

Change Undergraduate Course

Change a Course

Subject: EDC-Educational Counseling
 Number: 2990
 Effective Term: Spring 2018
 Title: Creative Inquiry-Counselor Education

Honors Course:

Add Honors Course:

Last Term Course was taught: 201701

Brief Statement of Change Based on Assessment Results:

In order to clarify the course label for students and align the course with the newly configured College of Education, we are requesting a change from an EDC to EDSA prefix for the Student Affairs courses of the Educational Counseling program. This change will also allow the correct department to be assigned fiscal responsibility for this major. This change does not affect teaching assignments. The course was last taught Spring 2018.

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.)

In order to clarify the course label for students and align the course with the newly configured College of Education, we are requesting a change from an EDC to EDSA prefix for the Student Affairs courses of the Educational Counseling program. This change will also allow the correct department to be assigned fiscal responsibility for this major. This change does not affect teaching assignments. The course was last taught Spring 2018.

Change Subject

To EDSA-Education Student Affairs

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: [Syllabus-20180328225639.docx](#)

Form

User ID: rjphelp Name: Robin Phelps-Ward
 Date: 03/28/2018 Number: 38908

3/28/2018

Change Undergraduate Course - Curriculum & Course Change System

Justin A. Frady
Chair, Department Curriculum Committee
Bob Conzettel

4/19/18
Date

Department Chair
[Signature]

4/19/18
Date

Chair, College Curriculum Committee
[Signature]

4/19/18
Date

College Dean

Director, Calhoun Honors College
[Signature]

5/4/2018
Date

Chair, Undergraduate Curriculum Committee

Chair, Graduate Curriculum Committee
Robert S. Jones

7/26/18
Date

Provost

President

Date

Change Undergraduate Course

Change a Course

Subject: EDC-Educational Counseling
Number: 3990
Effective Term: Spring 2018
Title: Creative Inq in Counselor Ed
Honors Course:
 Add Honors Course:
Last Term Course was taught: 201708

Brief Statement of Change Based on Assessment Results:

To clarify the course label for students and align the course with the newly configured CoE, we request a change from an EDC to EDSA prefix for the Student Affairs courses of the Ed. Counseling program. This change will also allow the correct department to be assigned fiscal responsibility. This change does not affect teaching assignments and the student affairs faculty have received permission from the chair of the EHD department to change the prefix. The course was last taught Spring 2018.

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.)

To clarify the course label for students and align the course with the newly configured CoE, we request a change from an EDC to EDSA prefix for the Student Affairs courses of the Ed. Counseling program. This change will also allow the correct department to be assigned fiscal responsibility. This change does not affect teaching assignments and the student affairs faculty have received permission from the chair of the EHD department to change the prefix. The course was last taught Spring 2018.

Change Subject

To EDSA-Education Student Affairs ?

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: Syllabus-20180328230809.docx

Form

User ID: rjphelp **Name:** Robin Phelps-Ward
Date: 03/28/2018 **Number:** 38911

3/28/2018

Change Undergraduate Course - Curriculum & Course Change System

Kristin A. Frady

Chair, Department Curriculum Committee

4/19/18

Date

Rose Concepcion

4/19/18

Department Chair

Mindy Jones

Chair, College Curriculum Committee

4/19/18

Date

UM

College Dean

4/19/18

Date

Date

Director, Calhoun Honors College

John D. Stiff

Chair, Undergraduate Curriculum Committee

5/4/2018

Date

Date

Chair, Graduate Curriculum Committee

Robert S. Jones

Provost

7/26/18

Date

Date

President

Date

Change Undergraduate Course

Change a Course

Subject: EDC-Educational Counseling
 Number: 4990
 Effective Term: Spring 2018
 Title: Creative Inq in Counselor Ed

Honors Course:

Add Honors Course:

Last Term Course was taught: 201701

Brief Statement of Change Based on Assessment Results:

To clarify the course label for students and align the course with the newly configured CoE, we request a change from an EDC to EDSA prefix for the Student Affairs courses of the Ed. Counseling program. This change will also allow the correct department to be assigned fiscal responsibility. This change does not affect teaching assignments and the student affairs faculty have received permission from the chair of the EHD department to change the prefix. The course was last taught Spring 2018.

