

000212

**Change Major****Major Name:** Elementary Education**Degree:** Bachelor of Arts**Effective Catalog Year:** 2016-2017

- ☐ Change Major Name to: ELED
- ☐ Change Degree to: Bachelor of Arts
- ☒ Change Curriculum Requirements
- ☐ Change General Education Requirements
- ☐ Add, Change, or Delete Concentration(s)
- ☐ Add, Change, or Delete Emphasis Area(s)

**Curriculum Map:** ElementaryEducation\_CurriculumMapChanges\_Fall2015\_Spearman-20151026111530.pdf**Description:** Current Curriculum Map and Proposed Changes**Additional Information:****Description:****Summary/Explanation**

1) EDEL 4670 changed to EDLT 4670 in accordance with an agreement between Elementary and Literacy to house the course within the newly created Education and Human Development Department. 2) Due to a directive from administration to support course load/course offering balances, EDF 3010 Principles of American Ed and EDF 3340 Child Growth and Development have swapped semesters (Fall/Spring of the Sophomore Year).

**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.)

**Form****User ID:** mjspear **Name:** Melinda Spearman**Date:** 10/26/2015 **Number:**

000213

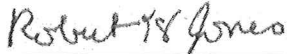
  
Chair, Department Curriculum Committee  
Date 11/2/15

  
Department Chair  
Date 11/20/15

  
Chair, College Curriculum Committee  
Date 11/16/15

  
College Dean  
Date 11/20/15

Director, Calhoun Honors College  
Date  
  
Chair, Undergraduate Curriculum Committee  
Date 12/4/2015

Chair, Graduate Curriculum Committee  
Date  
  
Provost  
Date 4/8/14

President  
Date

# Current Map

CLEMSON UNIVERSITY

Elementary Education

Bachelor of Arts

Literacy, Culture, and Diversity Emphasis Area

2015-2016 Curriculum Plan

Eugene T. Moore School of Education – 102 Tillman Hall – Clemson, SC 29634 – 864-656-7656

<http://www.clemson.edu/hehd/departments/education/>

FRESHMAN YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
BIOL 1090 Introduction to Life Science	4	ENGL 1030 Accelerated Composition	3
ED 1050 Orientation to Education	2	HIST 1010 History of the US I or HIST 1020 History of the US II	3
GEOG 1030 World Regional Geography	3	MATH 1160 Contemporary Math for Elem. School Teachers II	3
MATH 1150 Contemporary Math for Elem. School Teachers I	3	PHSC 1170 Intro to Chemistry and Earth Science for Elementary Education Majors	4
Foreign Language Requirement <sup>1</sup>	3	Foreign Language Requirement <sup>1</sup>	3
CU 1000	0		
	15		16
SOPHOMORE YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
COMM 1500 Intro to Human Communication or COMM 2500 Public Speaking	3	EDEL 3100 Arts in the Elementary School	3
EDF 3010 Principles of American Ed	3	EDF 3020 Educational Psychology	3
MATH 2160 Geometry for Elem. School Teachers	3	EDF 3340 Child Growth and Development	3
PHSC 1180 Intro to Physics, Astronomy, and Earth Science for Elementary Education Majors	4	EDSP 3700 Intro to Special Education	3
Arts and Humanities (Literature) Requirement <sup>2</sup>	3	Arts and Humanities (Non-Lit.) Requirement <sup>3</sup>	3
		Elective	3
	16		18
JUNIOR YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
EDEL 3210 PE Methods and Content for Classroom Teachers	3	EDEL 4050 Social Justice and 21 <sup>st</sup> Century Learners	3
EDF 3080 Classroom Assessment	3	EDEL 4520 Elem Methods in Math Teaching	3
EDF 4800 Foundations of Digital Media and Learning	3	EDEL 4670 Prin. And Strat. For Teaching Engl. Speakers of Other Lang. in Elem Classrooms	3
EDLT 4600 Teaching Reading in Elementary Grades: 2-6	3	EDLT 4620 Reading and Responding to Literature in the Elementary School	3
MATH 3160 Problem Solving for Math Teachers	3	EDLT 4630 Teaching Reading and Writing to English Language Learners	3
	15		15
SENIOR YEAR			
Courses must be taken as listed in both semesters			
<u>Fall Semester</u>		<u>Spring Semester</u>	
EDEL 4010 Elementary Field Experience	3	EDEL 4820 Capstone Sem. in Elem. Teaching	3
EDEL 4510 Elem. Methods in Science Teaching	3	EDEL 4830 Directed Teaching in Elem. School	2
EDEL 4870 Elem. Methods in Social Studies Teaching	3		
EDEL 4880 Elem. Methods in Language Arts Teaching	3		
EDLT 4610 Content Area Reading: Grades 2-6	3		
	15		12
			<b>122 Total Semester Hours</b>

<sup>1</sup>Two semesters (through 2020) in the same modern foreign language (including American Sign Language) are required.

<sup>2</sup>Select from ENGL 2120, 2130, 2140, or 2150.

<sup>3</sup>See General Education Requirements.

Notes:

1. BIOL 1090 is Fall Semester only
2. PHSC 1170 is Spring Semester only
3. PHSC 1180 is Fall Semester only (PHSC 1170 is the pre-requisite)

# Current Map

## CLEMSON UNIVERSITY

### Elementary Education

### Bachelor of Arts

### Mathematics and Science Emphasis Area

### 2015-2016 Curriculum Plan

Eugene T. Moore School of Education – 102 Tillman Hall – Clemson, SC 29634 – 864-656-7656  
<http://www.clemson.edu/hehd/departments/education/>

FRESHMAN YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
BIOL 1090 Introduction to Life Science	4	ENGL 1030 Accelerated Composition	3
ED 1050 Orientation to Education	2	HIST 1010 History of the US I or HIST 1020 History of the US II	3
GEOG 1030 World Regional Geography	3	MATH 1160 Contemporary Math for Elem. School Teachers II	3
MATH 1150 Contemporary Math for Elem. School Teachers I	3	PHSC 1170 Intro to Chemistry and Earth Science	4
Foreign Language Requirement <sup>1</sup>	3	Foreign Language Requirement <sup>1</sup>	<u>3</u>
CU 1000	<u>0</u>		
	15		16
SOPHOMORE YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
COMM 1500 Intro to Human Communication OR COMM 2500 Public Speaking	3	EDEL 3100 Arts in the Elementary School	3
EDF 3010 Principles of American Ed	3	EDF 3020 Educational Psychology	3
MATH 2160 Geometry for Elem. School Teachers	3	EDF 3340 Child Growth and Development	3
PHSC 1180 Intro to Physics, Astronomy, and Earth Science	4	EDSP 3700 Intro to Special Education	3
Arts and Humanities (Literature) Requirement <sup>2</sup>	<u>3</u>	Arts and Humanities (Non-Lit.) Requirement <sup>3</sup>	3
	16	Elective	<u>3</u>
			18
JUNIOR YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
EDEL 3210 PE Methods and Content for Classroom Teachers	3	EDEL 4520 Elem Methods for Math Teaching	3
EDF 3080 Classroom Assessment	3	ENSP 2010 Introduction to Environmental Science	3
EDF 4800 Foundations of Digital Media and Learning	3	EDLT 4620 Reading and Responding to Literature the Elementary School	3
EDLT 4600 Teaching Reading in Elementary Grades: 2-6	3	MATH 3150 Advanced Topics in Math for Elem. Teachers	3
MATH 3160 Problem Solving for Math Teachers	<u>3</u>	Science Content Requirement <sup>4</sup>	<u>3</u>
	15		15
SENIOR YEAR			
Courses must be taken as listed in both semesters			
<u>Fall Semester</u>		<u>Spring Semester</u>	
EDEL 4010 Elementary Field Experience	3	EDEL 4820 Capstone Sem. in Elem. Teaching	3
EDEL 4510 Elem. Methods in Science Teaching	3	EDEL 4830 Directed Teaching in Elem. School	<u>2</u>
EDEL 4870 Elem. Methods in Social Studies Teaching	3		
EDEL 4880 Elem. Methods in Language Arts Teaching	3		
EDLT 4610 Content Area Reading: Grades 2-6	<u>3</u>		
	15		12
			<b>122 Total Semester Hours</b>

<sup>1</sup>Two semesters (through 2020) in the same modern foreign language (including American Sign Language) are required.

<sup>2</sup>Select from ENGL 2120, 2130, 2140, or 2150.

<sup>3</sup>See General Education Requirements.

<sup>4</sup>Any ASTR, BIOL, CH, ENR, ENSP, ENT, FOR, FNR, GEN, GEOL, or PHYS course chosen in conjunction with advisor.

Notes:

1. BIOL 1090 is Fall Semester only
2. PHSC 1170 is Spring Semester only
3. PHSC 1180 is Fall Semester only (PHSC 1170 is the required pre-requisite)



# Proposed Changes

CLEMSON UNIVERSITY

Elementary Education

Bachelor of Arts

Literacy, Culture, and Diversity Emphasis Area

2016-2017 Curriculum Plan

Eugene T. Moore School of Education – 102 Tillman Hall – Clemson, SC 29634 – 864-656-7656

<http://www.clemson.edu/hehd/departments/education/>

FRESHMAN YEAR			
Fall Semester		Spring Semester	
BIOL 1090 Introduction to Life Science	4	ENGL 1030 Accelerated Composition	3
ED 1050 Orientation to Education	2	HIST 1010 History of the US I or HIST 1020 History of the US II	3
GEOG 1030 World Regional Geography	3	MATH 1160 Contemporary Math for Elem. School Teachers II	3
MATH 1150 Contemporary Math for Elem. School Teachers I	3	PHSC 1170 Intro to Chemistry and Earth Science for Elementary Education Majors	4
Foreign Language Requirement <sup>1</sup>	3	Foreign Language Requirement <sup>1</sup>	3
CU 1000	0		
	15		16
SOPHOMORE YEAR			
Fall Semester		Spring Semester	
COMM 1500 Intro to Human Communication or COMM 2500 Public Speaking	3	EDEL 3100 Arts in the Elementary School	3
<del>EDF 3010 Principles of American Ed</del>	3	EDF 3020 Educational Psychology	3
<del>EDF 3340 Child Growth and Development</del>	3	<del>EDF 3340 Child Growth and Development</del>	3
MATH 2160 Geometry for Elem. School Teachers	3	<del>EDF 3010 Principles of American Ed</del>	3
PHSC 1180 Intro to Physics, Astronomy, and Earth Science for Elementary Education Majors	4	EDSP 3700 Intro to Special Education	3
Arts and Humanities (Literature) Requirement <sup>2</sup>	3	Arts and Humanities (Non-Lit.) Requirement <sup>3</sup>	3
		Elective	3
	16		18
JUNIOR YEAR			
Fall Semester		Spring Semester	
EDEL 3210 PE Methods and Content for Classroom Teachers	3	EDEL 4050 Social Justice and 21 <sup>st</sup> Century Learners	3
EDF 3080 Classroom Assessment	3	EDEL 4520 Elem Methods in Math Teaching	3
EDF 4800 Foundations of Digital Media and Learning	3	<del>EDEL 4670</del> EDLT 4670 Prin. And Strat. For Teaching Engl. Speakers of Other Lang. in Elem Classrooms	3
EDLT 4600 Teaching Reading in Elementary Grades: 2-6	3	EDLT 4620 Reading and Responding to Literature in the Elementary School	3
MATH 3160 Problem Solving for Math Teachers	3	EDLT 4630 Teaching Reading and Writing to English Language Learners	3
	15		15
SENIOR YEAR			
Courses must be taken as listed in both semesters			
Fall Semester		Spring Semester	
EDEL 4010 Elementary Field Experience	3	EDEL 4820 Capstone Sem. in Elem. Teaching	3
EDEL 4510 Elem. Methods in Science Teaching	3	EDEL 4830 Directed Teaching in Elem. School	2
EDEL 4870 Elem. Methods in Social Studies Teaching	3		
EDEL 4880 Elem. Methods in Language Arts Teaching	3		
EDLT 4610 Content Area Reading: Grades 2-6	3		
	15		12
			<b>122 Total Semester Hours</b>

<sup>1</sup>Two semesters (through 2020) in the same modern foreign language (including American Sign Language) are required.

<sup>2</sup>Select from ENGL 2120, 2130, 2140, or 2150.

<sup>3</sup>See General Education Requirements.

Notes:

1. BIOL 1090 is Fall Semester only
2. PHSC 1170 is Spring Semester only
3. PHSC 1180 is Fall Semester only (PHSC 1170 is the pre-requisite)

# Proposed Changes

CLEMSON UNIVERSITY

Elementary Education

Bachelor of Arts

Mathematics and Science Emphasis Area

2016-2017 Curriculum Plan

Eugene T. Moore School of Education – 102 Tillman Hall – Clemson, SC 29634 – 864-656-7656

<http://www.clemson.edu/hehd/departments/education/>

FRESHMAN YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
BIOL 1090 Introduction to Life Science	4	ENGL 1030 Accelerated Composition	3
ED 1050 Orientation to Education	2	HIST 1010 History of the US I or HIST 1020 History of the US II	3
GEOG 1030 World Regional Geography	3	MATH 1160 Contemporary Math for Elem. School Teachers II	3
MATH 1150 Contemporary Math for Elem. School Teachers I	3	PHSC 1170 Intro to Chemistry and Earth Science	4
Foreign Language Requirement <sup>1</sup>	3	Foreign Language Requirement <sup>1</sup>	<u>3</u>
CU 1000	<u>0</u>		
	15		16
SOPHOMORE YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
COMM 1500 Intro to Human Communication OR COMM 2500 Public Speaking	3	EDEL 3100 Arts in the Elementary School	3
<del>EDF 3010 Principles of American Ed</del>	<del>3</del>	EDF 3020 Educational Psychology	3
EDF 3340 Child Growth and Development	3	EDF 3010 Principles of American Ed	3
MATH 2160 Geometry for Elem. School Teachers	3	<del>EDF 3340 Child Growth and Development</del>	<del>3</del>
PHSC 1180 Intro to Physics, Astronomy, and Earth Science	4	EDSP 3700 Intro to Special Education	3
Arts and Humanities (Literature) Requirement <sup>2</sup>	<u>3</u>	Arts and Humanities (Non-Lit.) Requirement <sup>3</sup>	3
		Elective	<u>3</u>
	16		18
JUNIOR YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
EDEL 3210 PE Methods and Content for Classroom Teachers	3	EDEL 4520 Elem Methods for Math Teaching	3
EDF 3080 Classroom Assessment	3	ENSP 2010 Introduction to Environmental Science	3
EDF 4800 Foundations of Digital Media and Learning	3	<del>EDEL 4670</del> EDLT 4670 Reading and Responding to Literature the Elementary School	3
EDLT 4600 Teaching Reading in Elementary Grades: 2-6	3	MATH 3150 Advanced Topics in Math for Elem. Teachers	3
MATH 3160 Problem Solving for Math Teachers	<u>3</u>	Science Content Requirement <sup>4</sup>	<u>3</u>
	15		15
SENIOR YEAR			
Courses must be taken as listed in both semesters			
<u>Fall Semester</u>		<u>Spring Semester</u>	
EDEL 4010 Elementary Field Experience	3	EDEL 4820 Capstone Sem. in Elem. Teaching	3
EDEL 4510 Elem. Methods in Science Teaching	3	EDEL 4830 Directed Teaching in Elem. School	<u>2</u>
EDEL 4870 Elem. Methods in Social Studies Teaching	3		
EDEL 4880 Elem. Methods in Language Arts Teaching	3		
EDLT 4610 Content Area Reading: Grades 2-6	<u>3</u>		
	15		12
			<b>122 Total Semester Hours</b>

<sup>1</sup>Two semesters (through 2020) in the same modern foreign language (including American Sign Language) are required.

