> <li>• manage the instructional environment (classroom) for a full school day over an extended period of time (minimum of two weeks)</li> <li>• fulfill professional responsibilities</li> </ul>
<b>Topical Outline:</b>	1: Long-range planning (26.5 hours) 2: Short-range planning of instruction (54 hours) 3: Planning assessments and using data (54 hours) 4: Establishing & maintaining high expectations for learners (26.5 hrs) 5: Using instructional strategies to facilitate learning (20.5 hours) 6: Providing content for learners (162 hours) 7: Monitoring, assessing, and enhancing learning (20.5 hours) 8: Maintaining an environment that promotes learning (20.5 hours) 9: Managing the classroom (20.5 hours) 10: Fulfilling professional responsibilities (135 hours)
<b>Evaluation</b>	Course assessments include: <ul style="list-style-type: none"> <li>• Long-range plan (5%)</li> <li>• Unit plan (20%)</li> <li>• 8 formal lesson observations (30%)</li> <li>• Professionalism/teaching dispositions (5%)</li> <li>• Consensus mid-term evaluation (5%)</li> <li>• Consensus final evaluation (5%)</li> <li>• Portfolio evaluation (5%)</li> <li>• Teaching-related duties and responsibilities (25%)</li> </ul> Grading Scale A = 90-100 - Exemplary; B = 80-89 - Very Good; C = 70-79 - Fair; D = 60-69 - Poor; F = Below 60
<b>Additional Information</b>	
<b>Form Originator</b>	Jeff Marshall

## Add Undergraduate Course

### Course Attributes

**Subject Abbreviation:** EDML-Middle-Level Education    **Catalog Title:** Middle Level Language Arts Capstone Seminar  **Additional Fee?**  
**Course Number:** 4540    **Transcript Title:** ML Lang Art Capstone Seminar    **Justification**  
**Effective Term:** Fall 2019    **Cross-reference(s):**  
**College:** Education    **Grade Mode:** Standard Letter  
**Department:** Teaching and Learning

#### Form

**User ID:** dbj    **Name:** Debra Jackson  
**Date:** 01/10/2018    **Number:** 36586

#### Hours

**Fixed Credit Course**  
**Credit Hrs Contact Hrs**  
  
 3            3

**Variable Credit Course**  
**Credit Hrs Contact Hrs**  
**Min Max Min Max**

#### Rationale for Add 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.)  
 Course is for new undergraduate degree.

#### Schedule Types

- Field Course  
 Independent Study  
 Internship  
 Lab No Fee  
 Lab With Fee  
 Lecture  
 Other  
 Seminar  
 Studio  
 Tutorial

#### Projected Enrollment

**Year 1:** 10  
**Year 2:** 10  
**Year 3:** 10  
**Year 4:** 10

#### Evaluation

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

#### Course assessment:

1. Development and implementation of an integrated English language arts unit (20%)
2. Weekly case studies (15%)
3. Video analysis of teaching sample (15%)
4. Professional portfolio: Showing the pros you can teach (15%)
5. Teacher research essay (35%)

### Catalog Description

Capstone seminar accompanying supervised middle level language arts teaching internship. Satisfies part of the requirement for SC middle level language arts certification.

Prerequisite(s)  Corequisite(s)

Prerequisite: EDML 4240

Corequisite: EDML 4440

### Required course for students in

This is a required course for Middle Level Education students with a focus on teaching language arts.

### Statement of need and justification based on assessment of student learning outcomes

The capstone course is required for students who are seeking teacher certification as middle school teachers. The capstone seminar supports students during their internship in developing professional skills, assessing ML students and planning strategies to address their needs, and preparing for their future positions as middle school teachers.

### Textbook(s)

Christenbury, L. (2017) Reading, Writing, and Rising Up: Teaching about Social Justice and the Power of the Written Word (2ed). Milwaukee, WI: Rethinking Schools.

Additional readings and resource materials will be posted on Canvas.

### Learning Objectives

At the end of this course, students will be able to:

1. Apply research-based methods to the planning and teaching of English/language arts in the middle level grades.
2. Demonstrate the ability to develop units and lesson plans and teaching strategies for a diverse class of learners.
3. Support students as they integrate planning, instruction and assessment in the secondary classroom environment.

### Topical Outline

Short and long-term planning (9 hours)

Unit planning (9 hours)

Discourse and assessment (6 hours)

Diversity and differentiation (6 hours)

Technology in the classroom (6 hours)

Case Studies: Classroom challenges and strategies (9 hours)

### Syllabus

Upload File: [EDML 4540 ML Language Arts Capstone Seminar-20180110155801.docx](#)