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.)

To clarify the course label for students and align the course with the newly configured CoE, we request a change from an EDC to EDSA prefix for the Student Affairs courses of the Ed. Counseling program. This change will also allow the correct department to be assigned fiscal responsibility. This change does not affect teaching assignments and the student affairs faculty have received permission from the chair of the EHD department to change the prefix. The course was last taught Spring 2018.

Change Subject

To EDSA-Education Student Affairs

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: [Syllabus-20180328231751.docx](#)

Form

User ID: rjphelp Name: Robin Phelps-Ward
 Date: 03/28/2018 Number: 38912

3/28/2018

Change Undergraduate Course - Curriculum & Course Change System

Quitin A. Frady
Chair, Department Curriculum Committee
Rosy Concernel

4/19/18

Date

Department Chair
Mindy Deamer

4/19/18

Date

Chair, College Curriculum Committee
LM

4/19/18

Date

College Dean

Date

Director, Calhoun Honors College
John D. Stiff

5/4/2018

Date

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee
Robert S. Jones

7/26/18

Date

Provost

Date

President

Date

Change Undergraduate Course

Change a Course

Subject: EDC-Educational Counseling
Number: 3900
Effective Term: Spring 2018
Title: Skills for Stu Leads
Honors Course:
 Add Honors Course:
Last Term Course was taught: 201708

Brief Statement of Change Based on Assessment Results:

To clarify the course label for students and align the course with the newly configured CoE, we request a change from an EDC to EDSA prefix for the Student Affairs courses of the Ed. Counseling program. This change will allow the correct dept. to be assigned fiscal responsibility. This change does not affect teaching assignments and the student affairs faculty have received permission from the chair EHD Dept. to change the course prefix. The course was last taught Spring 2018.

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.)
 Program realignment

Change Subject

To EDSA-Education Student Affairs

Learning Objectives

- Develop an understanding of the field of leadership, its supporting theories, and complexities of the leadership process;
- Assess, articulate, and meet the unique needs of the residential community;
- Complete the cultural exploration process utilizing a foundation of leadership theory and a method of introspection and personal reflection;
- Demonstrate a cumulative understanding of student leadership through integration of acquired knowledge, critical thinking and reflection;
- Relate out-of-class experiences to educational goals and personal leadership goals.
- Acquire an in-depth comprehension of the roles of leaders in University Housing & Dining, the University Housing & Dining mission, philosophy, and why statement.
- Integrate the learning goals of the Residential Experience Model into work with students across campus.

Topical Outline

*Each week includes 3 contact hours of the total 45 hours.

Week 1 – Course Introductions and Expectations
 Week 2 – Understanding Yourself: Consciousness of Self and Congruence
 Week 3 – Understanding Yourself: The Changing Nature of Leadership
 Week 4 – Understanding Others
 Week 5 – Understanding Others: Collaboration, Common Purpose, Controversy with Civility
 Week 6 – Building Community as a Relational Leader
 Week 7 – The Residential Experience Model
 Week 8 – Defining Leadership Theories & Discussing Student Development Theories
 Week 9 – Resident Assistants as Educators: Overview of Student Populations
 Week 10 – Resident Assistants as Educators: Overview of Student Populations
 Week 11 – Trends in Higher Education: Student-Led Discussion
 Week 12 – Commitment in Leadership and Building Community
 Week 13 – Understanding the World: Becoming a Change Agent & Student Group Dialogue
 Week 14 – Student Group Dialogue with Housing & Dining
 Week 15 – Big Picture Discussion & Course Evaluation

Evaluation

Undergraduate

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

Class Participation - 15%/15 points
 Leadership Philosophy Statement - 10%/10 points
 Leadership Blackboard Posts - 10%/10 points
 RAs as Educators (REM) Assignment - 10%/10 points
 Cultural Experience & Reflection - 10%/10 points
 Trends in Higher Education Presentation - 15%/15 points
 Facilitator One on One Conversation - 10%/10 points
 Final Project: Leadership Professional Development Plan - 20%/20 points Total: 100%/100 points