<sup>2</sup>Select from ENGL 2120, 2130, 2140, or 2150.

<sup>3</sup>See General Education Requirements.

<sup>4</sup>Any ASTR, BIOL, CH, ENR, ENSP, ENT, FOR, FNR, GEN, GEOL, or PHYS course chosen in conjunction with advisor.

Notes:

1. BIOL 1090 is Fall Semester only
2. PHSC 1170 is Spring Semester only
3. PHSC 1180 is Fall Semester only (PHSC 1170 is the required pre-requisite)

000218

**Change Major**

Major Name: Social Studies Emphasis

Degree: Bachelor of Arts

Effective Catalog Year: 2016-2017

☐ Change Major Name to: E107

Curriculum Map: Binder1-20151027104813.pdf

☐ Change Degree to: Bachelor of Arts

Description: Current Curriculum Map and Proposed Changes

☒ Change Curriculum Requirements☒ Change General Education Requirements

Additional Information:

☐ Add, Change, or Delete Concentration(s)

Description:

☐ Add, Change, or Delete Emphasis Area(s)**Summary/Explanation**

1) Changed EDF 4800 to EDLT 4800 to meet new State of SC Read to Succeed requirements; 2) Swapped course placement of EDLT 4800 and EDF 335 to serve students better RE: course availability, 3) Changed BIOL 2000 Biology in the News footnote to clarify how the Read to Succeed Change affects the Gen Ed STS requirement; 4) Opened up the Gen Ed Mathematics requirement to allow for more student flexibility and improve time to degree; 5) Opened up Geography requirement to include GEOG 1030 to align with the History dual major and improve time to degree; 6) Cleaned up confusing language in two of the footnotes (no substantive changes, for clarity only); 7) Adjusted footnote numbering to account for current changes.


**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.)

Improve Clairty; SC State requirement changes

**Form**

User ID: mjspear Name: Melinda Spearman

Date: 10/27/2015 Number:

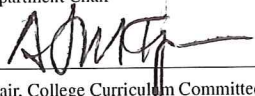
  
Chair, Department Curriculum Committee

11/2/15

Date

Department Chair

Date

  
Chair, College Curriculum Committee

11/16/15

Date

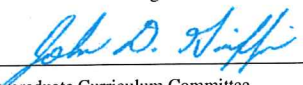
  
College Dean

11/20/15

Date

Director, Calhoun Honors College

Date

  
Chair, Undergraduate Curriculum Committee

12/4/2015

Date

Chair, Graduate Curriculum Committee

Date

  
Provost

4/8/16

Date

President

Date

# Current Map

000220

CLEMSON UNIVERSITY

Secondary Education

Teaching Area: Social Studies (History)

Bachelor of Arts

2015-2016 Curriculum Plan

Eugene T. Moore School of Education – 102 Tillman Hall – Clemson, SC 29634 – 864-656-7656

<http://www.clemson.edu/hehd/departments/education/>

FRESHMAN YEAR			
Fall Semester		Spring Semester	
ED 1050 Orientation to Education	2	ANTH 2010 Introduction to Anthropology	3
ENGL 1030 Accelerated Composition	3	BIOL 2000 Biology in the News <sup>3</sup>	3
MATH 1010 Essential Math for the Informed Society	3	ENGL 2140 American Literature	3
Foreign Language Requirement <sup>1</sup>	3	GEOG 1010 Introduction to Geography	3
Natural Science Requirement <sup>2</sup>	4	PSYC 2010 Introduction to Psychology	3
		Foreign Language Requirement <sup>1</sup>	<u>3</u>
	15		18
SOPHOMORE YEAR			
Fall Semester		Spring Semester	
ECON 2000 Economic Concepts	3	HIST 1020 History of the United States	3
EDF 3020 Educational Psychology	3	HIST 1730 The West and the World II	3
HIST 1010 History of the United States	3	HIST 2990 Seminar: The Historian's Craft	4
HIST 1720 The West and the World I	3	Advanced Humanities Requirement <sup>4</sup>	3
POSC 1010 American National Government	<u>3</u>	Arts and Humanities (Non-Lit) Requirement <sup>2</sup>	<u>3</u>
	15		16
JUNIOR YEAR			
Fall Semester		Spring Semester	
EDF (HIST) 3200 History of U.S. Public Education	3	SOC 2010 Introduction to Sociology	3
EDF 3350 Adolescent Growth and Development	3	Advanced Humanities Requirement <sup>4</sup>	3
EDSC 3280 Practicum in Secondary Social Studies	3	Arts and Humanities (Literature) Requirement <sup>2</sup>	3
Teaching Major <sup>5</sup>	<u>2</u>	Teaching Major <sup>5</sup>	<u>2</u>
	18		18
SENIOR YEAR			
Fall Semester		Spring Semester	
EDF 4800 Foundations of Digital Media and Learning	3	EDSC 4480 Teaching Internship in Secondary Social Studies <sup>7</sup>	9
EDSP 3700 Introduction to Special Education	3	EDSC 4580 Secondary Social Studies Capstone Seminar <sup>7</sup>	<u>3</u>
EDSC 4280 Teaching Secondary Social Studies <sup>6</sup>	3		
EDLT 4980 Secondary Content Area Reading <sup>6</sup>	3		
HIST 4900 Senior Seminar <sup>6</sup>	3		
Advanced Humanities Requirement <sup>4</sup>	<u>3</u>		
	18		12

130 Total Semester Hours

<sup>1</sup>Two semesters (through 2020) in any modern foreign language (including American Sign Language) are required.

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

<sup>3</sup>Any General Education course that satisfies the Mathematics; Natural Science with Lab; or Mathematics or Natural Science General Education requirement may be substituted.

<sup>4</sup>Select from ART 2100, MUSC 2100, THEA 2100, or any AAH, COMM (except 3640, 3680), ENGL (except 3040, 3120, 3140, 3160, 3330, 3350, 4850, 4900, 4950), HUM, MUSC, PHIL, REL, THEA (except 3770, 4870, 4970), WS, or foreign language course numbered 3000 or higher.

<sup>5</sup>See advisor. Students must complete a minimum of three hours each of United States history and European history, and six hours of non-Western history selected from 3000- or 4000-level HIST courses. At least one course must be at the 4000 level.

<sup>6</sup>EDSC 4280, HIST 4900, and EDLT 4980 must be taken concurrently in the fall semester of the senior year.

<sup>7</sup>EDSC 4480 and 4580 must be taken concurrently. Offered spring semester only.

# Proposed Changes

000221

CLEMSON UNIVERSITY

Secondary Education

Teaching Area: Social Studies (History)

Bachelor of Arts

2016-2017 Curriculum Plan

Eugene T. Moore School of Education – 102 Tillman Hall – Clemson, SC 29634 – 864-656-7656

<http://www.clemson.edu/hehd/departments/education/>

FRESHMAN YEAR			
Fall Semester		Spring Semester	
ED 1050 Orientation to Education	2	ANTH 2010 Introduction to Anthropology	3
ENGL 1030 Accelerated Composition	3	BIOL 2000 Biology in the News <sup>3</sup>	3
<del>MATH 1010 Essential Math for the Informed Society</del>	<del>3</del>	ENGL 2140 American Literature	3
Mathematics Requirement <sup>1</sup>	3	GEOG 1010 Introduction to Geography or GEOG 1030 World	3
Foreign Language Requirement <sup>2</sup>	3	Regional Geography	
Natural Science Requirement <sup>1</sup>	4	PSYC 2010 Introduction to Psychology	3
		Foreign Language Requirement <sup>2</sup>	3
	15		18
SOPHOMORE YEAR			
Fall Semester		Spring Semester	
ECON 2000 Economic Concepts	3	HIST 1020 History of the United States	3
EDF 3020 Educational Psychology	3	HIST 1730 The West and the World II	3
HIST 1010 History of the United States	3	HIST 2990 Seminar: The Historian's Craft	4
HIST 1720 The West and the World I	3	Advanced Humanities Requirement <sup>4</sup>	3
POSC 1010 American National Government	3	Arts and Humanities (Non-Lit) Requirement <sup>5</sup>	3
	15		16
JUNIOR YEAR			
Fall Semester		Spring Semester	
EDF (HIST) 3200 History of U.S. Public Education	3	SOC 2010 Introduction to Sociology	3
<del>EDF 3350 Adolescent Growth and Development</del>	<del>3</del>	Advanced Humanities Requirement <sup>4</sup>	3
EDLT 4800 Foundations of Adolescent Literacy	3		
EDSC 3280 Practicum in Secondary Social Studies	3	Arts and Humanities (Literature) Requirement <sup>2</sup>	3
Teaching Major <sup>6</sup>	9	Teaching Major <sup>6</sup>	9
	18		18
SENIOR YEAR			
Fall Semester		Spring Semester	
<del>EDF 4800 Foundations of Digital Media and Learning</del>	<del>3</del>	EDSC 4480 Teaching Internship in Secondary Social Studies <sup>8</sup>	9
EDF 3350 Adolescent Growth and Development	3		
EDSP 3700 Introduction to Special Education	3	EDSC 4580 Secondary Social Studies Capstone Seminar <sup>8</sup>	3
EDSC 4280 Teaching Secondary Social Studies <sup>7</sup>	3		
EDLT 4980 Secondary Content Area Reading <sup>7</sup>	3		
HIST 4900 Senior Seminar <sup>7</sup>	3		
Advanced Humanities Requirement <sup>4</sup>	3		
	18		12

130 Total Semester Hours

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

<sup>2</sup>Two semesters (through 2020) in any modern foreign language (including American Sign Language) are required.

<sup>3</sup>Any other Mathematics or Natural Science General Education course that satisfies the General Education Science and Technology in Society requirement may be substituted

<sup>4</sup>Select from ART 2100, MUSC 2100, THEA 2100, or any AAH, COMM (except 3640, 3680), ENGL (except 3040, 3120, 3140, 3160, 3330, 3350, 4850, 4900, 4950), HUM, MUSC, PHIL, REL, THEA (except 3770, 4870, 4970), WS, or foreign language course numbered 3000 or higher.

<sup>5</sup>See General Education Requirements. This course cannot fulfill both the Non-literature requirement and the Advanced Humanities requirement.

<sup>6</sup>See advisor. Students must complete a minimum of three hours each of United States history and European history, and six hours of non-Western history selected from 3000- or 4000-level HIST courses. At least one course must be at the 4000-level. See advisor. Students must complete eighteen hours of history coursework: A minimum of three hours of United States history (3000-4000 level); A minimum of three hours of European history (3000-4000 level); A minimum of six hours of non-

Western history coursework (3000-4000 level); One three-hour course at the 4000 level; One three-hour course at the 1000-4000 level.

<sup>7</sup>EDSC 4280, HIST 4900, and EDLT 4980 must be taken concurrently in the fall semester of the senior year.

<sup>8</sup>EDSC 4480 and 4580 must be taken concurrently. Offered spring semester only.



**Change Major**

Major Name: English Emphasis

Degree: Bachelor of Arts

Effective Catalog Year: 2016-2017

- ☐ Change Major Name to: E050
- ☐ Change Degree to: Bachelor of Arts
- ☒ Change Curriculum Requirements
- ☐ Change General Education Requirements
- ☐ Add, Change, or Delete Concentration(s)
- ☐ Add, Change, or Delete Emphasis Area(s)

Curriculum Map: Current and Requested Curriculum Maps-20151006095027.pdf

Description: Current and New curriculum maps reflecting changes

Additional Information: Curriculum Changes  
2016-2017-20151006095027.pdf

Description: Summary of the requested changes

**Summary/Explanation**

The undergraduate program in English Education is requesting two changes to the curriculum map. First, the curriculum needs to incorporate HIST 1720 to second semester of the sophomore year in order to align curriculum with English department major requirements. Second, the curriculum needs to reflect a change from EDF 4800 to EDLT 4800 in first semester of Junior year in order to align curriculum with state requirements for literacy instruction for teachers. The two changes requested are based on ongoing conversation with the English department regarding the joint major and on a requirement that undergraduate preparation programs increase the amount of literacy instruction students receive from 3 to 6 hours.

**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.)


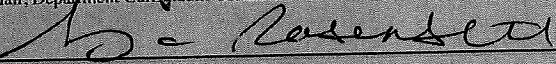

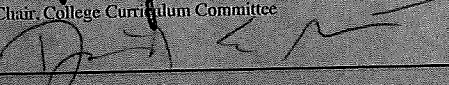
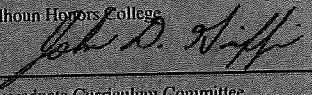

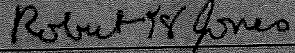
1

**Form**

User ID: scridla Name: Susan Cridland-Hughes

Date: 10/06/2015 Number:



	11/2/15	Date
Chair, Department Curriculum Committee		
	11/20/15	Date
Department Chair		
	11/16/15	Date
Chair, College Curriculum Committee		
	11/20/15	Date
College Dean		
	12/4/2015	Date
Director, Calhoun Honors College		
		Date
Chair, Undergraduate Curriculum Committee		
	4/8/16	Date
Chair, Graduate Curriculum Committee		
Provost		Date
President		Date
<div>test</div>		

CLEMSON UNIVERSITY  
Secondary Education  
Teaching Area: English  
Bachelor of Arts

**2014-2015 Curriculum Plan**

Eugene T. Moore School of Education – 102 Tillman Hall – Clemson, SC 29634 – 864-656-7656

<http://www.clemson.edu/hehd/departments/education/>

FRESHMAN YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
COMM 1500 Intro to Human Communication OR	3	BIOL 2000 Biology in the News <sup>3</sup>	3
COMM 2500 Public Speaking			
ED 1050 Orientation to Education	2	ENGL 2120 World Literature	3
ENGL 1030 Accelerated Composition	3	HIST 1730 The West and the World II	3
Foreign Language Requirement <sup>1</sup>	3	Foreign Language Requirement <sup>1</sup>	3
Mathematics Requirement <sup>2</sup>	3	Natural Science Requirement <sup>2</sup>	4
CU 1000	<u>0</u>		
	14		16
SOPHOMORE YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
EDF 3010 Principles of American Ed	3	EDF 3350 Adolescent Growth and Development	3
EDF 3020 Educational Psychology	3	ENGL 3860 Adolescent Literature <sup>6</sup>	3
ENGL 3100 Critical Writing About Literature	3	ENGL 4110 Shakespeare	3
Arts and Humanities (Non-Lit) Requirement <sup>4</sup>	3	English Literature Survey Requirement <sup>5</sup>	3
English Literature Survey Requirement <sup>5</sup>	3	Fine Arts Requirement <sup>7</sup>	<u>3</u>
HIST 3160 American Social History OR	<u>3</u>		
HIST 3610 History of England to 1688 OR			
HIST 3630 Britain Since 1688 OR			
HIST 3650 British Cultural History			
	18		15
JUNIOR YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
EDF 4800 Foundations of Digital Media and Learning	3	English Literature Requirement <sup>10</sup>	3
EDSC 3240 Practicum in Teaching Secondary English <sup>8</sup>	3	Literary Theory Requirement <sup>11</sup>	3
EDSP 3700 Introduction to Special Education	3	Literature Emphasis Area Requirement II <sup>12</sup>	3
English Literature Survey Requirement <sup>5</sup>	3	Literature Emphasis Area Requirement III <sup>13</sup>	3
Literature Emphasis Area Requirement I <sup>9</sup>	<u>3</u>	Social Science Requirement <sup>2</sup>	<u>3</u>
	15		15
SENIOR YEAR			
<u>Fall Semester</u>		<u>Spring Semester</u>	
EDLT 4980 Secondary Content Area Reading <sup>14</sup>	3	EDSC 4440 Teaching Intern. in Secondary English <sup>16</sup>	9
EDSC 4240 Teaching Secondary English <sup>14</sup>	3	EDSC 4540 Secondary English Capstone Seminar <sup>16</sup>	<u>3</u>
ENGL 4850 Composition for Teachers <sup>14</sup>	3		
ENGL 4960 English Senior Seminar	3		
Literature Emphasis Area Diversity Requirement <sup>15</sup>	<u>3</u>		
	15		12
			<b>120 Total Hours</b>

<sup>1</sup>Two semesters (through 2020) of the same modern foreign language are required.