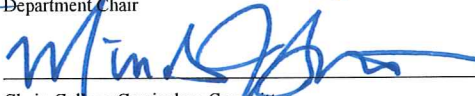
Description: EDML 4540

  
Chair, Department Curriculum Committee

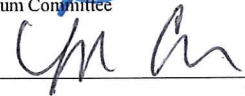
2/1/18  
Date

  
Department Chair

2/16/18  
Date

  
Chair, College Curriculum Committee

2/15/18  
Date

  
College Dean

2/16/18  
Date

Director, Calhoun Honors College

Date

  
Chair, Undergraduate Curriculum Committee

3/2/2018  
Date

Chair, Graduate Curriculum Committee

Date

  
Provost

5/7/2018  
Date

President

Date

**EDML 4540 Middle Level Language Arts Capstone Seminar**

<b>Catalog Description:</b>	Capstone seminar accompanying supervised middle level language arts teaching internship. Satisfies part of the requirement for SC middle level language arts certification.
<b>Prerequisites/ Corequisites:</b>	Prerequisite: EDML 4240 Corequisite: EDML 4440
<b>Textbooks:</b>	Christenbury, L. (2017) Reading, Writing, and Rising Up: Teaching about Social Justice and the Power of the Written Word (2ed). Milwaukee, WI: Rethinking Schools.  Additional readings and resource materials will be posted on Canvas.
<b>Objectives:</b>	At the end of this course, students will be able to: <ol style="list-style-type: none"> <li>1. Apply research-based methods to the planning and teaching of English/language arts in the middle level grades.</li> <li>2. Demonstrate the ability to develop units and lesson plans and teaching strategies for a diverse class of learners.</li> <li>3. Support students as they integrate planning, instruction and assessment in the secondary classroom environment.</li> </ol>
<b>Topical Outline:</b>	Short and long-term planning (9 hours) Unit planning (9 hours) Discourse and assessment (6 hours) Diversity and differentiation (6 hours) Technology in the classroom (6 hours) Case Studies: Classroom challenges and strategies (9 hours)
<b>Evaluation</b>	Course assessment: <ol style="list-style-type: none"> <li>1. Development and implementation of an integrated English language arts unit (20%)</li> <li>2. Weekly case studies (15%)</li> <li>3. Video analysis of teaching sample (15%)</li> <li>4. Professional portfolio: Showing the pros you can teach (15%)</li> <li>5. Teacher research essay (35%)</li> </ol> Grading Scale A = 90-100 - Exemplary; B = 80-89 - Very Good; C = 70-79 - Fair; D = 60-69 - Poor; F = Below 60
<b>Additional Information</b>	
<b>Form Originator</b>	Jeff C. Marshall/Susan Anne Cridland-Hughes

## Add Undergraduate Course

### Course Attributes

**Subject Abbreviation:** EDML-Middle-Level Education    **Catalog Title:** Middle Level Mathematics Capstone Seminar  **Additional Fee?**  
**Course Number:** 4560    **Transcript Title:** ML Math Capstone Semina    **Justification**  
**Effective Term:** Fall 2019    **Cross-reference(s):**  
**College:** Education    **Grade Mode:** Standard Letter  
**Department:** Teaching and Learning

#### Form

**User ID:** dbj    **Name:** Debra Jackson  
**Date:** 01/10/2018    **Number:** 36587

#### Hours

**Fixed Credit Course**  
**Credit Hrs Contact Hrs**  
  
 3                      3

**Variable Credit Course**  
**Credit Hrs Contact Hrs**  
**Min Max Min Max**

#### Rationale for Add 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.)

Course is for new undergraduate degree.

#### Schedule Types

- Field Course
- Independent Study
- Internship
- Lab No Fee
- Lab With Fee
- Lecture
- Other
- Seminar
- Studio
- Tutorial

#### Projected Enrollment

**Year 1:** 10  
**Year 2:** 10  
**Year 3:** 10  
**Year 4:** 10

#### Evaluation

Undergraduate

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

Rubric-based course assessment:

1. Attendance, participation and professional (20%)
2. Historical project on mathematics (30%)
3. Student teaching reflective journal (20%)
4. Impact on student learning: Lesson plan, video, assessment, analysis (30%)

### Catalog Description

Capstone seminar accompanying supervised middle level mathematics teaching internship. Satisfies part of the requirement for SC middle level mathematics certification.

- Prerequisite(s)**     **Corequisite(s)**

Prerequisite: EDML 4260

Corequisite: EDML 4460

### Required course for students in

This is a required course for Middle Level Education students with a focus on teaching mathematics.

### Statement of need and justification based on assessment of student learning outcomes

The capstone course is required for students who are seeking teacher certification as middle school teachers. The capstone seminar supports students during

their internship in developing professional skills, assessing ML students and planning strategies to address their needs, and preparing for their future positions as middle school teachers.

### Textbook(s)

Smith, M. S., & Stein, M. K. (2011). 5 practices for orchestrating productive mathematics discussions. Reston, VA: National Council of Teachers of Mathematics.

Additional readings and resource materials will be posted on Canvas.

### Learning Objectives

All students in this course will:

- Develop objectives and effective plans that meet the needs of all students.
- Develop assessment tools aligned with instruction that help future planning and provide feedback to students regarding their achievement.
- Select or invent active strategies that address important mathematical content and thinking skills objectives.
- Monitor students' progress and enhance learning.
- Document positive impact on student learning.
- Discuss strategies for and provide documentation of professional growth.
- Demonstrate understanding of the historical development of important mathematical ideas over time.