Syllabus

Upload File: Syllabus-20180328232901.docx

Form

3/28/2018

Change Undergraduate Course - Curriculum & Course Change System

000012

User ID: rjphelp	Name: Robin Phelps-Ward
Date: 03/28/2018	Number: 38916

3/28/2018

Change Undergraduate Course - Curriculum & Course Change System

Kristin Frady
Chair, Department Curriculum Committee

4/19/18
Date

Robert Conception
Department Chair

4/19/18
Date

[Signature]
Chair, College Curriculum Committee

4/19/18
Date

[Signature]
College Dean

4/19/18
Date

John D. Whiffi
Director, Calhoun Honors College

5/4/2018
Date

Chair, Undergraduate Curriculum Committee

Robert S. Jones
Chair, Graduate Curriculum Committee

7/26/18
Date

Provost

President

Date

Add Undergraduate Course

Course Attributes

Subject Abbreviation: AL-Athletic Leadership Catalog Title: Athletes Beliefs Additional Fee?
 Course Number: 4490 Transcript Title: Athletes BeliefsJustification
 Effective Term: Fall 2018 Cross-reference(s):
 College: Education Grade Mode: Standard Letter
 Department: Education and Org Ldshp Dev

Form

User ID: djcat Name: Deborah Cadorette
 Date: 05/19/2018 Number: 33695

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.)

Schedule Types

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

Projected Enrollment

Year 1: 25
 Year 2: 25
 Year 3: 50
 Year 4: 50

Evaluation

Undergraduate

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

Undergraduate

A 90-100 B 80-89 C 70-79 D 60-69 F <60 Discussions 25% 5, each 5%; Quizzes 10% 5, each 2%; Midterm Project 5%, Exam 15%; Assignments 25% 5,5% each; Final Written Exam 20%

Catalog Description

Examines the diverse belief systems in student-athlete development. Critical consideration of how belief systems influence leadership in athletics.

Prerequisite(s) Corequisite(s)

none

Required course for students in

n/a

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

Enrollment has grown from 20 students to 35 in the past two terms when this was offered spring, summer and fall 2017 as an athletic leadership elective class.

Textbook(s)

Duke, Jeff. 3D Coach: Capturing the Heart Behind the Jersey. Regal, 2014 2014

Learning Objectives

Upon the completion of this course students should: 1.Demonstrate how beliefs influence student-athlete development 2.Identify a need for professional development of educational athletic coaches 3.Understand of the mission of educational athletics 4.Identify the influence of teacher/coach in student-athlete development beyond the athletic program 5.Identify ones beliefs and its origin 6.Consider all possible consequences of various belief systems 7.Describe the necessity for parent orientation in athletic leadership 8.Understand the 3 dimensions (physical, mental and spiritual) framework that are essential to student athlete development. For example, as discussed in the text 3D Coach text and certification course.

Topical Outline

Week One: Introduction, syllabus, 3D Coach preassessment; athlete situation case studies Week Two: 3 Dimensional Coaching Essentials Course, discussion & Reflections Paper
Week Three: Belief systems identified & defined; influence on student-athlete development Week Four: History of National Standards for Sport Coaches, 2006 NASPE Week Five: Professional development for teacher/coaches & athletic administrators; survey of interscholastic teacher/coach Week Six: Compare and contrast mission and purpose of current national coach certification programs; student research Week Seven: Midterm Project; You Tube individual & team presentation Week Eight: Parent role, beliefs and protocol in middle school level athletics/activities Week Nine: Parent role, issues and protocol in high school level athletics/activities Week Ten: 3 Dimension Coaching Certification Course registration Week Eleven: 3 Dimension Coaching framework role in interscholastic athletics Week Twelve: Where current coach certifications fit into the 3D Framework (Physical, Mental, Spiritual/heart); mission/purpose Week Thirteen: Coach mentor identification; reflection draft; hard copy letter gratitude letter mailed Week Fourteen: Course Assessment and feedback; interscholastic coach panel video discussion on 3D Coaching & student-athlete development Week Fifteen: Video assignment; reflection essay; 3D Coach Certification completed (8-9 total hours); student assessment of instructor; final project