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

<sup>3</sup>Any other course related to science or mathematics that satisfies the General Education STS requirement may be substituted.

<sup>4</sup>Select from PHIL 1010, 1020, OR 1030.

<sup>5</sup>Select from ENGL 3960, 3970, 3980, or 3990. One course each of British and American Survey are required. The additional course satisfies the upper level ENGL requirement.

<sup>6</sup>This course qualifies as the Literature Emphasis Area Requirement for a BA in English.

<sup>7</sup>Select from AAH 1010 or 2100; ENGL 3570; HUM 3010, 3020, or 3060; MUSC 2100, 3110, 4150, or 4160; or THEA 2100.

<sup>8</sup>Students must complete 45 hours of field experience in a public school.

<sup>9</sup>Select from ENGL 4030, 4070, 4080, 4100, 4140, 4200, (THEA) 4290, 4440, or 4630.

<sup>10</sup>Select any 4000 level ENGL course.

<sup>11</sup>Select from ENGL 4350, 4360, 4400, or 4420, or other course approved by the department.

<sup>12</sup>Select from ENGL 4150, 4160, 4170, 4180, 4210, 4250, 4260, or 4640.

<sup>13</sup>Select from ENGL 4280, (THEA) 4300, 4310, 4320, 4330, 4340, 4550, or 4650.

<sup>14</sup>EDLT4980, EDSC 4240, and ENGL (EDSC) 4850 must be taken concurrently during fall semester of senior year. Students must also enroll in the laboratory sections of EDSC 4240 and EDLT 4980.

<sup>15</sup>Select from ENGL 3530, 3800, 4190, (HUM) 4560, 4820, or 4830.

<sup>16</sup>EDSC 4440, and EDSC 4540 must be taken concurrently during spring semester of senior year.

Notes:

1. EDSC 3240 is fall semester only
2. Social Science requirement can be any course but history

**CLEMSON UNIVERSITY**  
**Secondary Education**  
**Teaching Area: English**  
**Bachelor of Arts**

**2016-2017 Curriculum Plan**

Eugene T. Moore School of Education – 102 Tillman Hall – Clemson, SC 29634 – 864-656-7656  
<http://www.clemson.edu/hehd/departments/education/>

<b>FRESHMAN YEAR</b>			
<u>Fall Semester</u>		<u>Spring Semester</u>	
COMM 1500 Intro to Human Communication OR	3	BIOL 2000 Biology in the News <sup>3</sup>	3
COMM 2500 Public Speaking	2	ENGL 2120 World Literature	3
ED 1050 Orientation to Education	3	HIST 1730 The West and the World II	3
ENGL 1030 Accelerated Composition	3	Foreign Language Requirement <sup>1</sup>	3
Foreign Language Requirement <sup>1</sup>	3	Natural Science Requirement <sup>2</sup>	4
Mathematics Requirement <sup>2</sup>	0		
CU 1000	14		16
<b>SOPHOMORE YEAR</b>			
<u>Fall Semester</u>		<u>Spring Semester</u>	
EDF 3010 Principles of American Ed	3	EDF 3350 Adolescent Growth and Development	3
EDF 3020 Educational Psychology	3	ENGL 3860 Adolescent Literature <sup>6</sup>	3
ENGL 3100 Critical Writing About Literature	3	ENGL 4110 Shakespeare	3
Arts and Humanities (Non-Lit) Requirement <sup>4</sup>	3	English Literature Survey Requirement <sup>5</sup>	3
English Literature Survey Requirement <sup>5</sup>	3	Fine Arts Requirement <sup>7</sup>	3
HIST 3160 American Social History OR	3	HIST 1720 The West and the World I	3
HIST 3610 History of England to 1688 OR			
HIST 3630 Britain Since 1688 OR			
HIST 3650 British Cultural History	18		18
<b>JUNIOR YEAR</b>			
<u>Fall Semester</u>		<u>Spring Semester</u>	
EDLT 4800 Foundations of Adolescent Literacy	3	English Literature Requirement <sup>10</sup>	3
EDSC 3240 Practicum in Teaching Secondary English <sup>8</sup>	3	Literary Theory Requirement <sup>11</sup>	3
EDSP 3700 Introduction to Special Education	3	Literature Emphasis Area Requirement II <sup>12</sup>	3
English Literature Survey Requirement <sup>5</sup>	3	Literature Emphasis Area Requirement III <sup>13</sup>	3
Literature Emphasis Area Requirement I <sup>9</sup>	3	Social Science Requirement <sup>2</sup>	3
	15		15
<b>SENIOR YEAR</b>			
<u>Fall Semester</u>		<u>Spring Semester</u>	
EDLT 4980 Secondary Content Area Reading <sup>14</sup>	3	EDSC 4440 Teaching Intern. in Secondary English <sup>16</sup>	9
EDSC 4240 Teaching Secondary English <sup>14</sup>	3	EDSC 4540 Secondary English Capstone Seminar <sup>16</sup>	3
ENGL 4850 Composition for Teachers <sup>14</sup>	3		
ENGL 4960 English Senior Seminar	3		
Literature Emphasis Area Diversity Requirement <sup>15</sup>	3		
	15		12
			<b>123 Total Hours</b>

<sup>1</sup>Two semesters (through 2020) of the same modern foreign language are required.

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

<sup>3</sup>Any other course related to science or mathematics that satisfies the General Education STS requirement may be substituted.

<sup>4</sup>Select from PHIL 1010, 1020, OR 1030.

<sup>5</sup>Select from ENGL 3960, 3970, 3980, or 3990. One course each of British and American Survey are required. The additional course satisfies the upper level ENGL requirement.

<sup>6</sup>This course qualifies as the Literature Emphasis Area Requirement for a BA in English.

<sup>7</sup>Select from AAH 1010 or 2100; ENGL 3570; HUM 3010, 3020, or 3060; MUSC 2100, 3110, 4150, or 4160; or THEA 2100.

<sup>8</sup>Students must complete 45 hours of field experience in a public school.

<sup>9</sup>Select from ENGL 4030, 4070, 4080, 4100, 4140, 4200, (THEA) 4290, 4440, or 4630.

<sup>10</sup>Select any 4000 level ENGL course.

<sup>11</sup>Select from ENGL 4350, 4360, 4400, or 4420, or other course approved by the department.

<sup>12</sup>Select from ENGL 4150, 4160, 4170, 4180, 4210, 4250, 4260, or 4640.

<sup>13</sup>Select from ENGL 4280, (THEA) 4300, 4310, 4320, 4330, 4340, 4550, or 4650.

<sup>14</sup>EDLT4980, EDSC 4240, and ENGL (EDSC) 4850 must be taken concurrently during fall semester of senior year. Students must also enroll in the laboratory sections of EDSC 4240 and EDLT 4980.

<sup>15</sup>Select from ENGL 3530, 3800, 4190, (HUM) 4560, 4820, or 4830.

<sup>16</sup>EDSC 4440, and EDSC 4540 must be taken concurrently during spring semester of senior year.

Notes:

1. EDSC 3240 is fall semester only
2. Social Science requirement can be any course but history

**Change Major****Major Name:** Mathematics Teaching**Degree:** Bachelor of Science**Effective Catalog Year:** 2016-2017☐ **Change Major Name to:** MTCH☐ **Change Degree to:** Bachelor of Science☒ **Change Curriculum Requirements**☒ **Change General Education Requirements**☐ **Add, Change, or Delete Concentration(s)**☐ **Add, Change, or Delete Emphasis Area(s)****Curriculum Map:** Math Teaching BS Proposed Changes-20150927153759.pdf**Description:** This is the current curriculum and the proposed changes**Additional  
Information:  
Description:****Summary/Explanation**

The State Department of Education has increased the number of literacy hours from 3 to 6, so we are replacing EDF 4800 with EDLT 4800. In order to ensure students in this major can enroll in the required General Education hours, we have expanded our formerly restrictive choices in many General Education options. We have also ensured that students cannot "double-dip" for too many General Education courses.

**Form****User ID:** sche **Name:** Stacy Che**Date:** 09/27/2015 **Number:**

  
Chair, Department Curriculum Committee

11/2/15


Date

Department Chair

  
Chair, College Curriculum Committee

11/16/15

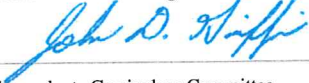
Date

  
College Dean

11/20/15

Date

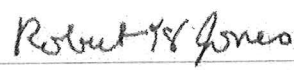
Director, Calhoun Honors College

  
Chair, Undergraduate Curriculum Committee

12/4/2015

Date

Chair, Graduate Curriculum Committee

  
Provost

4/8/16

Date

President

Date

CLEMSON UNIVERSITY  
Mathematics Teaching  
Bachelor of Science  
2015-2016 Curriculum Plan

Eugene T. Moore School of Education – 102 Tillman Hall – Clemson, SC 29634 – 864-656-7656  
<http://www.clemson.edu/hehd/departments/education/>

FRESHMAN YEAR			
Fall Semester		Spring Semester	
CH 1050 Chemistry in Context I	4	ENGL 1030 Accelerated Composition	3
ED 1050 Orientation to Education	2	MATH 1080 Calculus of One Variable II	4
MATH 1060 Calculus of One Variable	4	PHYS 1220 Physics with Calculus I	3
PHIL 1020 Introduction to Logic	3	PHYS 1240 Physics Lab I	1
Cross-Cultural Awareness Requirement <sup>1</sup>	3	Science Requirement <sup>2</sup>	<u>3</u>
CU 1000	0		
	16		14
SOPHOMORE YEAR			
Fall Semester		Spring Semester	
COMM 1500 Intro. to Human Communication OR	3	ECON 2000 Economic Concepts OR	3
COMM 2500 Public Speaking		ECON 2110 Principles of Microeconomics	
EDSC 2260 A Prof. Approach to Secondary Algebra	3	EDF 3020 Educational Psychology	3
MATH 2060 Calculus of Several Variables	4	MATH 2080 Intro. to Ordinary Differential Equations	4
PHYS 2210 Physics with Calculus II	3	MATH 3110 Linear Algebra	3
PHYS 2230 Physics Lab II	1	MATH 3190 Introduction to Proofs	<u>3</u>
Arts and Humanities (Literature) Requirement <sup>3</sup>	<u>3</u>		
	17		16
JUNIOR YEAR			
Fall Semester		Spring Semester	
EDF 3010 Principles of American Education	3	EDF 3350 Adolescent Growth and Development	3
EDF 4800 Foundations of Digital Media and Learning	3	EDSC 4370 Technology in Secondary Math	3
EDSC 3260 Practicum in Secondary Math.	3	EDSP 3700 Introduction to Special Education	3
MATH 3020 Statistics for Science and Engineering	3	MATH 3080 College Geometry	3
SOC 2010 Introduction to Sociology or	3	MATH 4120 Algebra I	<u>3</u>
SOC 2020 Social Problems			
Science Requirement <sup>2</sup>	<u>3</u>		
	18		15
SENIOR YEAR			
Fall Semester		Spring Semester	
EDSC 4260 Teaching Secondary Mathematics <sup>4</sup>	3	EDSC 4460 Teaching Internship in Secondary Mathematics <sup>5</sup>	9
EDLT 4980 Secondary Content Area Reading <sup>4</sup>	3	EDSC 4560 Secondary Math. Capstone Seminar <sup>5</sup>	<u>3</u>
MATH 4000 Theory of Probability OR	3		
MATH 4020 Statics for Science and Eng. II			
MATH 4080 Topics in Geometry	3		
MATH 4530 Advanced Calculus I	<u>3</u>		
	15		12
			<b>123 Total Semester Hours</b>

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

<sup>2</sup>Selects from courses in ASTR, BIOL, CH, GEOL, PHYS

<sup>3</sup>ENGL 1900, 2120, 2130, 2140, 2150, 2210

<sup>4</sup>EDSC 4260, and EDLT 4980 must be taken concurrently prior to the teaching internship. Offered fall semester only.

<sup>5</sup>EDSC 4460 and 4560 must be taken concurrently. Offered spring semester only



CLEMSON UNIVERSITY  
Mathematics Teaching  
Bachelor of Science

**2016-2017 Curriculum Plan**

Eugene T. Moore School of Education – 102 Old Main – Clemson, SC 29634 – 864-656-7656  
<http://www.clemson.edu/hehd/departments/education/>

FRESHMAN YEAR			
Fall Semester		Spring Semester	
CH 1050 Chemistry in Context I OR CH 1060 Chemistry in Context II	4	ENGL 1030 Accelerated Composition	3
ED 1050 Orientation to Education	2	MATH 1080 Calculus of One Variable II	4
MATH 1060 Calculus of One Variable	4	PHYS 1220 Physics with Calculus I	3
PHIL 1020 Introduction to Logic	3	PHYS 1240 Physics Lab I	1
Cross-Cultural Awareness Requirement <sup>1</sup>	3	Science Requirement <sup>2</sup>	3
CU 1000	0		
	16		14
SOPHOMORE YEAR			
Fall Semester		Spring Semester	
COMM 1500 Intro. to Human Communication OR COMM 2500 Public Speaking	3	Economics Requirement <sup>4</sup>	3
EDSC 2260 A Prof. Approach to Secondary Algebra	3	EDF 3020 Educational Psychology	3
MATH 2060 Calculus of Several Variables	4	MATH 2080 Intro. to Ordinary Differential Equations	4
PHYS 2210 Physics with Calculus II	3	MATH 3110 Linear Algebra	3
PHYS 2230 Physics Lab II	1	MATH 3190 Introduction to Proofs	3
Arts and Humanities (Literature) Requirement <sup>3</sup>	3		
	17		16
JUNIOR YEAR			
Fall Semester		Spring Semester	
EDF 3010 Principles of American Education	3	EDF 3350 Adolescent Growth and Development	3
EDLT 4800 Foundations of Adolescent Literacy	3	EDSC 4370 Technology in Secondary Math	3
EDSC 3260 Practicum in Secondary Math.	3	EDSP 3700 Introduction to Special Education	3
MATH 3020 Statistics for Science and Engineering	3	MATH 3080 College Geometry	3
History Requirement <sup>5</sup>	3	MATH 4120 Introduction to Modern Algebra	3
Science Requirement <sup>2</sup>	3		
	18		15
SENIOR YEAR			
Fall Semester		Spring Semester	
EDSC 4260 Teaching Secondary Mathematics <sup>6</sup>	3	EDSC 4460 Teaching Internship in Secondary Mathematics <sup>7</sup>	9
EDLT 4980 Secondary Content Area Reading <sup>6</sup>	3	EDSC 4560 Secondary Math. Capstone Seminar <sup>7</sup>	3
MATH 4000 Theory of Probability OR MATH 4020 Statics for Science and Eng. II	3		
MATH 4080 Topics in Geometry	3		
MATH 4530 Advanced Calculus I	3		
	15		12
			<b>123 Total Semester Hours</b>

<sup>1</sup>See General Education Requirements. Must choose a non-history Cross-Cultural Awareness requirement.