### Topical Outline

Mathematical ideas, norms and culture in the classroom (6 hours)

Short and long-term planning (9 hours)

Unit planning (9 hours)

Discourse and assessment (6 hours)


Diversity and differentiation (6 hours)

Teaching mathematics: Instructional strategies (9 hours)

### Syllabus

Upload File: [EDML 4560 ML Mathematics Capstone Seminar-20180110160539.docx](#)

Description: EDML 4560

  
Chair, Department Curriculum Committee

2/1/18

Date

  
Department Chair

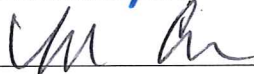
2/16/18

Date

  
Chair, College Curriculum Committee

2/15/18

Date

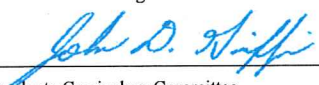
  
College Dean

2/16/18

Date

Director, Calhoun Honors College

Date

  
Chair, Undergraduate Curriculum Committee

3/2/2018

Date

Chair, Graduate Curriculum Committee

Date

  
Provost

5/7/2018

Date

President

Date



**EDML 4560 Middle Level Mathematics Capstone Seminar**

<b>Catalog Description:</b>	Capstone seminar accompanying supervised middle level mathematics teaching internship. Satisfies part of the requirement for SC middle level mathematics certification.
<b>Prerequisites/ Corequisites:</b>	Prerequisite: EDML 4260 Corequisite: EDML 4460
<b>Textbooks:</b>	Smith, M. S., & Stein, M. K. (2011). <i>5 practices for orchestrating productive mathematics discussions</i> . Reston, VA: National Council of Teachers of Mathematics.  Additional readings and resource materials will be posted on Canvas.
<b>Objectives:</b>	All students in this course will: A. Develop objectives and effective plans that meet the needs of all students. B. Develop assessment tools aligned with instruction that help future planning and provide feedback to students regarding their achievement. C. Select or invent active strategies that address important mathematical content and thinking skills objectives. D. Monitor students' progress and enhance learning. E. Document positive impact on student learning. F. Discuss strategies for and provide documentation of professional growth. G. Demonstrate understanding of the historical development of important mathematical ideas over time.
<b>Topical Outline:</b>	Mathematical ideas, norms and culture in the classroom (6 hours) Short and long-term planning (9 hours) Unit planning (9 hours) Discourse and assessment (6 hours) Diversity and differentiation (6 hours) Teaching mathematics: Instructional strategies (9 hours)
<b>Evaluation</b>	Rubric-based course assessment: 1. Attendance, participation and professional (20%) 2. Historical project on mathematics (30%) 3. Student teaching reflective journal (20%) 4. Impact on student learning: Lesson plan, video, assessment, analysis (30%)  Grading Scale A = 90-100 pts B = 80-89 pts C = 70-79 pts D = 60-69 pts F = Below 60 pts
<b>Additional Information</b>	
<b>Form Originator</b>	Jeff C. Marshall

## Add Undergraduate Course

### Course Attributes

**Subject Abbreviation:** EDML-Middle-Level Education    **Catalog Title:** Middle Level Science Capstone Seminar  **Additional Fee?**  
**Course Number:** 4570    **Transcript Title:** ML Sci Capstone Seminar    **Justification**  
**Effective Term:** Fall 2019    **Cross-reference(s):**  
**College:** Education    **Grade Mode:** Standard Letter  
**Department:** Teaching and Learning

### Form

**User ID:** dbj    **Name:** Debra Jackson  
**Date:** 01/10/2018    **Number:** 36588

### Hours

**Fixed Credit Course**  
**Credit Hrs Contact Hrs**

3            3

**Variable Credit Course**  
**Credit Hrs Contact Hrs**  
**Min Max Min Max**

### Rationale for Add 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.)

Course is for new undergraduate degree.

### Schedule Types

- Field Course
- Independent Study
- Internship
- Lab No Fee
- Lab With Fee
- Lecture
- Other
- Seminar
- Studio
- Tutorial

### Projected Enrollment

**Year 1:** 10  
**Year 2:** 10  
**Year 3:** 10  
**Year 4:** 10

### Evaluation

Undergraduate

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

Rubric-based course assessment:

1. Resume and philosophy statement (10%)
2. Lesson plan (10%)
3. Impact of student learning (30%)
4. Classroom management plan (10%)
5. Interview project (20%)
6. Reflective journal and participation (20%)

### Catalog Description

Capstone seminar accompanying supervised middle level science teaching internship. Satisfies part of the requirement for SC middle level science certification.

**Prerequisite(s)**     **Corequisite(s)**

Prerequisite: EDML 4270

Corequisite: EDML 4470

### Required course for students in

This is a required course for Middle Level Education students with a focus on science teaching.

### Statement of need and justification based on assessment of student learning outcomes

The capstone course is required for students who are seeking teacher certification as middle school teachers. The capstone seminar supports students during their internship in developing professional skills, assessing ML students and planning strategies to address their needs, and preparing for their future positions as middle school teachers.

### Textbook(s)

Marshall, J. C. (2014) Overcoming Student Apathy: Succeeding with All Learners. 2ndEd. Lanham, MD: Rowman & Littlefield Publishers, Inc.

Additional readings and resource materials will be posted on Canvas.

**Learning Objectives**

At the end of this course, students will be able to:

1. Formulate long-term and short-term goals and plan instruction to match goals;
2. Utilize a variety of teaching strategies to engage diverse students in active learning;
3. Employ a variety of techniques for assessment that help future planning and provide feedback to students;
4. Implement appropriate classroom management techniques and create a positive classroom environment;
5. Reflect on and reach resolutions regarding challenges faced in the science classroom;
6. Prepare for the job search and career in teaching;
7. Demonstrate ability to impact student learning in various areas.