Syllabus

Upload File: [AL_4490_short_syllabus \(final\)-20180207141230-20180309114008.docx](#)

Description: Athletes Beliefs

000015

This course will address both a) the interactions between athletic stakeholders and the media and b) the use of social media by athletic stakeholders. The course therefore fulfills a need created by the constant evolution of communication technologies. The course will allow students to explore the potential ramifications of a negative interaction with the media and via social media, and learning outcomes will be focused on understanding and facilitating appropriate interactions.

Textbook(s)

Schiffer, A.J. (2018). Evaluating Media Bias. Lanham, MD: Rowman & Littlefield.

Learning Objectives

Upon completion of this course and associated assignments, students will/will have

- List and discuss the types of media coverage common in athletics,
- Examine the key concepts related to different types of media coverage of athletic events and athletes,
- Consider potential goals of the media,
- Analyze examples of media coverage of athletic events,
- Learn about social media and how it is used both positively and negatively by athletes and coaches and in the athletic environment generally, and
- Research and write about media issues in athletics.

Topical Outline

Weeks One and Two: Introduction and Historical Background

Week Three: Do Athletes Need Media Training?

Week Four and Five: Newspaper Coverage of Athletics

Weeks Six and Seven: Magazine Coverage of Athletics

Weeks Eight and Nine: Television Coverage of Athletics

Weeks Ten and Eleven: Internet Coverage of Athletics

Week Twelve: Social Media for Student Athletes

Week Thirteen: Social Media for Coaches and Organizations

Week Fourteen: National Federation of High School Social Media Course

Week Fifteen: Final Project: Construct a social media policy suitable for use in a high school athletic environment.

Syllabus

Upload File: [MR Short Form Syll-20180313134522.docx](#)

Description: Short Form Syllabus

Kristin Mackey
Chair, Department Curriculum Committee

4/19/18
Date

Robert Knoppel

4/19/18

Department Chair

Date

[Signature]
Chair, College Curriculum Committee

4/19/18

Chair, College Curriculum Committee

Date

[Signature]

4/19/18

College Dean

Date

Director, Calhoun Honors College

Date

[Signature]
Chair, Undergraduate Curriculum Committee

5/4/2018

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

Robert T. Jones

7/26/18

Provost

Date

Add Undergraduate Course

Course Attributes

Subject Abbreviation: AL-Athletic Leadership Catalog Title: Athletes Beliefs Additional Fee?
 Course Number: 4490 Transcript Title: Athletes BeliefsJustification
 Effective Term: Spring 2018 Cross-reference(s):
 College: Education Grade Mode: Standard Letter
 Department: Education and Org Ldshp Dev

Form

User ID: djcat Name: Deborah Cadorette
 Date: 03/09/2018 Number: 33695

Hours

Fixed Credit Course	
Credit Hrs	Contact Hrs
3	3
Variable Credit Course	
Credit Hrs	Contact Hrs
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.)

Schedule Types

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

Projected Enrollment

Year 1: 25
 Year 2: 25
 Year 3: 50
 Year 4: 50

Evaluation

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

Discussions

25% Assignments 25% Quizzes 10% Exams and Projects 40%

Catalog Description

Examines the diverse belief systems in student-athlete development. Critical consideration of how belief systems influence leadership in athletics.

Prerequisite(s) Corequisite(s)

none

Required course for students in

n/a

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

Enrollment has grown from 20 students to 35 in the past two terms when this was offered spring, summer and fall 2017 as an athletic leadership elective class.