<sup>2</sup>Selects from courses in ASTR, BIOL, CH, GEOL, PHYS

<sup>3</sup>ENGL 2120, 2130, 2140, 2150

<sup>4</sup>Must choose from ECON 2000, 2110, or 2120.

<sup>5</sup>Must choose from HIST 1010, 1020, 1720, 1730, or 1930.

<sup>6</sup>EDSC 4260, and EDLT 4980 must be taken concurrently prior to the teaching internship. Offered fall semester only.

<sup>7</sup>EDSC 4460 and 4560 must be taken concurrently. Offered spring semester only

## General Education Checklist

Major Name: Mathematics Teaching

### Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)
English Composition	<input type="radio"/>	<input checked="" type="radio"/>	ENGL 103
Oral Communication	<input type="radio"/>	<input checked="" type="radio"/> COMM 1500 or COMM 2500	<input type="radio"/>
Academic & Professional Development	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> ED 1050
Mathematics	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> MATH 1060
Natural Science with no lab	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Natural Science with lab	<input type="radio"/>	<input type="radio"/> CH 1050 or CH 1060	<input type="radio"/>
Math or Natural Science	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> MATH 1080
Arts & Humanities (Literature)	<input type="radio"/>	<input type="radio"/> ENGL 2120, 2130, 2140, or 2150	<input type="radio"/>
Arts & Humanities (Non-Literature)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> PHIL 1020
Social Sciences	<input type="radio"/>	<input type="radio"/> HIST 1010, 1020, 1720, 1730, or 1930 AND ECON 2000, 2110, or 2120	<input type="radio"/>
Cross-Cultural Awareness	<input type="radio"/>	<input type="radio"/> Must choose a non-history CCA	<input type="radio"/>
Science and Tech. in Society	<input type="radio"/>	<input type="radio"/> CH 1050 or CH 1060	<input type="radio"/>

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

COMM 1500 or COMM 2500

### Implementation Plan & Assessment

#### Distributed Competencies

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

#### Ethical Judgement Integration Plan

Address competencies, implementation, and assessment

The Moore School of Education Conceptual Framework concerns ethical judgment under the Caring aspect. ED 1050 has a class discussion on ethics. In EDSC 4260, students must demonstrate that they provide opportunities to learn. In EDF 3020, bias and validity issues relative to testing are studied via case studies. In EDF 3350, consistency and fairness are essential as students study classroom management, including reflecting on future management styles. Prospective teachers how to: a) treat students fairly and with respect, b) establish routines, rules, and consequences to create a safe, secure classroom, and c) provide students with full-time instruction. Students learn that they have an ethical obligation to know their subject matter, prepare each class, and be committed to professional standards and institutional objectives. Finally, as part of EDSC 4460 and 4560, students are required to demonstrate, via their portfolios, that they are capable of dealing ethically with all students. This portfolio includes their Philosophy of Education, which addresses ethical decisions. On the final evaluation for their Student Teaching experience, all candidates are evaluated by the university supervisor and cooperating teacher on whether they are "committed to ethical and democratic dispositions including respecting the rights and responsibilities of all and recognizing diverse points of view." Each candidate is also evaluated at to whether he/she "acts in accord with the rights and responsibilities of all, is sensitive to developmental, social, and cultural differences, and encourages a democratic culture. Scores include 1 (Unsatisfactory), 2(Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Students who are not effective in this area cannot be successful as teachers, and thus would not be recommended for certification. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. Any student who is deemed Unsatisfactory in any area is counseled and given the opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSC 3260, 4260, and 4560, and make modifications to ensure that the area is addressed more fully.

#### Communication Integration Plan

Address competencies, implementation, and assessment

Communication is at the heart of effective teaching. In EDSC 3260, all students must compose and teach two lesson plans to middle school or high school students. In EDSC 4260, they create and teach in the schools at least three additional lessons as well as create a unit plan. During EDSEC 4460, students create an additional unit plan that is taught during their student teaching. In addition, they must create a digital portfolio that is shared with the university supervisor and cooperating teacher. These few examples of many show the critical role that written and oral communication plays

in the education of our students. The culminating evaluation on effective communication is conducted jointly by the University Supervisor and the Cooperating Teacher at the conclusion of the student teaching semester. One specific item evaluates whether the 'candidate communicates effectively through a variety of representations (spoken, written, and digital).' Scores include 1 (Unsatisfactory), 2 (Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Students who are not effective in this area cannot be successful as teachers, and thus would not be recommended for certification. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSC 3260, 4260, and 4560, and make modifications to ensure that we provide students adequate instruction, preparation, and experiences to improve their communication skills.

### Critical Thinking Integration Plan

Address competencies, implementation, and assessment

Critical thinking is at the core of mathematics education both from the perspective of the National Science Teachers Association and CAEP—our accrediting organizations. In EDF 3020, students integrate theories of learning, motivation, classroom management, and assessment. They also analyze classroom-based case studies for problems and possible solutions. In EDF 3350, prospective teachers learn that the key to "critical thinking" is thorough and well-integrated factual knowledge about one's discipline. Critical thinking is further assessed via the PRAXIS II which tests students' knowledge and skills in mathematics content. Student progress relative to critical thinking is assessed using the following scoring: 1 (Unsatisfactory), 2 (Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. Any student who is deemed Unsatisfactory in any area is counseled and given the opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSC 3260, 4260, and 4560, and make modifications to ensure that the area is addressed more fully. In measuring content knowledge, students who do not pass PRAXIS II according to the national cut score will likewise be counseled to help guide improvement. We are required to achieve at least an 80% pass rate on PRAXIS II with our students according to NCATE (our accreditation body). Therefore, if we ever earned below 80% for the pass rate, then we need to revisit the coursework, assignments, and instruction until this is corrected.

#### Form

User ID: sche Name: Stacy Che  
Date: 10/09/2015 Number: 12282

	11/2/15
Chair, Department Curriculum Committee	Date
	11/20/15
Department Chair	Date
	11/16/15
Chair, College Curriculum Committee	Date
	11/20/15
College Dean	Date
Director, Calhoun Honors College	Date
	12/4/2015
Chair, Undergraduate Curriculum Committee	Date
Chair, Graduate Curriculum Committee	Date
	4/8/16
Provost	Date
President	Date

**Change Major**

Major Name: Secondary Education

Degree: Bachelor of Arts

Effective Catalog Year: 2016-2017

☐ Change Major Name to: SECE☐ Change Degree to: Bachelor of Arts☒ Change Curriculum Requirements☒ Change General Education Requirements☐ Add, Change, or Delete Concentration(s)☐ Add, Change, or Delete Emphasis Area(s)

Curriculum Map: Secondary Math BA Proposed Changes-20150927153132.pdf

Description: Current and Proposed Secondary Math BA Changes

Additional  
Information:

Description:

**Summary/Explanation**


The State Department of Education has increased the number of literacy hours from 3 to 6, so we are replacing EDF 4800 with EDLT 4800. In order to ensure students in this major can enroll in the required General Education hours, we have expanded our formerly restrictive choices in many General Education options. We have also ensured that students cannot "double-dip" for too many General Education courses.

**Form**

User ID: sche Name: Stacy Che

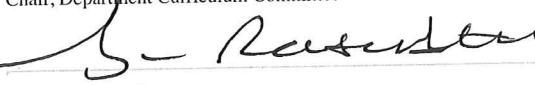
Date: 09/27/2015 Number:

## Major - Curriculum &amp; Course Change System

  
Chair, Department Curriculum Committee


11/2/15

Date

  
Department Chair


11/20/15

Date

  
Chair, College Curriculum Committee

11/16/15

Date

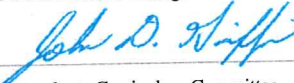
  
College Dean

11/20/15

Date

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

Date

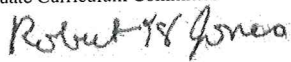
  
Chair, Undergraduate Curriculum Committee

12/4/2015

Date

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

Date



4/8/16

Provost

Date

\_\_\_\_\_  
President

Date

CLEMSON UNIVERSITY  
Secondary Education  
Teaching Area: Mathematics  
Bachelor of Arts

2015-2016 Curriculum Plan

Eugene T. Moore School of Education – 102 Tillman Hall – Clemson, SC 29634 – 864-656-7656  
<http://www.clemson.edu/hehd/departments/education/>

FRESHMAN YEAR			
Fall Semester		Spring Semester	
ED 1050 Orientation to Education	2	HIST 1020 History of the US	3
ENGL 1030 Accelerated Composition	3	MATH 1080 Calculus of One Variable II	4
MATH 1060 Calculus of One Variable	4	PHIL 1020 Introduction to Logic	3
Foreign Language Requirement <sup>1</sup>	3	PHYS 1220 Physics with Calculus I	3
Natural Science Requirement <sup>2</sup>	4	PHYS 1240 Physics Laboratory I	1
CU 1000	0	Foreign Language Requirement <sup>1</sup>	3
	16		17
SOPHOMORE YEAR			
Fall Semester		Spring Semester	
ECON 2000 Economic Concepts OR	3	EDF 3020 Educational Psychology	3
ECON 2110 Principles of Microeconomics			
EDSC 2260 A Prof. Approach to Secondary Algebra	3	MATH 2080 Intro. to Ordinary Differential Equations	4
MATH 2060 Calculus of Several Variables	4	MATH 3110 Linear Algebra	3
MATH 2500 Intro. To Mathematical Sciences	1	MATH 3190 Introduction to Proofs	3
Arts and Humanities (Literature) Requirement <sup>3</sup>	3	Cross-Cultural Awareness Requirement <sup>2</sup>	3
Computer Science Requirement <sup>4</sup>	3		
	17		16
JUNIOR YEAR			
Fall Semester		Spring Semester	
EDF 3010 Principles of American Education	3	EDF 3350 Adolescent Growth and Development	3
EDF 4800 Foundations of Digital Media and learning	3	EDSP 3700 Introduction to Special Education	3
EDSC 3260 Practicum in Secondary Math.	3	EDSC 4370 Technology in Secondary Math	3
MATH 3020 Statistics for Science and Engineering	3	MATH 3080 College Geometry	3
MATH 4000 Theory of Probability	3	MATH 4120 Introduction to Modern Algebra	3
	15		15
SENIOR YEAR			
Fall Semester		Spring Semester	
COMM 2500 Public Speaking	3	EDSC 4460 Teaching Internship in Secondary Mathematics <sup>6</sup>	9
EDLT 4980 Secondary Content Area Reading <sup>5</sup>	3	EDSC 4560 Secondary Math. Capstone Seminar <sup>6</sup>	3
EDSC 4260 Teaching Secondary Mathematics <sup>5</sup>	3		
MATH 4080 Topics in Geometry	3		
MATH 4530 Advanced Calculus I	3		
	15		12
			<b>123 Total Semester Hours</b>

<sup>1</sup>Two semesters (through 2020) in any modern foreign language (including American Sign Language) are required.

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

<sup>3</sup>ENGL 2120, 2130, 2140 or 2150.

<sup>4</sup>CPSC 1010, 1110, 1150, 1610 or 2200.

<sup>5</sup>EDSC 4260, and EDLT 4980 must be taken concurrently prior to the teaching internship. Offered fall semester only.

<sup>6</sup>EDSC 4460 and 4560 must be taken concurrently. Offered spring semester only.

CLEMSON UNIVERSITY  
Secondary Education  
Teaching Area: Mathematics  
Bachelor of Arts

2016-2017 Curriculum Plan

Eugene T. Moore School of Education – 102 Old Main – Clemson, SC 29634 – 864-656-7656  
<http://www.clemson.edu/hehd/departments/education/>

FRESHMAN YEAR			
Fall Semester		Spring Semester	
ED 1050 Orientation to Education	2	History Requirement <sup>3</sup>	3
ENGL 1030 Accelerated Composition	3	MATH 1080 Calculus of One Variable II	4
MATH 1060 Calculus of One Variable	4	PHIL 1020 Introduction to Logic	3
Foreign Language Requirement <sup>1</sup>	3	PHYS 1220 Physics with Calculus I	3
Natural Science Requirement <sup>2</sup>	4	PHYS 1240 Physics Laboratory I	1
CU 1000	0	Foreign Language Requirement <sup>1</sup>	3
	16		17
SOPHOMORE YEAR			
Fall Semester		Spring Semester	
Economics Requirement <sup>4</sup>	3	EDF 3020 Educational Psychology	3
EDSC 2260 A Prof. Approach to Secondary Algebra	3	MATH 2080 Intro. to Ordinary Differential Equations	4
MATH 2060 Calculus of Several Variables	4	MATH 3110 Linear Algebra	3
MATH 2500 Intro. To Mathematical Sciences	1	MATH 3190 Introduction to Proofs	3
Arts and Humanities (Literature) Requirement <sup>5</sup>	3	Cross-Cultural Awareness Requirement <sup>2</sup>	3
Computer Science Requirement <sup>6</sup>	3		
	17		16
JUNIOR YEAR			
Fall Semester		Spring Semester	
EDF 3010 Principles of American Education	3	EDF 3350 Adolescent Growth and Development	3
EDLT 4800 Foundations in Adolescent Literacy	3	EDSP 3700 Introduction to Special Education	3
EDSC 3260 Practicum in Secondary Math.	3	EDSC 4370 Technology in Secondary Math	3
MATH 3020 Statistics for Science and Engineering	3	MATH 3080 College Geometry	3
MATH 4000 Theory of Probability	3	MATH 4120 Introduction to Modern Algebra	3
	15		15
SENIOR YEAR			
Fall Semester		Spring Semester	
COMM 1500 Intro to Human Communication OR	3	EDSC 4460 Teaching Internship in Secondary Mathematics <sup>8</sup>	9
COMM 2500 Public Speaking		EDSC 4560 Secondary Math. Capstone Seminar <sup>8</sup>	3
EDLT 4980 Secondary Content Area Reading <sup>7</sup>	3		
EDSC 4260 Teaching Secondary Mathematics <sup>7</sup>	3		
MATH 4080 Topics in Geometry	3		
MATH 4530 Advanced Calculus I	3		
	15		12
			<b>123 Total Semester Hours</b>

<sup>1</sup>Two semesters (through 2020) in any modern foreign language (including American Sign Language) are required.

<sup>2</sup>See General Education Requirements. Must choose a natural science with lab that also meets the STS General Education requirement (like CH 1050 or CH 1060). Must choose a non-history Cross-Cultural Awareness requirement.

<sup>3</sup>Must choose from HIST 1010, 1020, 1720, 1730, or 1930.