**Topical Outline**

- Short and long-term planning (9 hours)
- Unit planning (9 hours)
- Discourse and assessment (6 hours)
- Diversity and differentiation (6 hours)
- Instructional strategies (9 hours)
- Teaching science in middle level (6 hours)

**Syllabus**

Upload File: [EDML 4570 ML Science Capstone Seminar-20180110161140.docx](#)

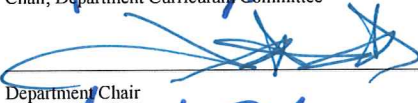
Description: EDML 4570



Chair, Department Curriculum Committee

2/1/18

Date



Department Chair

2/14/18

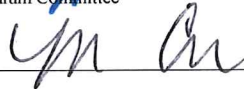
Date



Chair, College Curriculum Committee

2/15/18

Date

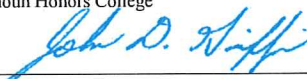


College Dean

2/16/18

Date

Director, Calhoun Honors College



3/2/2018

Date

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date



5/7/2018

Provost

Date

President

Date

**EDML 4570 Middle Level Science Capstone Seminar**

<b>Catalog Description:</b>	Capstone seminar accompanying supervised middle level science teaching internship. Satisfies part of the requirement for SC middle level science certification.
<b>Prerequisites/ Corequisites:</b>	Prerequisite: EDML 4270 Corequisite: EDML 4470
<b>Textbooks:</b>	Marshall, J. C. (2014) <i>Overcoming Student Apathy: Succeeding with All Learners</i> . 2 <sup>nd</sup> Ed. Lanham, MD: Rowman & Littlefield Publishers, Inc.  Additional readings and resource materials will be posted on Canvas.
<b>Objectives:</b>	At the end of this course, students will be able to: <ol style="list-style-type: none"> <li>1. Formulate long-term and short-term goals and plan instruction to match goals;</li> <li>2. Utilize a variety of teaching strategies to engage diverse students in active learning;</li> <li>3. Employ a variety of techniques for assessment that help future planning and provide feedback to students;</li> <li>4. Implement appropriate classroom management techniques and create a positive classroom environment;</li> <li>5. Reflect on and reach resolutions regarding challenges faced in the science classroom;</li> <li>6. Prepare for the job search and career in teaching;</li> <li>7. Demonstrate ability to impact student learning in various areas.</li> </ol>
<b>Topical Outline:</b>	Short and long-term planning (9 hours) Unit planning (9 hours) Discourse and assessment (6 hours) Diversity and differentiation (6 hours) Instructional strategies (9 hours) Teaching science in middle level (6 hours)
<b>Evaluation</b>	Rubric-based course assessment: <ol style="list-style-type: none"> <li>1. Resume and philosophy statement (10%)</li> <li>2. Lesson plan (10%)</li> <li>3. Impact of student learning (30%)</li> <li>4. Classroom management plan (10%)</li> <li>5. Interview project (20%)</li> <li>6. Reflective journal and participation (20%)</li> </ol> Grading Scale A = 90-100 pts B = 80-89 pts C = 70-79 pts D = 60-69 pts F = Below 60 pts
<b>Additional Information</b>	
<b>Form Originator</b>	Jeff C. Marshall

## Add Undergraduate Course

### Course Attributes

**Subject Abbreviation:** EDML-Middle-Level Education    **Catalog Title:** Middle Level Social Studies Capstone Seminar  **Additional Fee?**  
**Course Number:** 4580    **Transcript Title:** ML Soc Studies Capstone Sem    **Justification**  
**Effective Term:** Fall 2019    **Cross-reference(s):**  
**College:** Education    **Grade Mode:** Standard Letter  
**Department:** Teaching and Learning

#### Form

**User ID:** dbj    **Name:** Debra Jackson  
**Date:** 01/11/2018    **Number:** 36639

#### Hours

**Fixed Credit Course**  
**Credit Hrs Contact Hrs**

3            3

#### Variable Credit Course

**Credit Hrs Contact Hrs**  
**Min Max Min Max**

#### Rationale for Add 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.)

Course is for new undergraduate degree.

#### Schedule Types

- Field Course  
 Independent Study  
 Internship  
 Lab No Fee  
 Lab With Fee  
 Lecture  
 Other  
 Seminar  
 Studio  
 Tutorial

#### Projected Enrollment

**Year 1:** 10  
**Year 2:** 10  
**Year 3:** 10  
**Year 4:** 10

#### Evaluation

Undergraduate

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

Rubric-based course assessment:

1. Pre-post unit design project (25%)
2. AMLE teaching evaluation (25%)
3. Student teaching assessment (25%)
4. Reflective teaching project (25%)

### Catalog Description

Capstone seminar accompanying supervised middle level social studies teaching internship. Satisfies part of the requirement for SC middle level social studies certification.

- Prerequisite(s)**     **Corequisite(s)**

Prerequisite: EDML 4280

Corequisite: EDML 4480

### Required course for students in

This is a required course for middle level education students with a focus on teaching social studies.

### Statement of need and justification based on assessment of student learning outcomes

The capstone course is required for students who are seeking teacher certification as middle school teachers. The capstone seminar supports students during their internship in developing professional skills, assessing ML students and planning strategies to address their needs, and preparing for their future positions as middle school teachers.

### Textbook(s)

National Council for the Social Studies (2013). The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History. Silver Spring, MD: National Council for the Social Studies.

Readings and resource materials will be posted on Canvas.