Textbook(s)

Duke, Jeff. 3D Coach: Capturing the Heart Behind the Jersey. Regal, 2014 2014

Learning Objectives

Upon the completion of this course students should: 1.Demonstrate how beliefs influence student-athlete development 2.Identify a need for professional development of educational athletic coaches 3.Understand of the mission of educational athletics 4.Identify

the influence of teacher/coach in student-athlete development beyond the athletic program 5. Identify ones beliefs and its origin 6. Consider all possible consequences of various belief systems 7. Describe the necessity for parent orientation in athletic leadership 8. Understand the 3 dimensions (physical, mental and spiritual) framework that are essential to student athlete development. For example, as discussed in the text 3D Coach text and certification course.

Topical Outline

Week One: Introduction, syllabus, 3D Coach preassessment; athlete situation case studies
 Week Two: 3 Dimensional Coaching Essentials Course, discussion & Reflections Paper
 Week Three: Belief systems identified & defined; influence on student-athlete development
 Week Four: History of National Standards for Sport Coaches, 2006 NASPE
 Week Five: Professional development for teacher/coaches & athletic administrators; survey of interscholastic teacher/coach
 Week Six: Compare and contrast mission and purpose of current national coach certification programs; student research
 Week Seven: Midterm Project; You Tube individual & team presentation
 Week Eight: Parent role, beliefs and protocol in middle school level athletics/activities
 Week Nine: Parent role, issues and protocol in high school level athletics/activities
 Week Ten: 3 Dimension Coaching Certification Course registration
 Week Eleven: 3 Dimension Coaching framework role in interscholastic athletics
 Week Twelve: Where current coach certifications fit into the 3D Framework (Physical, Mental, Spiritual/heart); mission/purpose
 Week Thirteen: Coach mentor identification; reflection draft; hard copy letter gratitude letter mailed
 Week Fourteen: Course Assessment and feedback; interscholastic coach panel video discussion on 3D Coaching & student-athlete development
 Week Fifteen: Video assignment; reflection essay; 3D Coach Certification completed (8-9 total hours); student assessment of instructor; final project

Syllabus

Upload File: [AL 4490 short syllabus \(final\)-20180207141230-20180309114008.docx](#)

Description: Athletes Beliefs

Justin A. Frady 04/19/2018
Chair, Department Curriculum Committee Date

Robt Concessel 4/19/18
Department Chair Date

[Signature] 4/19/18
Chair, College Curriculum Committee Date

[Signature] 4/19/18
College Dean Date

Director, Calhoun Honors College Date
[Signature] 5/4/2018
Chair, Undergraduate Curriculum Committee Date

Chair, Graduate Curriculum Committee Date
Robert S. Jones 7/26/18
Provost Date

President Date

Athlete's Beliefs, AL 4490

Catalog Description:	Examines the diverse belief systems in student-athlete development. Critical consideration of how belief systems influence leadership in athletics.
Prerequisites/ Corequisites:	none
Textbooks:	Duke, Jeff. <i>3D Coach: Capturing the Heart Behind the Jersey</i> . Regal, 2014
Objectives:	<p>Upon the completion of this course students should:</p> <ol style="list-style-type: none"> 1. Demonstrate how beliefs influence student-athlete development 2. Identify a need for professional development/training/certification of educational athletic coaches 3. Understand the mission of educational athletics 4. Identify the influence of teacher/coach in student-athlete development beyond the athletic program 5. Identify the origin of various beliefs 6. Identify similar outcomes of various belief systems 7. Describe the necessity for parent orientation in athletic leadership 8. Define the 3 dimensions (whole athlete development vs reductionism) that are essential to student athlete development as discussed in the textbook.
Topical Outline:	<p>Week One: Introduction, syllabus; 3D Coach pre-assessment; athlete situation case studies</p> <p>Week Two: 3 Dimensional Coaching Framework Essentials Course & Reflections</p> <p>Week Three: How beliefs influence student-athletes development</p> <p>Week Four: History of National Standards for Sport Coaches, 2006 NASPE</p> <p>Week Five: Professional development for teacher/coaches</p> <p>Week Six: Compare & Contrast current national coach certification programs</p> <p>Week Seven: You Tube team presentation & Midterm Examination</p> <p>Week Eight: Parent, Coach & Athlete protocol for middle school</p> <p>Week Nine: Parent, Coach & Athlete protocol for high school athletic programs</p> <p>Week Ten and Eleven: 3 Dimensions Certification Course (www.3dinstitute.com)</p> <p>Week Twelve: Examples of criteria/action for each of the 3 dimensions</p> <p>Week Thirteen: Coach Mentor Identification, reflection and gratitude letters</p>