<sup>4</sup>Must choose from ECON 2000, 2110, or 2120.

<sup>5</sup>ENGL 2120, 2130, 2140 or 2150.

<sup>6</sup>CPSC 1010, 1110, 1150, 1610 or 2200.

<sup>7</sup>EDSC 4260, and EDLT 4980 must be taken concurrently prior to the teaching internship. Offered fall semester only.

<sup>8</sup>EDSC 4460 and 4560 must be taken concurrently. Offered spring semester only.

## General Education Checklist

Major Name: Secondary Education

### Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)
English Composition	<input type="radio"/>	<input checked="" type="radio"/> COMM 1500 or COMM 2500	ENGL 103
Oral Communication	<input type="radio"/>		<input checked="" type="radio"/> ED 1050
Academic & Professional Development	<input type="radio"/>		<input checked="" type="radio"/> MATH 1060
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Natural Science with no lab	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Natural Science with lab	<input type="radio"/>	Must also meet the STS requirement (like CH 1050 or CH 1060)	<input type="radio"/>
Math or Natural Science	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> MATH 1080
Arts & Humanities (Literature)	<input type="radio"/>	<input type="radio"/> ENGL 2120, 2130, 2140, or 2150	<input type="radio"/>
Arts & Humanities (Non-Literature)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/> PHIL 1020
Social Sciences	<input type="radio"/>	HIST 1010, 1020, 1720, 1730, or 1930 AND ECON 2000, 2110, or 2120	<input type="radio"/>
Cross-Cultural Awareness	<input type="radio"/>	<input type="radio"/> Must choose a non-history CCA	<input type="radio"/>
Science and Tech. in Society	<input type="radio"/>	<input type="radio"/> Must also satisfy the Natural Science with Lab requirement	<input type="radio"/>

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

COMM 1500 or COMM 2500

### Implementation Plan & Assessment

#### Distributed Competencies

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

#### Ethical Judgement Integration Plan

Address competencies, implementation, and assessment

The Moore School of Education Conceptual Framework concerns ethical judgment under the Caring aspect. ED 1050 has a class discussion on ethics. In EDSC 4260, students must demonstrate that they provide opportunities to learn. In EDF 3020, bias and validity issues relative to testing are studied via case studies. In EDF 3350, consistency and fairness are essential as students study classroom management, including reflecting on future management styles. Prospective teachers how to: a) treat students fairly and with respect, b) establish routines, rules, and consequences to create a safe, secure classroom, and c) provide students with full-time instruction. Students learn that they have an ethical obligation to know their subject matter, prepare each class, and be committed to professional standards and institutional objectives. Finally, as part of EDSC 4460 and 4560, students are required to demonstrate, via their portfolios, that they are capable of dealing ethically with all students. This portfolio includes their Philosophy of Education, which addresses ethical decisions. On the final evaluation for their Student Teaching experience, all candidates are evaluated by the university supervisor and cooperating teacher on whether they are "committed to ethical and democratic dispositions including respecting the rights and responsibilities of all and recognizing diverse points of view." Each candidate is also evaluated at to whether he/she "acts in accord with the rights and responsibilities of all, is sensitive to developmental, social, and cultural differences, and encourages a democratic culture. Scores include 1 (Unsatisfactory), 2(Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Students who are not effective in this area cannot be successful as teachers, and thus would not be recommended for certification. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. Any student who is deemed Unsatisfactory in any area is counseled and given the opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSC 3260, 4260, and 4560, and make modifications to ensure that the area is addressed more fully.

#### Communication Integration Plan

Address competencies, implementation, and assessment

Communication is at the heart of effective teaching. In EDSC 3260, all students must compose and teach two lesson plans to middle school or high school students. In EDSC 4260, they create and teach in the schools at least three additional lessons as well as create a unit plan. During EDSC 4460, students create an additional unit plan that is taught during their student teaching. In addition, they must create a digital portfolio that is shared



with the university supervisor and cooperating teacher. These few examples of many show the critical role that written and oral communication plays in the education of our students. The culminating evaluation on effective communication is conducted jointly by the University Supervisor and the Cooperating Teacher at the conclusion of the student teaching semester. One specific item evaluates whether the 'candidate communicates effectively through a variety of representations (spoken, written, and digital).' Scores include 1 (Unsatisfactory), 2 (Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Students who are not effective in this area cannot be successful as teachers, and thus would not be recommended for certification. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSC 3260, 4260, and 4560, and make modifications to ensure that we provide students adequate instruction, preparation, and experiences to improve their communication skills.





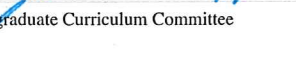
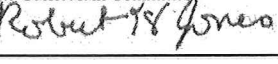
### Critical Thinking Integration Plan

Address competencies, implementation, and assessment

Critical thinking is at the core of mathematics education both from the perspective of the National Science Teachers Association and CAEP—our accrediting organizations. In EDF 3020, students integrate theories of learning, motivation, classroom management, and assessment. They also analyze classroom-based case studies for problems and possible solutions. In EDF 3350, prospective teachers learn that the key to "critical thinking" is thorough and well-integrated factual knowledge about one's discipline. Critical thinking is further assessed via the PRAXIS II which tests students' knowledge and skills in mathematics content. Student progress relative to critical thinking is assessed using the following scoring: 1 (Unsatisfactory), 2 (Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. Any student who is deemed Unsatisfactory in any area is counseled and given the opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSC 3260, 4260, and 4560, and make modifications to ensure that the area is addressed more fully. In measuring content knowledge, students who do not pass PRAXIS II according to the national cut score will likewise be counseled to help guide improvement. We are required to achieve at least an 80% pass rate on PRAXIS II with our students according to NCATE (our accreditation body). Therefore, if we ever earned below 80% for the pass rate, then we need to revisit the coursework, assignments, and instruction until this is corrected.

#### Form

User ID: sche Name: Stacy Che  
Date: 10/09/2015 Number: 12282

	11/2/15
Chair, Department Curriculum Committee	Date
	11/20/15
Department Chair	Date
	11/16/15
Chair, College Curriculum Committee	Date
	11/20/15
College Dean	Date
	12/4/2015
Director, Calhoun Honors College	Date
	
Chair, Undergraduate Curriculum Committee	Date
	4/8/16
Chair, Graduate Curriculum Committee	Date
Provost	Date
President	Date

**Change Major**

Major Name: Science Teaching

Degree: Bachelor of Arts

Effective Catalog Year: 2016-2017

- ☐ Change Major Name to: STCH
- ☐ Change Degree to: Bachelor of Arts
- ☒ Change Curriculum Requirements
- ☐ Change General Education Requirements
- ☐ Add, Change, or Delete Concentration(s)
- ☐ Add, Change, or Delete Emphasis Area(s)

Curriculum Map: Proposed Physics BA  
2016-2017-20150914204316.pdfDescription: Proposed 2016-17 Science  
Teaching\_Phys BAAdditional  
Information:  
Description:**Summary/Explanation**

Due to changing requirements mandated by the SC State Department of Education, our majors now require a general literacy course. We are replacing EDF 4800 with EDLT 4800. We need students to take EDLT 4800 in 1st semester junior year because they will be in a field placement that semester. Therefore, we switched it with ASTR 1010. In addition, PHYS 3150 or MATH 3600 was added to 1st semester junior year so that our students have a computational course as requested by the physics faculty. The total degree hours of this program was increased by three hours to 132-134 hours.

**Rationale for Change Major**

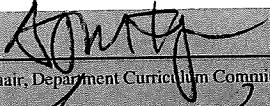
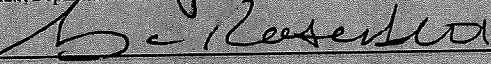
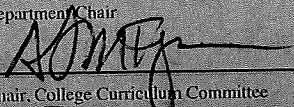

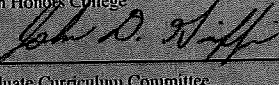

- ☒ Strengthen Program Requirement(s)
- ☐ Alignment of Student Learning Outcomes
- ☐ Alternative Delivery of Content
- ☐ Improve Time to Degree
- ☒ Evolution of the Discipline
- ☐ Changing Prerequisites
- ☐ Address DWF Rates
- ☐ General Education Modifications
- ☐ Other (Please specify.)

**Form**

User ID: mcook Name: Michelle Cook

Date: 09/14/2015 Number:



	11/2/15	Date
Chair, Department Curriculum Committee		
	11/20/15	Date
Department Chair		
	11/16/15	Date
Chair, College Curriculum Committee		
	11/21/15	Date
College Dean		
Director, Calhoun Honors College		
	12/4/2015	Date
Chair, Undergraduate Curriculum Committee		
Chair, Graduate Curriculum Committee		
	4/8/16	Date
Robert R. Jones		
Provost		
President		
test		

## Proposed 2016-2017

## TEACHING AREA: PHYSICS

## Bachelor of Arts

## Freshman Year

## First Semester

- 4 - CH 1010 General Chemistry
  - 2 - ED 105 Orientation to Education
  - 3 - ENGL 1030 Accelerated Composition
  - 4 - MATH 1060 Calculus of One Variable I
  - 3 - PHYS 1220 Physics with Calculus I
  - 1 - PHYS 1240 Physics Laboratory I
- 

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## Second Semester

- 4 - CH 1020 General Chemistry
  - 4 - MATH 1080 Calculus of One Variable II
  - 3 - PHYS 2210 Physics with Calculus II
  - 1 - PHYS 2230 Physics Laboratory II
  - 3 - Arts and Humanities (Non-Lit.) Requirement<sup>1</sup>
  - 3 - Oral Communication Requirement<sup>1</sup>
- 

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## Sophomore Year

## First Semester

- 5 - BIOL 1100 Principles of Biology I or
    - 3 - BIOL 1030 General Biology I and
    - 1 - BIOL 1050 General Biology I Lab.
  - 4 - MATH 2060 Calculus of Several Variables
  - 3 - PHYS 2220 Physics with Calculus III
  - 3 - PHYS 3250 Experimental Physics I
- 

14-15

## Second Semester

- 3 - ASTR 1010 Solar System Astronomy
  - 5 - BIOL 1110 Principles of Biology II or
    - 3 - BIOL 1040 General Biology II and
    - 1 - BIOL 1060 General Biology II Lab.
  - 3 - EDF 3010 Principles of American Education
  - 4 - MATH 2080 Intro. to Ordinary Diff. Equations
  - 3 - Social Science Requirement<sup>1</sup>
- 

17-18

## Junior Year

## First Semester

- 3 - CH 3300 Intro. to Physical Chemistry or
  - 3 - CH 3310 Physical Chemistry or
- 3 - EDLT 4800 Foundations in Adolescent Literacy
- 3 - EDSC 3270 Practicum in Secondary Science

- 3 - PHYS 3210 Mechanics I
  - 3 - PHYS 3150 Computational Physics *or*
  - 3 - MATH 3600 Mathematics Computing
  - 3 - Foreign Language Requirement<sup>2</sup>
- 

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**Second Semester**

- 3 - BIOL (EDSC) 4820 Lab. Techniques for Teaching Sci.
  - 3 - EDF 3020 Educational Psychology
  - 3 - EDF 3350 Adolescent Growth and Develop.
  - 3 - MATH 4340 Advanced Engineering Math. *or*
  - 3 - PHYS 3110 Intro. to the Methods of Theoretical Physics
  - 3 - Foreign Language Requirement<sup>2</sup>
  - 3 - Social Science Requirement<sup>1</sup>
- 

18

**Senior Year****First Semester**

- 3 - EDSC 4270 Teaching Secondary Science<sup>3</sup>
  - 3 - EDLT 4980 Secondary Content Area Reading<sup>3</sup>
  - 3 - PHYS 4410 Electromagnetics I
  - 3 - PHYS 4550 Quantum Physics I
  - 3 - Arts and Humanities (Literature) Requirement<sup>1</sup>
- 

15

**Second Semester**

- 3 - EDSP 3700 Introduction to Special Education
  - 9 - EDSC 4470 Teaching Internship in Secondary Science<sup>4</sup>
  - 3 - EDSC 4570 Sec. Science Capstone Seminar<sup>4</sup>
- 

15

132-134 Total Semester Hours

<sup>1</sup>See General Education Requirements. Six of these credit hours must also satisfy the Cross-Cultural Awareness and Science and Technology in Society General Education Requirements.

<sup>2</sup>Two semesters (through 2020) in any modern foreign language or American Sign Language.

<sup>3</sup>To be taken the semester prior to EDSC 4470 and 4570. EDSC 4270 and EDLT 4980 must be taken concurrently.

<sup>4</sup>EDSC 4470 and 4570 must be taken concurrently. Offered during spring semester only.

## Current 2015-16

## TEACHING AREA: PHYSICS

## Bachelor of Arts

## Freshman Year

## First Semester

- 4 - CH 1010 General Chemistry
  - 2 - ED 105 Orientation to Education
  - 3 - ENGL 1030 Accelerated Composition
  - 4 - MATH 1060 Calculus of One Variable I
  - 3 - PHYS 1220 Physics with Calculus I
  - 1 - PHYS 1240 Physics Laboratory I
- 

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## Second Semester

- 4 - CH 1020 General Chemistry
  - 4 - MATH 1080 Calculus of One Variable II
  - 3 - PHYS 2210 Physics with Calculus II
  - 1 - PHYS 2230 Physics Laboratory II
  - 3 - Arts and Humanities (Non-Lit.) Requirement<sup>1</sup>
  - 3 - Oral Communication Requirement<sup>1</sup>
- 

18

## Sophomore Year

## First Semester

- 5 - BIOL 1100 Principles of Biology I *or*
  - 3 - BIOL 1030 General Biology I *and*
  - 1 - BIOL 1050 General Biology I Lab.
  - 4 - MATH 2060 Calculus of Several Variables
  - 3 - PHYS 2220 Physics with Calculus III
  - 3 - PHYS 3250 Experimental Physics I
- 

14-15

## Second Semester

- 5 - BIOL 1110 Principles of Biology II *or*
  - 3 - BIOL 1040 General Biology II *and*
  - 1 - BIOL 1060 General Biology II Lab.
  - 3 - EDF 3010 Principles of American Education
  - 3 - EDF 4800 Foundations of Digital Media and Learning
  - 4 - MATH 2080 Intro. to Ordinary Diff. Equations
  - 3 - Social Science Requirement<sup>1</sup>
- 

17-18

## Junior Year

## First Semester

- 3 - ASTR 101 Solar System Astronomy
- 3 - CH 3300 Intro. to Physical Chemistry *or*
- 3 - CH 3310 Physical Chemistry

- 3 - EDSC 3270 Practicum in Secondary Science
  - 3 - PHYS 3210 Mechanics I
  - 3 - Foreign Language Requirement<sup>2</sup>
- 

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**Second Semester**

- 3 - BIOL (EDSC) 4820 Lab. Techniques for Teaching Sci.
  - 3 - EDF 3020 Educational Psychology
  - 3 - EDF 3350 Adolescent Growth and Develop.
  - 3 - MATH 4340 Advanced Engineering Math. *or*
  - 3 - PHYS 3110 Intro. to the Methods of Theoretical Physics
  - 3 - Foreign Language Requirement<sup>2</sup>
  - 3 - Social Science Requirement<sup>1</sup>
- 

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**Senior Year****First Semester**

- 3 - EDSC 4270 Teaching Secondary Science<sup>3</sup>
  - 3 - EDLT 4980 Secondary Content Area Reading<sup>3</sup>
  - 3 - PHYS 4410 Electromagnetics I
  - 3 - PHYS 4550 Quantum Physics I
  - 3 - Arts and Humanities (Literature) Requirement<sup>1</sup>
- 

15

**Second Semester**

- 3 - EDSP 3700 Introduction to Special Education
  - 9 - EDSC 4470 Teaching Internship in Secondary Science<sup>4</sup>
  - 3 - EDSC 4570 Sec. Science Capstone Seminar<sup>4</sup>
- 

15

129-131 Total Semester Hours

<sup>1</sup>See General Education Requirements. Six of these credit hours must also satisfy the Cross-Cultural Awareness and Science and Technology in Society General Education Requirements.