### Learning Objectives

At the end of this course, students will

1. Create long-term and short-term goals and plan instruction to match goals
2. Utilize a variety of teaching strategies to engage diverse students in active learning
3. Employ a variety of techniques for assessment that help future planning and provide feedback to students
4. Implement appropriate classroom management techniques and create a positive classroom environment
5. Reflect on and reach resolutions regarding challenges faced in the social studies classroom

### Topical Outline

Lesson design (6 hours)

Unit design (10 hours)

Assessment (7 hours)

Diversity and differentiation (7 hours)

Instructional strategies (8 hours)

Technology in the classroom (7 hours)

### Syllabus

Upload File: [EDML 4580 ML Social Studies Capstone Seminar-20180110162109.docx](#)

Description: EDML 4580

  
Chair, Department Curriculum Committee

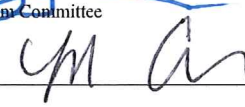
2/11/18  
Date

  
Department Chair

2/16/18  
Date

  
Chair, College Curriculum Committee


2/15/18  
Date

  
College Dean

2/16/18  
Date

Director, Calhoun Honors College

Date

  
Chair, Undergraduate Curriculum Committee

3/2/2018  
Date

Chair, Graduate Curriculum Committee

Date

  
Provost

5/7/2018  
Date

President

Date

**EDML 4580 Middle Level Social Studies Capstone Seminar**

<b>Catalog Description:</b>	Capstone seminar accompanying supervised middle level social studies teaching internship. Satisfies part of the requirement for SC middle level social studies certification.
<b>Prerequisites/ Corequisites:</b>	Prerequisite: EDML 4280 Corequisite: EDML 4480
<b>Textbooks:</b>	National Council for the Social Studies (2013). The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History. Silver Spring, MD: National Council for the Social Studies.  Readings and resource materials will be posted on Canvas.
<b>Objectives:</b>	At the end of this course, students will <ol style="list-style-type: none"> <li>1. Create long-term and short-term goals and plan instruction to match goals</li> <li>2. Utilize a variety of teaching strategies to engage diverse students in active learning</li> <li>3. Employ a variety of techniques for assessment that help future planning and provide feedback to students</li> <li>4. Implement appropriate classroom management techniques and create a positive classroom environment</li> <li>5. Reflect on and reach resolutions regarding challenges faced in the social studies classroom</li> </ol>
<b>Topical Outline:</b>	Lesson design (6 hours) Unit design (10 hours) Assessment (7 hours) Diversity and differentiation (7 hours) Instructional strategies (8 hours) Technology in the classroom (7 hours)
<b>Evaluation</b>	Rubric-based course assessment: <ol style="list-style-type: none"> <li>1. Pre-post unit design project (25%)</li> <li>2. AMLE teaching evaluation (25%)</li> <li>3. Student teaching assessment (25%)</li> <li>4. Reflective teaching project (25%)</li> </ol> Grading Scale A = 90-100 pts B = 80-89 pts C = 70-79 pts D = 60-69 pts F = Below 60 pts
<b>Additional Information</b>	
<b>Form Originator</b>	Bea Bailey

000112

**Change Undergraduate Course****Change a Course**

**Subject:** EDLT-Literacy  
**Number:** 4600  
**Effective Term:** Fall 2018  
**Title:** Teaching Reading Grades 2-6  
 Honors Course:  
 Add Honors Course:  
**Last Term Course was taught:** 201608

**Brief Statement of Change Based on Assessment Results:**

The course title, transcript title, 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 Title**

**From** Teaching Reading in the Elementary Grades: 2-6  
**To** Foundations of Reading: Assessment and Instruction

 **Change Catalog Description**

**From** Provides preservice teachers with an understanding of teaching reading in the elementary setting in grades 2-6. Students investigate general principles of language and literacy development and learn methods for teaching and assessing children's literacy.  
**To** Provides preservice teachers with an understanding of foundations and methods of reading assessment and instruction (oral language, phonemic awareness, phonics, vocabulary, fluency & comprehension) in the elementary setting in grades 2-6. 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. Recognize major theories of reading and writing processes and development and demonstrate understanding of the developmental continuum of reading and writing.
2. Explain major components of reading (oral language, phonemic awareness, phonics, vocabulary, fluency, & comprehension) and their roles in the reading process.
3. Use foundational knowledge to design or implement an integrated, comprehensive, and balanced literacy curriculum.
4. Use appropriate and varied instructional approaches to support reading and writing development.
5. Demonstrate understanding of established purposes for assessing literacy performance.
6. Use literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society and support dual language learners.
7. Create a literate environment that foster reading and writing development.
8. Demonstrate understanding and value of home-school connections.

**Topical Outline**

Weeks 1-2: Reading Processes and Comprehension



Week 3: Theories of Reading  
Week 4: Phonemic Awareness, Phonics, and Word Study  
Week 5: Choosing and Using Children's Literature  
Weeks 6-9: Guided Reading Instruction and Literacy Work Stations  
Weeks 10-13: Assessing Literacy; Using Results to Plan Instruction  
Week 14: Developing Reading Fluency  
Week 15: Write up/ Review/ Final Exam

**Evaluation**

Undergraduate

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

Participation 10%  
Author/Illustrator Presentation: 10%  
Literacy Lesson: 15%  
Mid-Term Exam: 15%  
Word Study Mini-Lesson 10%  
Reading Logs: 20%  
Final Exam: 20%

**Syllabus**

Upload File: [EDLT\\_4600-20171116114555.pdf](#)