	Week Fourteen: Course Assessment and feedback; Survey of interscholastic coaches; Coach Panel Discussion 3D Coaching Week Fifteen: Student Assessment of Instructor; video assignment; 3D Coach Certification completed; 3D Coach post-assessment
Evaluation	Undergraduate A 90-100 B 80-89 C 70-79 D 60-69 F <60 Discussions 25% Quizzes 10% Assignments 25% Exams/Project 40%
Additional Information	
Form Originator	Deborah Cadorette djcat@clemsn.edu

Change Undergraduate Course

Change a Course

Subject: EDEL-Elementary Education
Number: 4880
Effective Term: Fall 2018
Title: Elem Language Arts Teaching

Honors Course:

Add Honors Course:

Last Term Course was taught: 999999

Brief Statement of Change Based on Assessment Results:

We are revising the course description to reflect current trends in the discipline and 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 Introduction to language arts (other than reading) methods, materials and techniques needed to teach in the elementary school. Assessment and instruction in oral language, vocabulary, spelling, handwriting and grammar with attention to linguistic and cultural diversity. Preq: ENGL 1030 or ENGL 3850; and admission to the professional level.

To Introduction to language arts (other than reading) methods, materials, and techniques needed to teach in the elementary school. Assessment and instruction in oral language, vocabulary, spelling, handwriting, and grammar with attention to linguistic and cultural diversity. Designed to meet Read to Succeed state requirements. Co-req: EDEL 4881

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-20180108141620.docx](#)

Description: blank page

Form

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

Date: 05/08/2018 **Number:** 36536

2/24/2018

Change Undergraduate Course - Curriculum & Course Change System

Mand...
Chair, Department Curriculum Committee

7/19/18

Date

7/18/18

Department Chair

Date

Mand...
Chair, College Curriculum Committee

7/18/18

Date

UM...
College Dean

4/19/18

Date

Director, Calhoun Honors College

Date

John D. Stiffi
Chair, Undergraduate Curriculum Committee

5/4/2018

Date

Chair, Graduate Curriculum Committee

Date

Robert S. Jones
Provost

7/26/18

Date

President

Date

Change Major

If Gen Ed requirements are changed a separate Gen Ed Checklist form must accompany this form.

Major Name:	Middle-Level Education
Degree:	Bachelor of Science
Effective Catalog Year:	2019-2020
<input type="checkbox"/> Change Major Name to: MLEV	Curriculum <u>PROPOSED MIDDLE LEVEL EDUCATION Curriculum</u>
<input type="checkbox"/> Change Degree to: Bachelor of Science	Map: <u>Plan for UCC 1-23-18-20180313110425.docx</u>
<input checked="" type="checkbox"/> Change Curriculum Requirements	Description: Proposed ML Curriculum Plan
<input type="checkbox"/> Change General Education Requirements	Additional
<input type="checkbox"/> Add, Change, or Delete Concentration(s)	Information:
<input type="checkbox"/> Add, Change, or Delete Emphasis Area(s)	Description:

Summary/Explanation

The proposed change in the curriculum occurs in the Spring Semester of the Junior year in both teaching areas (Mathematics and Science and Language Arts and Social Studies). ED 4050 Social Justice and the 21st Century Learners will be replaced with an Education Elective (any elective with ED, EDSC, EDML, or EDEL prefix).

Rationale for Change 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.)**
Changes a specific course to an Education elective.