<sup>2</sup>Two semesters (through 2020) in any modern foreign language or American Sign Language.

<sup>3</sup>To be taken the semester prior to EDSC 4470 and 4570. EDSC 4270 and EDLT 4980 must be taken concurrently.

<sup>4</sup>EDSC 4470 and 4570 must be taken concurrently. Offered during spring semester only.



## General Education Checklist

Major Name: Science Teaching

### Specific General Education Requirements

Requirement	Select from Gen Ed List	Select from Restricted Gen Ed List	Specific Course(s)
English Composition	<input checked="" type="radio"/>	<input type="radio"/>	ENGL 103
Oral Communication	<input type="radio"/>	<input type="radio"/>	CH 1520, CH 4520, EDSC 3270, EDSC 4270, EDSC 4470, EDSC 4570
Academic & Professional Development	<input type="radio"/>	<input type="radio"/>	ED 1050
Mathematics	<input type="radio"/>	<input type="radio"/>	MATH 1060
Natural Science with no lab	<input type="radio"/>	<input type="radio"/>	BIOL 103 or BIOL 1110
Natural Science with lab	<input type="radio"/>	<input type="radio"/>	PHYS 1220 and PHYS 1240
Math or Natural Science	<input type="radio"/>	<input type="radio"/>	CH 1010 or 1020
Arts & Humanities (Literature)	<input checked="" type="radio"/>	<input type="radio"/>	
Arts & Humanities (Non-Literature)	<input checked="" type="radio"/>	<input type="radio"/>	
Social Sciences	<input type="radio"/>	<input type="radio"/>	GEOG 1030 or ANTH 2010 and HIST 1220 or HIST 1240
Cross-Cultural Awareness	<input type="radio"/>	<input type="radio"/>	GEOG 1030 or ANTH 2010
Science and Tech. in Society	<input type="radio"/>	<input type="radio"/>	HIST 1220 or HIST 12400

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

### Implementation Plan & Assessment

#### Distributed Competencies

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

#### Ethical Judgement Integration Plan

Address competencies, implementation, and assessment

The Moore School of Education Conceptual Framework concerns ethical judgment under the Caring aspect. ED 1050 has a class discussion on ethics. In EDSEC 4270, students must demonstrate that they provide opportunities to learn. In EDP 3020, bias and validity issues relative to testing are studied via case studies. In ED F 3350, consistency and fairness are essential as students study classroom management, including reflecting on future management styles. Prospective teachers how to: a) treat students fairly and with respect, b) establish routines, rules, and consequences to create a safe, secure classroom, and c) provide students with full-time instruction. Students learn that they have an ethical obligation to know their subject matter, prepare each class, and be committed to professional standards and institutional objectives. Finally, as part of EDSEC 4470 and 4570, students are required to demonstrate, via their portfolios, that they are capable of dealing ethically with all students. This portfolio includes their Philosophy of Education, which addresses ethical decisions. On the final evaluation for their Student Teaching experience, all candidates are evaluated by the university supervisor and cooperating teacher on whether they are "committed to ethical and democratic dispositions including respecting the rights and responsibilities of all and recognizing diverse points of view." Each candidate is also evaluated as to whether he/she "acts in accord with the rights and responsibilities of all, is sensitive to developmental, social, and cultural differences, and encourages a democratic culture. Scores include 1 (Unsatisfactory), 2 (Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Students who are not effective in this area cannot be successful as teachers, and thus would not be recommended for certification. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. Any student who is deemed Unsatisfactory in any area is counseled and given the opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSEC 3270, 4270, and 4570, and make modifications to ensure that the area is addressed more fully.

#### Communication Integration Plan

Address competencies, implementation, and assessment

Communication is at the heart of effective teaching. In EDSEC 3270, all students must compose and teach three lesson plans to middle school or high school students. In EDSEC 4270, they create and teach in the schools at least three additional lessons as well as create a unit plan. During EDSEC 4470, students create an additional unit plan that is taught during their student teaching. In addition, they must create a digital portfolio that is shared with the university supervisor and cooperating teacher. These few examples of many show the critical role that written and oral



communication plays in the education of our students. The culminating evaluation on effective communication is conducted jointly by the University Supervisor and the Cooperating Teacher at the conclusion of the student teaching semester. One specific item evaluates whether the 'candidate communicates effectively through a variety of representations (spoken, written, and digital).' Scores include 1 (Unsatisfactory), 2 (Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Students who are not effective in this area cannot be successful as teachers, and thus would not be recommended for certification. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSEC 3270, 4270, and 4570, and make modifications to ensure that we provide students adequate instruction, preparation, and experiences to improve their communication skills.

### Critical Thinking Integration Plan

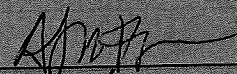


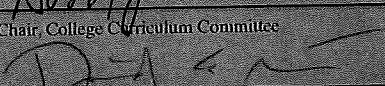
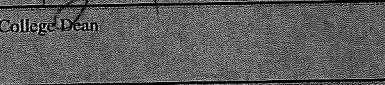
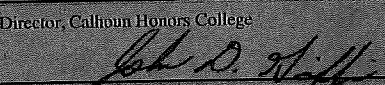
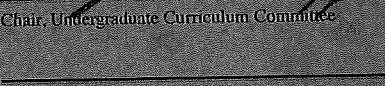
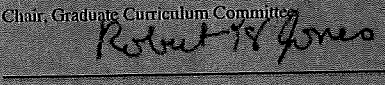

Address competencies, implementation, and assessment

Critical thinking is at the core of science education both from the perspective of the National Science Teachers Association and NCATE—our accrediting organizations. Specifically, inquiry-based instruction and nature of science are two of the eight foundational standards for science education according to NSTA. Both of these standards can be attained through rigorous critical thinking. Within all science courses, these skills are emphasized, but EDSEC 3270, 4270, 4570 have specific assignments that require students to prepare, teach, and then analyze instruction that facilitates critical thinking via inquiry and nature of science. In ED F 3020, students integrate theories of learning, motivation, classroom management, and assessment. They also analyze classroom-based case studies for problems and possible solutions. In EDF 3350, prospective teachers learn that the key to "critical thinking" is thorough and well-integrated factual knowledge about one's discipline. Critical thinking is further assessed via the PRAXIS II which tests students' knowledge and skills in science content. Student progress relative to critical thinking is assessed using the following scoring: 1 (Unsatisfactory), 2 (Developing), 3 (Proficient), and 4 (Distinguished). These scores are shared and discussed with the candidates. Our faculty monitors the results from all students to ensure that we adequately address these issues with all students. Any student who is deemed Unsatisfactory in any area is counseled and given the opportunity to respond. If more than 10% of students are deemed Unsatisfactory in any area, faculty will review course preparation, particularly in EDSEC 3270, 4270, and 4570, and make modifications to ensure that the area is addressed more fully. In measuring content knowledge, students who do not pass PRAXIS II according to the national cut score will likewise be counseled to help guide improvement. We are required to achieve at least an 80% pass rate on PRAXIS II with our students according to NCATE (our accreditation body). Therefore, if we ever earned below 80% for the pass rate, then we need to revisit the coursework, assignments, and instruction until this is corrected.

### Form

User ID: mcook Name: Michelle Cook

Date: 10/07/2015 Number: 12134

	11/2/15	Date
Chair, Department Curriculum Committee		
	11/21/15	Date
Department Chair		
	4/16/15	Date
Chair, College Curriculum Committee		
	11/20/15	Date
College Dean		
		Date
Director, Calhoun Honors College		
	12/4/2015	Date
Chair, Undergraduate Curriculum Committee		
		Date
Chair, Graduate Curriculum Committee		
	4/8/16	Date
Provost		
		Date
President		

**Change Major**

**Major Name:** Science Teaching  
**Degree:** Bachelor of Science  
**Effective Catalog Year:** 2016-2017

- ☐ Change Major Name to: STCH  
☐ Change Degree to: Bachelor of Science  
☒ Change Curriculum Requirements  
☐ Change General Education Requirements  
☐ Add, Change, or Delete Concentration(s)  
☐ Add, Change, or Delete Emphasis Area(s)

**Curriculum Map:** Proposed PhySci BS 2016-2017-20150909142510.pdf

**Description:** Proposed 2016-17 Science Teaching\_PhySci BS

**Additional Information:**

**Description:**

**Summary/Explanation**

Due to changing requirements mandated by the SC State Department of Education, our majors now require a general literacy course. We are replacing EDF 4800 with EDLT 4800. We need students to take EDLT 4800 in 1st semester junior year because they will be in a field placement that semester. Therefore, we switched it with the Arts and Humanities (Lit) requirement.

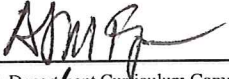
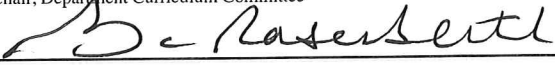




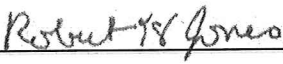


**Rationale for Change Major**

- ☐ 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.)

**Form**

**User ID:** mcook **Name:** Michelle Cook

**Date:** 09/09/2015 **Number:**

	11/2/15	Date
Chair, Department Curriculum Committee		
	11/20/15	Date
Department Chair		
	11/16/15	Date
Chair, College Curriculum Committee		
	11/2/15	Date
College Dean		
	12/4/2015	Date
Director, Calhoun Honors College		
		Date
Chair, Undergraduate Curriculum Committee		
	4/8/16	Date
Chair, Graduate Curriculum Committee		
		Date
Provost		
		Date
President		

Proposed 2016-2017

TEACHING AREA:

PHYSICAL SCIENCES

Bachelor of Science

Freshman Year

First Semester

- 4 - CH 1010 General Chemistry
  - 3 - COMM 1500 Introduction Human Comm. or  
3 - COMM 2500 Public Speaking
  - 2 - ED 1050 Orientation to Education
  - 3 - HIST 1220 History, Technology, and Society or  
3 - HIST 1240 Environmental History Survey
  - 4 - MATH 1060 Calculus of One Variable I
- 

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Second Semester

- 4 - CH 1020 General Chemistry
  - 3 - ENGL 1030 Accelerated Composition
  - 4 - MTHS 1080 Calculus of One Variable II
  - 3 - PHYS 1220 Physics with Calculus I
  - 1 - PHYS 1240 Physics Lab. I
- 

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Sophomore Year

First Semester

- 3 - BIOL 1030 General Biology I
  - 1 - BIOL 1050 General Biology Lab. I or  
5 - BIOL 1100 Principles of Biology I
  - 3 - CH 2010 Survey of Organic Chemistry
  - 1 - CH 2020 Survey of Organic Chemistry Lab.
  - 4 - MATH 2060 Calculus of Several Variables
  - 3 - PHYS 2210 Physics with Calculus II
  - 1 - PHYS 2230 Physics Lab. II
- 

16-17

Second Semester

- 3 - BIOL 1040 General Biology II and
  - 1 - BIOL 1060 General Biology Lab. II or  
5 - BIOL 1110 Principles of Biology II
  - 3 - CH 2050 Intro. to Inorganic Chemistry
  - 3 - EDF 3010 Principles of American Education
  - 3 - PHYS 2220 Physics with Calculus III
  - 1 - PHYS 2240 Physics Lab. III
  - 3 - Arts and Humanities (Literature) Requirement<sup>1</sup>
- 

17-18

Junior Year

First Semester

- 3 - ASTR 1050 Physics of the Universe *or*
  - 3 - ASTR 1020 Stellar Astronomy *and*
  - 1 - ASTR 1040 Stellar Astronomy Lab.
  - 3 - CH 3130 Quantitative Analysis
  - 1 - CH 3170 Quantitative Analysis Lab.
  - 3 - CH 3300 Introduction to Physical Chemistry
  - 3 - EDLT 4800 Foundations in Adolescent Literacy
  - 3 - EDSC 3270 Practicum in Secondary Science
- 

16-17

**Second Semester**

- 3 - BIOL (EDSC) 4820 Lab. Techniques for Teaching Sci.
  - 3 - EDF 3020 Educational Psychology
  - 3 - EDF 3350 Adolescent Growth and Development
  - 3 - Social Science Requirement<sup>2</sup>
  - 3 - Statistics Requirement<sup>3</sup>
- 

15

**Senior Year****First Semester**

- 3 - EDSP 3700 Introduction to Special Education
  - 3 - EDLT 4980 Secondary Content Area Reading<sup>4</sup>
  - 3 - EDSC 4270 Teaching Secondary Science<sup>4</sup>
  - 3 - PHIL 3240 Philosophy of Technology *or*
  - 3 - PHIL 3250 Philosophy of Science *or*
  - 3 - PHIL 3260 Science and Values
  - 3 - PHYS 3110 Intro. to Meth. of Theoretical Phys.
- 

15

**Second Semester**

- 9 - EDSC 4470 Teaching Internship in Sec. Sci.<sup>5</sup>
  - 3 - EDSC 4570 Sec. Science Capstone Seminar<sup>5</sup>
- 

12

122-125 Total Semester Hours

<sup>1</sup>ENGL 2120, 2130, 2140, or 2150<sup>2</sup>ANTH 2010, GEOG 1030, POSC 1020, or 1040<sup>3</sup>STAT 2030 or 3090<sup>4</sup>To be taken the semester prior to EDSC 4470 and 4570. EDF 4250, EDSC 4270 and EDLT 49800 must be taken concurrently. Offered fall semester only.<sup>5</sup>EDSC 4470 and 4570 must be taken concurrently. Offered spring semester only.