Description: EDLT\_4600

**Form**

User ID: pdunsto Name: Pamela Dunston  
Date: 11/16/2017 Number: 35729

000114

*Pamela J. Dunston*

12/8/17

Chair, Department Curriculum Committee

Date

*D. Hutz*

12-8-17

Department Chair

Date

*Mindgym*

2/15/18

Chair, College Curriculum Committee

Date

*CM*

2/16/18

College Dean

Date

Director, Calhoun Honors College

Date

*John D. Hiffi*

3/2/2018

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

*Robert Jones*

5/7/2018

Provost

Date

President

Date

## Change Undergraduate Course

### Change a Course

**Subject:** EDLT-Literacy  
**Number:** 4610  
**Effective Term:** Fall 2018  
**Title:** Content Area Rdg: Grades 2-6  
 Honors Course:  
 Add Honors Course:  
**Last Term Course was taught:** 201608

#### Brief Statement of Change Based on Assessment Results:

The course title, transcript title, 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 Title

**From** Content Area Reading: Grades 2-6  
**To** Content Area Reading and Writing: Assessment and Instruction

### Change Transcript Title

**From** Content Area Rdg: Grades 2-6  
**To** Content Area Reading and Writing: Assessment and Instruction

### Change Catalog Description

**From** Provides preservice teachers with an understanding of teaching content area literacy in grades 2-6. Students learn methods and strategies for teaching children to learn with and make use of expository texts. Comprehension, the role of expository texts, and vocabulary learning in content areas are presented.  
**To** Introduces instructional strategies and practices that promote vocabulary learning and comprehension of expository and informational texts in grades 2-6 content areas. Participants examine approaches for assessing and supporting reading and writing development in all children including at-risk and culturally diverse populations. 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

On completion of this course, students will be able to:

1. Evaluate the literacy curriculum and plan with other teachers and support personnel to meet students' needs and ensure that instructional goals are met.
2. Select and implement a range of instructional approaches, based on evidence-based rationale, and student needs to promote vocabulary learning and comprehension of expository and informational texts in content area classrooms.
3. Use knowledge of text complexity, student interests, and background knowledge to match books to readers and develop disciplinary knowledge.
4. Develop students' vocabulary and comprehension through engagement with a range of texts, instructional grouping options, and social interactions with peers.
5. Demonstrate understanding of cueing systems and high-utility strategies that facilitate meaning making and problem solving.
6. Explain the importance of scaffolding and gradual release of responsibility in the reading/learning process.
7. Select, administer, score, and interpret informal and formal assessment tools to monitor student progress and inform instructional planning
8. Use assessment results to inform instructional practice that supports reading and writing development for all students including at-risk and culturally diverse populations.

9. Plan content area lessons that scaffold students' learning and ability to use, read, comprehend, analyze, and interpret complex expository texts.

### Topical Outline

Week 1: Foundations of reading instruction

Week 2: Cueing systems and high-utility strategies that facilitate meaning making and problem solving in evidence-based literacy programs and content area classrooms.

Weeks 3-4: Administering, scoring, and interpreting informal literacy assessments to inform instructional practice.

Week 5-6: Using assessment results, student interests, and background knowledge to plan instruction and match books to readers for instructional purposes.

Week 7: Schema Theory and the role of prior knowledge in preparing students to learn.

Weeks 8: Technical and academic vocabulary in content area classrooms and instructional strategies that support vocabulary learning.

Week 9: Text complexity, cognitive processes, and reading/learning demands in the content areas.

Weeks 10-11: Instructional strategies and gradual release of responsibility to scaffold comprehension during informational/expository text reading and learning in the content areas.

Weeks 12-13: Differentiating content area instruction to meet the need of diverse learners

Week 14: Creating literacy-rich environments and instructional routines that foster literacy development, independent reading, and promote vocabulary and comprehension development.

Week 15: Review and final exam.

### Evaluation

Undergraduate

**A** 90 - 100

**B** 80 - 89

**C** 70 - 79

**D** 60 - 69

**F** < 60

Reading Journals 20%

Classroom Assessment Project 20%

Instructional Strategies Project 20%

Text Analysis 20%

Exam 20%

Lab/Field Experience: Candidates work in elementary school classroom settings (grades 2-6) under the direction and supervision of cooperating teachers to carry out course assignments.

### Syllabus

Upload File: [EDLT\\_4610\\_R2S\\_-20171027152125.pdf](#)

### Form

**User ID:** pdunsto **Name:** Pamela Dunston

**Date:** 11/15/2017 **Number:** 34762

*Patricia J. Dunston*

12/8/17

Chair, Department Curriculum Committee

Date

*D. Stutz*

12-8-17

Department Chair

Date

*Mindy [Signature]*

2/15/18

Chair, College Curriculum Committee

Date

*[Signature]*

2/16/18

College Dean

Date

Director, Calhoun Honors College

Date

*John D. Hill*

3/2/2018

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

*Robert [Signature]*

5/7/2018

Provost

Date

President

Date

## Change Undergraduate Course

### Change a Course

**Subject:** EDLT-Literacy  
**Number:** 4611  
**Effective Term:** Fall 2018  
**Title:** Content Area Rdg: Gr 2-6 Lab

Honors Course:

Add Honors Course:

**Last Term Course was taught:** 999999

#### Brief Statement of Change Based on Assessment Results:

Course title, description, and learning objectives changed 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 Title