Form

User ID: dbj	Name: Debra Jackson
Date: 03/13/2018	Number: 38605

Mind Johnson

Chair, Department Curriculum Committee

4/18/18

Date

4/18/18

Department Chair

Date

Mind Johnson

Chair, College Curriculum Committee

4/18/18

Date

Ch. An

4/19/18

Date

College Dean

Director, Calhoun Honors College

Date

John D. Stiff

5/4/2018

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

Robert S. Jones

7/26/18

Provost

Date

President

Date

Currently Approved 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 Requirement¹
- 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) Requirement²
- 3 Arts and Humanities (Non-Lit.) Requirement²
- 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 Mathematics³ *or* EDML 3270 Practicum in Middle Level Science³
- 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 Requirement²

15

Junior**Fall**

- 3 EDML 4260 Teaching Middle Level Mathematics⁴ or EDML 4270 Teaching Middle Level Science⁴
 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 Elective⁵
 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 Requirement⁶
 15

Senior**Fall**

- 3 EDML 4270 Teaching Middle Level Science^{3,7} or EDML 4260 Teaching Middle Level Mathematics^{3,7}
 3 EDLT 4980 Content Area Reading and Writing for Middle and Secondary Teachers⁷
 3 EDML 4410 Middle School Curriculum
 3 Science or Mathematics Requirement⁶
 3 Elective⁵
 15

Spring

- 12 Emphasis Area Requirement⁸
 12

121 - 123 Total Degree Hours

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

²See General Education Requirements.

³Selection dictated by student's primary teaching content area.

⁴Selection dictated by student's secondary teaching content area.

⁵Any elective including creative inquiry.

⁶Any science or math course at the 2000 level or above.

⁷To 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.

⁸Completion 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 Requirement¹
 - 4 Natural Science with Laboratory Requirement¹
 - 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.) Requirement¹
 - 3 HIST 1020 History of the United States
 - 3 BIOL 2000 Biology in the News
 - 3 Social Science Requirement¹
- 17

Sophomore

Fall

- 3 EDML 3240 Practicum in Middle Level Language Arts² *or* EDML 3280 Practicum in Middle Level Social Studies²
 - 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 Requirement³
 - 3 ENGL 3860 Adolescent Literature
 - 3 HIST 1730 The West and the World II
- 15

Junior**Fall**

- 3 EDML 4240 Teaching Middle Level Language Arts⁴ or EDML 4280 Teaching Middle Level Social Studies⁴
- 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
- 15**

Spring

- 3 Elective⁵
- 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
- 15 Total**

Senior**Fall**

- 3 EDML 4280 Teaching Middle Level Social Studies^{2,6} or EDML 4240 Teaching Middle Level Language Arts^{2,6}
- 3 EDLT 4980 Content Reading and Writing for Middle and Secondary Teachers⁶
- 3 EDML 4410 Middle School Curriculum
- 3 ENGL 3980 American Literature Survey I or ENGL 3990 American Literature Survey II
- 3 English Requirement⁷
- 15**

Spring

- 12 Emphasis Area Requirement⁸
- 12**

120 Total Degree Hours

¹See General Education Requirements.

²Selection will be dictated by student's primary teaching content area.

³History 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

⁴Selection will be dictated by student's secondary teaching content area.

⁵Any elective including creative inquiry

⁶To 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.

⁷Any English course at the 3000 level or above.

⁸Completion 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.

PROPOSED
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 Requirement¹
- 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) Requirement²
- 3 Arts and Humanities (Non-Lit.) Requirement²
- 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 Mathematics³ or EDML 3270 Practicum in Middle Level Science³
- 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 Requirement²

15

Junior**Fall**

- 3 EDML 4260 Teaching Middle Level Mathematics⁴ or EDML 4270 Teaching Middle Level Science⁴
 - 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 Elective⁵
 - 3 EDSP 3700 Introduction to Special Education
 - 3 BIOL (EDSC) 4820 Laboratory Techniques for Teaching Science
 - 3 Science or Mathematics Requirement⁶
 - 3 Education Elective⁷
- 15

Senior**Fall**

- 3 EDML 4270 Teaching Middle Level Science^{3,8} or EDML 4260 Teaching Middle Level Mathematics^{3,8}
 - 3 EDLT 4980 Content Area Reading and Writing for Middle and Secondary Teachers⁸
 - 3 EDML 4410 Middle School Curriculum
 - 3 Science or Mathematics Requirement⁶
 - 3 Elective⁵
- 15

Spring

- 12 Emphasis Area Requirement⁹
- 12

121 - 123 Total Degree Hours

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

²See General Education Requirements.