Current 2015-16

**TEACHING AREA:**

**PHYSICAL SCIENCES**

**Bachelor of Science**

**Freshman Year**

**First Semester**

- 4 - CH 1010 General Chemistry
  - 3 - COMM 1500 Introduction Human Comm. *or*  
3 - COMM 2500 Public Speaking
  - 2 - ED 1050 Orientation to Education
  - 3 - HIST 1220 History, Technology, and Society *or*  
3 - HIST 1240 Environmental History Survey
  - 4 - MATH 1060 Calculus of One Variable I
- 

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**Second Semester**

- 4 - CH 1020 General Chemistry
  - 3 - ENGL 1030 Accelerated Composition
  - 4 - MTHS 1080 Calculus of One Variable II
  - 3 - PHYS 1220 Physics with Calculus I
  - 1 - PHYS 1240 Physics Lab. I
- 

15

**Sophomore Year**

**First Semester**

- 3 - BIOL 1030 General Biology I
  - 1 - BIOL 1050 General Biology Lab. I *or*  
5 - BIOL 1100 Principles of Biology I
  - 3 - CH 2010 Survey of Organic Chemistry
  - 1 - CH 2020 Survey of Organic Chemistry Lab.
  - 4 - MATH 2060 Calculus of Several Variables
  - 3 - PHYS 2210 Physics with Calculus II
  - 1 - PHYS 2230 Physics Lab. II
- 

16-17

**Second Semester**

- 3 - BIOL 1040 General Biology II *and*
  - 1 - BIOL 1060 General Biology Lab. II *or*  
5 - BIOL 1110 Principles of Biology II
  - 3 - CH 2050 Intro. to Inorganic Chemistry
  - 3 - EDF 3010 Principles of American Education
  - 3 - EDF 4800 Foundations of Digital Media and Learning
  - 3 - PHYS 2220 Physics with Calculus III
  - 1 - PHYS 2240 Physics Lab. III
- 

17-18

**Junior Year**

**First Semester**

- 3 - ASTR 1050 Physics of the Universe *or*
  - 3 - ASTR 1020 Stellar Astronomy *and*
  - 1 - ASTR 1040 Stellar Astronomy Lab.
  - 3 - CH 3130 Quantitative Analysis
  - 1 - CH 3170 Quantitative Analysis Lab.
  - 3 - CH 3300 Introduction to Physical Chemistry
  - 3 - EDSC 3270 Practicum in Secondary Science
  - 3 - Arts and Humanities (Literature) Requirement<sup>1</sup>
- 

16-17

#### Second Semester

- 3 - BIOL (EDSC) 4820 Lab. Techniques for Teaching Sci.
  - 3 - EDF 3020 Educational Psychology
  - 3 - EDF 3350 Adolescent Growth and Development
  - 3 - Social Science Requirement<sup>2</sup>
  - 3 - Statistics Requirement<sup>3</sup>
- 

15

#### Senior Year

##### First Semester

- 3 - EDSP 3700 Introduction to Special Education
  - 3 - EDLT 4980 Secondary Content Area Reading<sup>4</sup>
  - 3 - EDSC 4270 Teaching Secondary Science<sup>4</sup>
  - 3 - PHIL 3240 Philosophy of Technology *or*
  - 3 - PHIL 3250 Philosophy of Science *or*
  - 3 - PHIL 3260 Science and Values
  - 3 - PHYS 3110 Intro. to Meth. of Theoretical Phys.
- 

15

##### Second Semester

- 9 - EDSC 4470 Teaching Internship in Sec. Sci.<sup>5</sup>
  - 3 - EDSC 4570 Sec. Science Capstone Seminar<sup>5</sup>
- 

12

122-125 Total Semester Hours

<sup>1</sup>ENGL 2120, 2130, 2140, or 2150

<sup>2</sup>ANTH 2010, GEOG 1030, POSC 1020, or 1040

<sup>3</sup>STAT 2030 or 3090

<sup>4</sup>To be taken the semester prior to EDSC 4470 and 4570. EDF 4250, EDSC 4270 and EDLT 49800 must be taken concurrently. Offered fall semester only.

<sup>5</sup>EDSC 4470 and 4570 must be taken concurrently. Offered spring semester only.

**Change Major**

Major Name: Science Teaching

Degree: Bachelor of Arts

Effective Catalog Year: 2016-2017

- ☐ Change Major Name to: STCH
- ☐ Change Degree to: Bachelor of Arts
- ☒ Change Curriculum Requirements
- ☐ Change General Education Requirements
- ☐ Add, Change, or Delete Concentration(s)
- ☐ Add, Change, or Delete Emphasis Area(s)

Curriculum Map: Proposed Bio BA 2016-17-20150909140052.pdf

Description: Proposed 2016-17 Science Teaching\_Bio BA

Additional Information:

Description:

**Summary/Explanation**

Due to changing requirements mandated by the SC State Department of Education, our majors now require a general literacy course. We are replacing EDF 4800 with EDLT 4800. We need students to take EDLT 4800 in 1st semester junior year because they will be in a field placement that semester. Therefore, we switched it with EDF 3020.

**Rationale for Change Major**

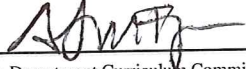
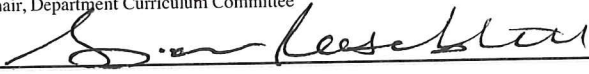


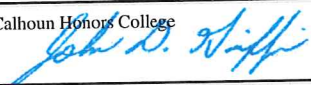
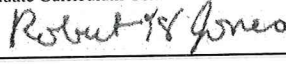
- ☐ Strengthen Program Requirement(s)
- ☐ Alignment of Student Learning Outcomes
- ☐ Alternative Delivery of Content
- ☐ Improve Time to Degree
- ☒ Evolution of the Discipline
- ☐ Changing Prerequisites
- ☐ Address DWF Rates
- ☐ General Education Modifications
- ☐ Other (Please specify.)

**Form**

User ID: mcook Name: Michelle Cook

Date: 09/09/2015 Number:



	11/2/15
Chair, Department Curriculum Committee	Date
	11/20/15
Department Chair	Date
	11/16/15
Chair, College Curriculum Committee	Date
	11/20/15
College Dean	Date
<hr/>	
Director, Calhoun Honors College	Date
	12/4/2015
Chair, Undergraduate Curriculum Committee	Date
<hr/>	
Chair, Graduate Curriculum Committee	Date
	4/8/16
Provost	Date
<hr/>	
President	Date

Proposed 2016-2017

**TEACHING AREA:**

**BIOLOGICAL SCIENCES**

**Bachelor of Arts**

**Freshman Year**

**First Semester**

- 3 - BIOL 1030 General Biology I and
  - 1 - BIOL 1050 General Biology Lab. I *or*
  - 5 - BIOL 1100 Principles of Biology
  - 4 - CH 1010 General Chemistry
  - 2 - ED 1050 Orientation to Education
  - 4 - MATH 1060 Calculus of One Variable I
  - 3 - Foreign Language Requirement<sup>1</sup>
- 

17-18

**Second Semester**

- 3 - BIOL 1040 General Biology I and
  - 1 - BIOL 1060 General Biology Lab. II *or*
  - 5 - BIOL 1110 Principles of Biology II
  - 4 - CH 1020 General Chemistry
  - 3 - ENGL 1030 Accelerated Composition
  - 3 - Foreign Language Requirement<sup>1</sup>
  - 3 - Statistics Requirement<sup>2</sup>
- 

17-18

**Sophomore Year**

**First Semester**

- 4 - CH 2010 Survey of Organic Chemistry
  - 3 - HIST 1220 History, Technology and Society *or*
  - 3 - HIST 1240 Environmental History Survey
  - 3 - PHYS 2070 General Physics I
  - 1 - PHYS 2090 General Physics I Lab.
  - 3 - Arts and Humanities (Literature) Requirement<sup>3</sup>
  - 3 - Biochemistry or Genetics Requirement<sup>4</sup>
- 

17

**Second Semester**

- 4 - Organismal Diversity Requirement<sup>5</sup>
  - 3 - EDF 3010 Principles of American Education
  - 3 - PHYS 2080 General Physics II
  - 1 - PHYS 2100 General Physics II Lab.
  - 3 - EDF 3020 Educational Psychology
  - 3 - Biochemistry or Genetics Requirement<sup>4</sup>
- 

17

**Junior Year**

**First Semester**

3 - BIOL 4610 Cell Biology  
 2 - BIOL 4620 Cell Biology Laboratory  
 3 - EDLT 4800 Foundations in Adolescent Literacy  
 3 - EDSC 3270 Practicum in Secondary Science  
 3 - ANTH 2010 Intro to Anthropology or  
     3 - GEOG 1030 World Regional Geography  
 3 - Ecology Requirement<sup>6</sup>

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#### Second Semester

3 - BIOL 3350 Evolutionary Biology  
 3 - BIOL 4820 / EDSC 4820 Lab. Techniques for Teaching Sci.  
 3 - EDF 3350 Adolescent Growth and Development  
 3 - ENGL 3150 Scientific Writing and Comm.  
 3 - Functional Biology Requirement<sup>7</sup>

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15

#### Senior Year

##### First Semester

3 - COMM 1500 Intro. to Human Comm. or  
     3 - COMM 2500 Public Speaking  
 3 - EDSP 3700 Introduction to Special Education  
 3 - EDSC 4270 Teaching Secondary Science<sup>8</sup>  
 3 - EDLT 4980 Secondary Content Area Reading<sup>8</sup>  
 3 - Arts and Humanities (Non-Lit.) Requirement<sup>9</sup>

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15

##### Second Semester

9 - EDSC 4470 Teaching Internship in Sec. Sci.<sup>10</sup>  
 3 - EDSC 4570 Sec. Science Capstone Seminar<sup>10</sup>

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12

127-129 Total Semester Hours

<sup>1</sup>Two semesters (through 2020) in any modern foreign language (including American Sign Language) are required.

<sup>2</sup>STAT 2300 or 3090

<sup>3</sup>See General Education Requirements.

<sup>4</sup>One lecture course must be completed for both biochemistry (BCHM 3010 or BCHM 3050) and for genetics (GEN 3000 or GEN 3020).

<sup>5</sup>One lecture and associated laboratory must be selected from BIOL 3010, BIOL 3020/3060, BIOL 3030/3070, BIOL 3040/3080, BIOL 3200, BIOL 4060/4070, or 4250/4260.

<sup>6</sup>At least one course selected from BIOL 4410, 4420, 4430, 4460, 4700 or MICR 4010

<sup>7</sup>At least one course selected from BIOL 3160, 4010, 4080, 4590, 4750, or 4800

<sup>8</sup>To be taken the semester prior to EDSC 4470 and 4570. EDSC 4270 and EDLT 4980 must be taken concurrently.

<sup>9</sup>See General Education Requirements.

<sup>10</sup>EDSC 4470 and 4570 must be taken concurrently. Offered spring semester only.

Current 2015-2016

**TEACHING AREA:**

**BIOLOGICAL SCIENCES**

**Bachelor of Arts**

**Freshman Year**

**First Semester**

- 3 - BIOL 1030 General Biology I and
  - 1 - BIOL 1050 General Biology Lab. I *or*
  - 5 - BIOL 1100 Principles of Biology
  - 4 - CH 1010 General Chemistry
  - 2 - ED 1050 Orientation to Education
  - 4 - MATH 1060 Calculus of One Variable I
  - 3 - Foreign Language Requirement<sup>1</sup>
- 

17-18

**Second Semester**

- 3 - BIOL 1040 General Biology I and
  - 1 - BIOL 1060 General Biology Lab. II *or*
  - 5 - BIOL 1110 Principles of Biology II
  - 4 - CH 1020 General Chemistry
  - 3 - ENGL 1030 Accelerated Composition
  - 3 - Foreign Language Requirement<sup>1</sup>
  - 3 - Statistics Requirement<sup>2</sup>
- 

17-18

**Sophomore Year**

**First Semester**

- 4 - CH 2010 Survey of Organic Chemistry
  - 3 - HIST 1220 History, Technology and Society *or*
  - 3 - HIST 1240 Environmental History Survey
  - 3 - PHYS 2070 General Physics I
  - 1 - PHYS 2090 General Physics I Lab.
  - 3 - Arts and Humanities (Literature) Requirement<sup>3</sup>
  - 3 - Biochemistry or Genetics Requirement<sup>4</sup>
- 

17

**Second Semester**

- 4 - Organismal Diversity Requirement<sup>5</sup>
  - 3 - EDF 3010 Principles of American Education
  - 3 - PHYS 2080 General Physics II
  - 1 - PHYS 2100 General Physics II Lab.
  - 3 - EDF 4800 Foundations of Digital Media and Learning
  - 3 - Biochemistry or Genetics Requirement<sup>4</sup>
- 

17

**Junior Year**

**First Semester**

3 - BIOL 4610 Cell Biology  
 2 - BIOL 4620 Cell Biology Laboratory  
 3 - EDF 3020 Educational Psychology  
 3 - EDSC 3270 Practicum in Secondary Science  
 3 - ANTH 2010 Intro to Anthropology or  
     3 - GEOG 1030 World Regional Geography  
 3 - Ecology Requirement<sup>6</sup>

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17

**Second Semester**

3 - BIOL 3350 Evolutionary Biology  
 3 - BIOL 4820 / EDSC 4820 Lab. Techniques for Teaching Sci.  
 3 - EDF 3350 Adolescent Growth and Development  
 3 - ENGL 3150 Scientific Writing and Comm.  
 3 - Functional Biology Requirement<sup>7</sup>

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15

**Senior Year****First Semester**

3 - COMM 1500 Intro. to Human Comm. *or*  
     3 - COMM 2500 Public Speaking  
 3 - EDSP 3700 Introduction to Special Education  
 3 - EDSC 4270 Teaching Secondary Science<sup>8</sup>  
 3 - EDLT 4980 Secondary Content Area Reading<sup>8</sup>  
 3 - Arts and Humanities (Non-Lit.) Requirement<sup>9</sup>

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15

**Second Semester**

9 - EDSC 4470 Teaching Internship in Sec. Sci.<sup>10</sup>  
 3 - EDSC 4570 Sec. Science Capstone Seminar<sup>10</sup>

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12

127-129 Total Semester Hours

<sup>1</sup>Two semesters (through 2020) in any modern foreign language (including American Sign Language) are required.

<sup>2</sup>STAT 2300 or 3090

<sup>3</sup>See General Education Requirements.

<sup>4</sup>One lecture course must be completed for both biochemistry (BCHM 3010 or BCHM 3050) and for genetics (GEN 3000 or GEN 3020).

<sup>5</sup>One lecture and associated laboratory must be selected from BIOL 3010, BIOL 3020/3060, BIOL 3030/3070, BIOL 3040/3080, BIOL 3200, BIOL 4060/4070, or 4250/4260.

<sup>6</sup>At least one course selected from BIOL 4410, 4420, 4430, 4460, 4700 or MICR 4010

<sup>7</sup>At least one course selected from BIOL 3160, 4010, 4080, 4590, 4750, or 4800

<sup>8</sup>To be taken the semester prior to EDSC 4470 and 4570. EDSC 4270 and EDLT 4980 must be taken concurrently.

<sup>9</sup>See General Education Requirements.

<sup>10</sup>EDSC 4470 and 4570 must be taken concurrently. Offered spring semester only.

000263

**Change Major**

**Major Name:** Science Teaching  
**Degree:** Bachelor of Science  
**Effective Catalog Year:** 2016-2017

- ☐ Change Major Name to: STCH  
☐ Change Degree to: Bachelor of Science  
☒ Change Curriculum Requirements  
☐ Change General Education Requirements  
☐ Add, Change, or Delete Concentration(s)  
☐ Add, Change, or Delete Emphasis Area(s)

**Curriculum Map:** Proposed Bio BS 2016-17-20150909140555.pdf  
**Description:** Proposed 2016-17 Science Teaching\_Bio BS  
**Additional Information:**  
**Description:**

**Summary/Explanation**

Due to changing requirements mandated by the SC State Department of Education, our majors now require a general literacy course. We are replacing EDF 4800 with EDLT 4800. We need students to take EDLT 4800 in 1st semester junior year because they will be in a field placement that semester. Therefore, we switched it with their ecology requirement.