**From** Content Area Reading: Grades 2-6 Laboratory

**To** Content Area Reading and Writing: Assessment and Instruction Laboratory

### Change Transcript Title

**From** Content Area Rdg: Gr 2-6 Lab

**To** Content Area Rdg & Wrtg: Assessment & Instruction Lab

### Change In Student Learning Objectives

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

### Learning Objectives

On completion of this course, students will be able to:

1. Evaluate the literacy curriculum and plan with other teachers and support personnel to meet students' needs and ensure that instructional goals are met.
2. Select and implement a range of instructional approaches, based on evidence-based rationale, and student needs to promote vocabulary learning and comprehension of expository and informational texts in content area classrooms.
3. Use knowledge of text complexity, student interests, and background knowledge to match books to readers and develop disciplinary knowledge.
4. Develop students' vocabulary and comprehension through engagement with a range of texts, instructional grouping options, and social interactions with peers.
5. Demonstrate understanding of cueing systems and high-utility strategies that facilitate meaning making and problem solving.
6. Explain the importance of scaffolding and gradual release of responsibility in the reading/learning process.
7. Select, administer, score, and interpret informal and formal assessment tools to monitor student progress and inform instructional planning
8. Use assessment results to inform instructional practice that supports reading and writing development for all students including at-risk and culturally diverse populations.
9. Plan content area lessons that scaffold students' learning and ability to use, read, comprehend, analyze, and interpret complex expository texts.

### Topical Outline

Week 1: Foundations of reading instruction

Week 2: Cueing systems and high-utility strategies that facilitate meaning making and problem solving in evidence-based literacy programs and content area classrooms.

Weeks 3-4: Administering, scoring, and interpreting informal literacy assessments to inform instructional practice.

Week 5-6: Using assessment results, student interests, and background knowledge to plan instruction and match books to readers for instructional purposes.

Week 7: Schema Theory and the role of prior knowledge in preparing students to learn.

Weeks 8: Technical and academic vocabulary in content area classrooms and instructional strategies that support vocabulary learning.

Week 9: Text complexity, cognitive processes, and reading/learning demands in the content areas.

Weeks 10-11: Instructional strategies and gradual release of responsibility to scaffold comprehension during informational/expository text reading and learning in the content areas.

Weeks 12-13: Differentiating content area instruction to meet the need of diverse learners

Week 14: Creating literacy-rich environments and instructional routines that foster literacy development, independent reading, and promote vocabulary and comprehension development.

Week 15: Review and final exam.

### Evaluation

Undergraduate

A 90 - 100

B 80 - 89

C 70 - 79

D 60 - 69

F < 60

Non-credit laboratory to accompany EDLT 4610.

Classroom Assessment Project: 100%

Lab/Field Experience: Candidates work in elementary school classroom settings (grades 2-6) under the direction and supervision of cooperating teachers to carry out course assignments.

### Syllabus

Upload File: [EDLT\\_4610\\_R2S\\_syllabus-20171027154706.pdf](#)

Description: EDLT 4610\_Syllabus

### Form

User ID: pdunsto Name: Pamela Dunston

Date: 01/25/2018 Number: 34767

Change Undergraduate Course - Curriculum & Course Change System

*Samela J. Dunston* 12/8/17  
Chair, Department Curriculum Committee Date

*D. White* 12-8-17  
Department Chair Date

*Mindy Jones* 2-15-18  
Chair, College Curriculum Committee Date

*M. A.* 2/16/18  
College Dean Date

Director, Calhoun Honors College Date  
*John D. Stiff* 3/2/2018  
Chair, Undergraduate Curriculum Committee Date

Chair, Graduate Curriculum Committee Date  
*Robert S. Jones* 5/7/2018  
Provost Date

President Date



## 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 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:** 11/13/2017    **Number:** 35676

*Samela J. Dunston* 12/8/17  
Chair, Department Curriculum Committee Date

*D. Lutz* 12-8-17  
Department Chair Date

*Mind Jones* 2/15/18  
Chair, College Curriculum Committee Date

*M. A.* 2/16/18  
College Dean Date

Director, Calhoun Honors College Date  
*John D. Hipp* 2/2/2018  
Chair, Undergraduate Curriculum Committee Date

Chair, Graduate Curriculum Committee Date  
*Robert S. Jones* 5/7/2018  
Provost Date

President Date

## Change Undergraduate Course

### Change a Course

Subject: EDLT-Literacy  
 Number: 4980  
 Effective Term: Fall 2018  
 Title: Secondary Content Area Reading  
 Honors Course:

Add Honors Course:

Last Term Course was taught: 201608

#### Brief Statement of Change Based on Assessment Results:

The course title, transcript, description and learning objectives are changing to adhere to Read to Succeed legislation 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 Title

From Secondary Content Area Reading  
 To Content Area Reading and Writing for Middle and Secondary Teachers

### Change Transcript Title

From Secondary Content Area Reading  
 To Content Area Reading and Writing for Middle and Secondary Teachers

### Change Catalog Description

From Designed for preservice teachers who are involved with field experiences prior to student teaching full time. Prepares content area teachers to teach the reading skills necessary for effective teaching of content area material. Preq: Admission to professional level. Coreq: EDLT 4981.  
 To Designed for preservice teachers who are involved with field experiences prior to student teaching full time. Prepares content area teachers to teach the reading skills necessary for effective teaching of content area material. Designed to meet Read-to-Succeed requirements. Preq: Admission to professional level. Coreq: EDLT 4981.