³Selection dictated by student's primary teaching content area.

⁴Selection dictated by student's secondary teaching content area.

⁵Any elective including creative inquiry.

⁶Any science or math course at the 2000 level or above.

⁷Any ED, EDSC, EDML, or EDEL course

⁸To 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.

⁹Completion 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 Requirement¹
 - 4 Natural Science with Laboratory Requirement¹
 - 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.) Requirement¹
 - 3 HIST 1020 History of the United States
 - 3 BIOL 2000 Biology in the News
 - 3 Social Science Requirement¹
- 17

Sophomore

Fall

- 3 EDML 3240 Practicum in Middle Level Language Arts² *or* EDML 3280 Practicum in Middle Level Social Studies²
 - 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 Requirement³
- 3 ENGL 3860 Adolescent Literature
- 3 HIST 1730 The West and the World II

15

Junior**Fall**

- 3 EDML 4240 Teaching Middle Level Language Arts⁴ or EDML 4280 Teaching Middle Level Social Studies⁴
- 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

15

Spring

- 3 Elective⁵
- 3 EDSP 3700 Introduction to Special Education
- 3 GEOG 1010 Introduction to Geography or GEOG 1030 World Regional Geography
- 3 Education Elective⁶
- 3 ENGL 4850 Composition and Language Studies for Teachers
- 15 Total

Senior**Fall**

- 3 EDML 4280 Teaching Middle Level Social Studies^{2,7} or EDML 4240 Teaching Middle Level Language Arts^{2,7}
- 3 EDLT 4980 Content Reading and Writing for Middle and Secondary Teachers⁷
- 3 EDML 4410 Middle School Curriculum
- 3 ENGL 3980 American Literature Survey I or ENGL 3990 American Literature Survey II
- 3 English Requirement⁸

15

Spring

- 12 Emphasis Area Requirement⁹

12

120 Total Degree Hours

¹See General Education Requirements.

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³History 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

⁴Selection will be dictated by student's secondary teaching content area.

⁵Any elective including creative inquiry

⁶Any ED, EDSC, EDML, or EDEL course

⁷To 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.

⁸Any English course at the 3000 level or above.

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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 Undergraduate Course

Change a Course

Subject: EDLT-Literacy
Number: 4800
Effective Term: Fall 2018
Title: Found in Adolescent Literacy
Honors Course:
 Add Honors Course:
Last Term Course was taught: 999999

Brief Statement of Change Based on Assessment Results:

This course should be limited to students who have obtained admission to the professional level in their undergraduate teaching program. For students to be successful in this course, students need similar foundational knowledge and need a field placement which is not offered to freshmen or sophomores.

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 Prerequisite(s) / Corequisite(s)

From None
To Admission to the Professional Level.

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: [EDLT4800 Foundations Adolescent Literacies-20180310111451.docx](#)

Form

User ID: pwilder **Name:** Phillip Wilder
Date: 04/17/2018 **Number:** 38496

4/3/2018

Change Undergraduate Course - Curriculum & Course Change System

Pamela J. Swanson _____ 4/3/18 _____
Chair, Department Curriculum Committee Date

[Signature] _____ 4-13/18 _____
Department Chair Date

Minda G. Swanson _____ 4/19/18 _____
Chair, College Curriculum Committee Date

[Signature] _____ 4/19/18 _____
College Dean Date

Director, Calhoun Honors College _____ Date
John D. Stiffi _____ 5/4/2018 _____
Chair, Undergraduate Curriculum Committee Date

Chair, Graduate Curriculum Committee _____ Date
Robert S. Jones _____ 7/26/18 _____
Provost Date

President _____ Date