### Change In Student Learning Objectives

Changing student learning objectives to correspond with Read to Succeed literacy standards.

### Learning Objectives

Students will be able to...

- Acquire a deeper understanding of the ways reading, writing, and talking are used to produce knowledge in their discipline;
- Describe and utilize literacy assessments to assess the contributions and literacy needs of students;
- Acquire an understanding of how characteristics of the text, reader, and context create unique reading experiences for adolescents;
- Assess the quality and demands of disciplinary texts (content, format, utility, style, and readability);
- Learn and apply literacy instructional strategies for a diverse student population including struggling readers;
- Design disciplinary units of study using essential questions, leveled texts, and literacy scaffolds;
- Plan literacy lessons providing scaffolded reading experiences for diverse student populations; and
- Teach disciplinary literacy lessons in field-based apprenticeship placements.

### Topical Outline

Week 1: Right to Literacy for Adolescents  
 Weeks 2-4: Struggling Readers and Writers  
 Weeks 5-7: Literacy in Disciplines  
 Week 8: Assessing Literacy in Disciplines  
 Weeks 9-13: Designing and Scaffolding Disciplinary Literacy  
 Week 14: Supporting English Language Learners  
 Week 15: Final Examination

**Evaluation**

Undergraduate

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

Critical Responses and Weekly Discussion 30%

Weekly Strategy Participation/Discussion 10%

Literacy Case Study 30%

Inquiry Unit Plan 15%

Teaching Demonstration 15%

Lab/Field Experience: Candidates work in middle or secondary school classroom settings under the directions and supervision of cooperating teachers to carry out course assignments.

**Syllabus**

Upload File: [EDLT\\_4980\\_Wilder\\_Fall2016-20171110123157.pdf](#)

**Form**

**User ID:** pwilder    **Name:** Phillip Wilder

**Date:** 12/13/2017    **Number:** 35530

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

*Reshmy P. P. P.* 2-1-18  
Department Chair Date

*Mind Jones* 2/15/18  
Chair, College Curriculum Committee Date

*M. M.* 2/16/18  
College Dean Date

Director, Calhoun Honors College Date  
*John D. Hippi* 3/2/2018  
Chair, Undergraduate Curriculum Committee Date

Chair, Graduate Curriculum Committee Date  
*Robert S. Jones* 5/7/2018  
Provost Date

President Date

000127

## Change Undergraduate Course

### Change a Course

**Subject:** EDLT-Literacy  
**Number:** 4981  
**Effective Term:** Fall 2018  
**Title:** Secondary Content Area Rdg Lab  
 Honors Course:  
 Add Honors Course:  
**Last Term Course was taught:** 999999

**Brief Statement of Change Based on Assessment Results:**  
 Changing course title to reflect Read to Succeed certification titles.

### 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 Title

**From** Secondary Content Area Laboratory  
**To** Content Area Reading and Writing for Middle and Secondary Teachers Laboratory

### Change Transcript Title

**From** Secondary Content Area Rdg Lab  
**To** Content Area Rdg & Wrtg for Middle & Secondary Teachers Lab

### Change In Student Learning Objectives

Objectives were changed to match language of Read-to-Succeed legislation.

### Learning Objectives

Upon completion of the course, students will be able to:

1. Acquire a deeper understanding of the ways reading, writing, and talking are used to produce knowledge in their discipline.
2. Describe and utilize literacy assessments to assess the contributions and literacy needs of students.
3. Acquire an understanding of how characteristics of the text, reader, and context create unique reading experiences for adolescents.
4. Assess the quality and demands of disciplinary texts (content, format, utility, style, and readability).
5. Learn and apply literacy instructional strategies for a diverse student population including struggling readers.
6. Design disciplinary units of study using essential questions, leveled texts, and literacy scaffolds.
7. Plan literacy lessons providing scaffolded reading experiences for diverse student populations.
8. Teach disciplinary literacy lessons in field-based apprenticeship placements.

### Topical Outline

Week 1: Right to Literacy for Adolescents  
 Weeks 2-4: Struggling Readers and Writers  
 Weeks 5-7: Literacy in Disciplines  
 Week 8: Assessing Literacy in Disciplines  
 Week 9-13: Designing and Scaffolding Disciplinary Literacy  
 Week 14: Supporting English Language Learners  
 Week 15: Final Examination

### Evaluation

Undergraduate

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

Non-credit laboratory to accompany EDLT 4980.

Literacy Case Study: 75%

Inquiry Unit Plan: 25%

Lab/Field Experience: Candidates work in middle or secondary school classroom settings under the direction and supervision of cooperating teachers to carry out course assignments.

**Syllabus**

Upload File: [EDLT\\_4980\\_Proposal-20171207105956.pdf](#)

**Description:** EDLT 4980 Syllabus

**Form**

**User ID:** pdunsto    **Name:** Pamela Dunston

**Date:** 01/26/2018    **Number:** 36411



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*Patricia J. Dunston*

1/12/18

Chair, Department Curriculum Committee

Date

*W. Stutz* 2-1-18

Department Chair

Date

*Mindy Jones*

2/15/18

Chair, College Curriculum Committee

Date

*W. C.*

2/16/18

College Dean

Date

Director, Calhoun Honors College

Date

*John D. Stiff*

3/2/2018

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

*Robert S. Jones*

5/7/2018

Provost

Date

President

Date