**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.)

**Form**

**User ID:** mcook **Name:** Michelle Cook  
**Date:** 09/09/2015 **Number:**

	11/2/15
Chair, Department Curriculum Committee	Date
	11/20/15
Department Chair	Date
	11/16/15
Chair, College Curriculum Committee	Date
	11/20/15
College Dean	Date
Director, Calhoun Honors College	Date
	12/4/2015
Chair, Undergraduate Curriculum Committee	Date
Chair, Graduate Curriculum Committee	Date
	4/8/16
Provost	Date
President	Date

**CLEMSON UNIVERSITY**  
**TEACHING AREA: BIOLOGICAL SCIENCES**  
 Science Teaching Grades 9 - 12  
**BACHELOR OF SCIENCE**

**PROPOSED CURRICULUM PLAN 2016-2017**

<b>FRESHMAN YEAR</b>					
<u>Fall Semester</u>			<u>Spring Semester</u>		
BIOL 1030	General Biology I <b>AND</b>	3	BIOL 1040	General Biology II <b>AND</b>	3
BIOL 1050	General Biology Lab I <b>OR</b>	1	BIOL 1060	General Biology Lab II <b>OR</b>	1
BIOL 1100	Principles of Biology I	or 5	BIOL 1110	Principles of Biology II	or 5
CH 1010	General Chemistry	4	CH 1020	General Chemistry	4
	Oral Communication Requirement <sup>1</sup>	3	ED 1050	Orientation to Education	2
MATH 1060	Calculus of One Variable I	<u>4</u>	ENGL 1030	Accelerated Composition	3
		15-16		Statistics Requirement <sup>2</sup>	<u>3</u>
					16-17
<b>SOPHOMORE YEAR</b>					
<u>Fall Semester</u>			<u>Spring Semester</u>		
CH 2010	Survey of Organic Chemistry	3	BIOL 3350	Evolutionary Biology	3
CH 2020	Survey of Organic Chemistry Lab	1	EDF 3010	Principles of American Education	3
HIST 1220	History, Technology, & Society <b>OR</b>	3	PHYS 2080	General Physics II	3
HIST 1240	Environmental History Survey		PHYS 2100	General Physics II Lab	1
PHYS 2070	General Physics I	3		Biochemistry Requirement <sup>3</sup>	3
PHYS 2090	General Physics I Lab	1		Ecology Requirement <sup>4</sup>	<u>3</u>
EDF 3020	Educational Psychology	3			16
	Genetics Requirement <sup>5</sup>	<u>3</u>			
		17			
<b>JUNIOR YEAR</b>					
<u>Fall Semester</u>			<u>Spring Semester</u>		
BIOL 4610	Cell Biology	3	ANTH 2010	Introduction to Anthropology <b>OR</b>	3
BIOL 4620	Cell Biology Lab	2	GEOG 1030	World Regional Geography	
EDSC 3270	Practicum in Secondary Science	3		Functional Biology Requirement <sup>6</sup>	4
EDLT 4800	Foundations in Adol. Literacy	3			
	Organismal Diversity Requirement <sup>5</sup>	<u>4</u>	BIOL/EDSC	Lab Techniques for Teaching Science	3
		15	4820		
			EDF 3350	Adolescent Growth & Development	3
				Arts and Humanities (Literature) Req <sup>7</sup>	<u>3</u>
					16
<b>SENIOR YEAR</b>					
<u>Fall Semester</u>			<u>Spring Semester</u>		
EDSP 3700	Introduction to Special Education	3	EDSC 4470	Teaching Intern. in Secondary Science <sup>8</sup>	9
EDSC 4270	Teaching Secondary Science <sup>8</sup>	3			
	Elective	1	EDSC 4570	Secondary Science Capstone Seminar <sup>9</sup>	<u>3</u>
EDLT 4980	Secondary Content Area Reading <sup>8</sup>	3			12
	Art & Humanities (Non-Lit) Require <sup>7</sup>	<u>3</u>			
		13			

**TOTAL SEMESTER HOURS 120 - 122**

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

<sup>2</sup> STAT 2300 or 3090

<sup>3</sup> One lecture course must be completed for both biochemistry (BCHM 3010 or BCHM 3050) and for genetics (GEN 3000 or GEN 3020).

<sup>4</sup> At least one course selected from BIOL 4410, 4420, 4430, 4460, 4700, or MICR 4010

<sup>5</sup> One lecture and associated laboratory must be selected from BIOL 3010, BIOL 3020/3060, BIOL 3030/3070, BIOL 3040/3080, BIOL 3200, BIOL 4060/4070, or 4250/4260.

<sup>6</sup> At least one course selected from BIOL 3160, 4010, 4080, 4590, 4750, or 4800. If a 3-credit hour course is selected, the remaining one-credit hour must be satisfied with an elective credit.

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

<sup>8</sup> To be taken the semester prior to EDSC 4470 and 4570. EDSC 4270 and EDLT 4980 must be taken concurrently.



Offered fall semester only  
<sup>9</sup> EDSC 4470 and 4570 must be taken concurrently. Offered spring semester only.

**CLEMSON UNIVERSITY**  
**TEACHING AREA: BIOLOGICAL SCIENCES**  
 Science Teaching Grades 9 - 12  
**BACHELOR OF SCIENCE**

**CURRENT CURRICULUM PLAN 2015-2016**

FRESHMAN YEAR					
Fall Semester			Spring Semester		
BIOL 1030	General Biology I <b>AND</b>	3	BIOL 1040	General Biology II <b>AND</b>	3
BIOL 1050	General Biology Lab I <b>OR</b>	1	BIOL 1060	General Biology Lab II <b>OR</b>	1
BIOL 1100	Principles of Biology I	or 5	BIOL 1110	Principles of Biology II	or 5
CH 1010	General Chemistry	4	CH 1020	General Chemistry	4
	Oral Communication Requirement <sup>1</sup>	3	ED 1050	Orientation to Education	2
MATH 1060	Calculus of One Variable I	<u>4</u>	ENGL 1030	Accelerated Composition	3
		15-16		Statistics Requirement <sup>2</sup>	<u>3</u>
					16-17

SOPHOMORE YEAR					
Fall Semester			Spring Semester		
CH 2010	Survey of Organic Chemistry	3	BIOL 3350	Evolutionary Biology	3
CH 2020	Survey of Organic Chemistry Lab	1	EDF 3010	Principles of American Education	3
HIST 1220	History, Technology, & Society <b>OR</b>	3	EDF 4800	Foundations of Digital Media and Learning	3
HIST 1240	Environmental History Survey				
PHYS 2070	General Physics I	3	PHYS 2080	General Physics II	3
PHYS 2090	General Physics I Lab	1	PHYS 2100	General Physics II Lab	1
EDF 3020	Educational Psychology	3		Biochemistry Requirement <sup>3</sup>	<u>3</u>
	Genetics Requirement <sup>3</sup>	<u>3</u>			16
		17			

JUNIOR YEAR					
Fall Semester			Spring Semester		
BIOL 4610	Cell Biology	3	ANTH 2010	Introduction to Anthropology <b>OR</b>	3
BIOL 4620	Cell Biology Lab	2	GEOG 1030	World Regional Geography	
EDSC 3270	Practicum in Secondary Science	3		Functional Biology Requirement <sup>6</sup>	4
	Ecology Requirement <sup>4</sup>	3	BIOL/EDSC	Lab Techniques for Teaching Science	3
	Organismal Diversity Requirement <sup>5</sup>	4	4820		
		15	EDF 3350	Adolescent Growth & Development	3
				Arts and Humanities (Literature) Req <sup>7</sup>	<u>3</u>
					16

SENIOR YEAR					
Fall Semester			Spring Semester		
EDSP 3700	Introduction to Special Education	3	EDSC 4470	Teaching Intern. in Secondary Science <sup>8</sup>	9
EDSC 4270	Teaching Secondary Science <sup>8</sup>	3			
	Elective	1	EDSC 4570	Secondary Science Capstone Seminar <sup>9</sup>	<u>3</u>
EDLT 4980	Secondary Content Area Reading <sup>8</sup>	3			12
	Art & Humanities (Non-Lit) Require <sup>7</sup>	<u>3</u>			
		13			

**TOTAL SEMESTER HOURS 120 - 122**

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

<sup>2</sup> STAT 2300 or 3090

<sup>3</sup> One lecture course must be completed for both biochemistry (BCHM 3010 or BCHM 3050) and for genetics (GEN 3000 or GEN 3020).

<sup>4</sup> At least one course selected from BIOL 4410, 4420, 4430, 4460, 4700, or MICR 4010

<sup>5</sup> One lecture and associated laboratory must be selected from BIOL 3010, BIOL 3020/3060, BIOL 3030/3070, BIOL 3040/3080, BIOL 3200, BIOL 4060/4070, or 4250/4260.

<sup>6</sup> At least one course selected from BIOL 3160, 4010, 4080, 4590, 4750, or 4800. If a 3-credit hour course is selected, the remaining one-credit hour must be satisfied with an elective credit.

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

<sup>8</sup> To be taken the semester prior to EDSC 4470 and 4570. EDSC 4270 and EDLT 4980 must be taken concurrently.

Offered fall semester only

**Change Major****Major Name:** Science Teaching**Degree:** Bachelor of Arts**Effective Catalog Year:** 2016-2017

- ☐ Change Major Name to: STCH  
☐ Change Degree to: Bachelor of Arts  
☒ Change Curriculum Requirements  
☐ Change General Education Requirements  
☐ Add, Change, or Delete Concentration(s)  
☐ Add, Change, or Delete Emphasis Area(s)

**Curriculum Map:** Proposed Chem BA 2016-17-20150909142106.pdf**Description:** Proposed 2016-17 Science Teaching\_Chem BA**Additional Information:****Description:****Summary/Explanation**

Due to changing requirements mandated by the SC State Department of Education, our majors now require a general literacy course. We are replacing EDF 4800 with EDLT 4800. We need students to take EDLT 4800 in 1st semester junior year because they will be in a field placement that semester. Therefore, we switched it with CH 3130/3170. This increases the number of semester hours in 2nd semester sophomore year by 1 hour and decrease the number of semester hours in 1st semester junior year by 1 hour. Because our students are engaged in full-time student teaching in the schools 2nds semester senior year, they are traditionally unable to take CH 4520 that semester due to the time of day offered. Our students need to take CH 4520 in 2nd semester junior year to ensure they meet that requirement. This change increases the number of hours 2nd semester junior year by 1 hour and decreases the number of hours 2nd semester senior year by 1 hour. Finally, similar to other other science teaching programs, it is acceptable for our students to take either GEOG 1030 or ANTH 2010 to satisfy their social science requirement. ANTH 2010 was added so that substitution forms would not longer be required.

**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.)

**Form****User ID:** mcook **Name:** Michelle Cook**Date:** 09/09/2015 **Number:**

ADMT 11/2/15  
Chair, Department Curriculum Committee Date

B. Russell 11/20/15  
Department Chair Date

ADMT 11/16/15  
Chair, College Curriculum Committee Date

Dean 11/20/15  
College Dean Date

John D. Stiff 12/4/2015  
Director, Calhoun Honors College Date

Chair, Undergraduate Curriculum Committee Date

Robert S. Jones 4/8/16  
Chair, Graduate Curriculum Committee Date

Provost Date

President Date

Proposed 2016-2017

Double Majors in Science Teaching and Content Area

TEACHING AREA: CHEMISTRY

Bachelor of Arts

Freshman Year

First Semester

- 4 - CH 1010 General Chemistry
  - 1 - CH 1410 Chemistry Orientation
  - 3 - ENGL 1030 Accelerated Composition
  - 4 - MTHS 1060 Calculus of One Variable I
  - 3 - Foreign Language Requirement<sup>1</sup>
- 

15

Second Semester

- 4 - CH 1020 General Chemistry
  - 2 - CH 1520 Chemistry Communication I
  - 4 - MTHS 1080 Calculus of One Variable II
  - 3 - PHYS 1220 Physics with Calculus I
  - 1 - PHYS 1240 Physics Laboratory I
  - 3 - Foreign Language Requirement<sup>1</sup>
- 

17

Sophomore Year

First Semester

- 3 - CH 2230 Organic Chemistry
  - 1 - CH 2270 Organic Chemistry Laboratory
  - 2 - ED 1050 Orientation to Education
  - 4 - MATH 2060 Calculus of Several Variables
  - 3 - PHYS 2210 Physics with Calculus II
  - 1 - PHYS 2230 Physics Laboratory II
  - 3 - Arts and Humanities (Non-Lit.) Requirement<sup>2</sup>
- 

17

Second Semester

- 3 - CH 2050 Intro. to Inorganic Chemistry
  - 3 - CH 2240 Organic Chemistry
  - 1 - CH 2280 Organic Chemistry Laboratory
  - 3 - CH 3130 Quantitative Analysis
  - 1 - CH 3170 Quantitative Analysis Laboratory
  - 3 - EDF 3010 Principles of American Education
  - 3 - HIST 1220 History, Technology and Society *or*
  - 3 - HIST 1240 Environmental History Survey
- 

17

Junior Year

First Semester

- 3 - BIOL 1030 General Biology I *and*
  - 1 - BIOL 1050 General Biology Laboratory I *or*
  - 5 - BIOL 1100 Principles of Biology I
  - 3 - CH 3310 Physical Chemistry
  - 3 - EDLT 4800 Foundations in Adolescent Literacy
  - 3 - EDSC 3270 Practicum in Secondary Science
- 

13-14

**Second Semester**

- 3 - BIOL 1040 General Biology II *and*
  - 1 - BIOL 1060 General Biology Laboratory II *or*
  - 5 - BIOL 1110 Principles of Biology II
  - 3 - BIOL 4820 / EDSC 4820 Laboratory Techniques for Teaching Science
  - 3 - EDF 3020 Educational Psychology
  - 3 - EDF 3350 Adolescent Growth and Develop.
  - 3 - CH 3320 Physical Chemistry
  - 1 - CH 4520 Chemistry Communication II
- 

17-18

**Senior Year**

**First Semester**

- 3 - EDSP 3700 Introduction to Special Education
  - 3 - EDSC 4270 Teaching Secondary Science<sup>3</sup>
  - 3 - EDLT 4980 Secondary Content Area Reading<sup>3</sup>
  - 3 - ANTH 2010 Intro to Anthropology *or*
  - 3 - GEOG 1030 World Regional Geography
  - 3 - Arts and Humanities (Literature) Requirement<sup>4</sup>
- 

15

**Second Semester**

- 3 - CH 4500 Chemistry Capstone
  - 9 - EDSC 4470 Teaching Internship in Sec. Sci.<sup>5</sup>
  - 3 - EDSC 4570 Sec. Science Capstone Seminar<sup>5</sup>
- 

15

126-128 Total Semester Hours

<sup>1</sup>Two semesters (through 2020) in any modern foreign language or American Sign Language are required.

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

<sup>3</sup>To be taken the semester prior to EDSC 4470 and 4570. EDSC 4270 and EDLT 4980 must be taken concurrently. Offered fall semester only.

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

<sup>5</sup>EDSC 4470 and 4570 must be taken concurrently. Offered spring semester only.

Current 2015-2016

Double Majors in Science Teaching and Content Area

TEACHING AREA: CHEMISTRY

Bachelor of Arts

Freshman Year

First Semester

- 4 - CH 1010 General Chemistry
  - 1 - CH 1410 Chemistry Orientation
  - 3 - ENGL 1030 Accelerated Composition
  - 4 - MTHS 1060 Calculus of One Variable I
  - 3 - Foreign Language Requirement<sup>1</sup>
- 

15

Second Semester

- 4 - CH 1020 General Chemistry
  - 2 - CH 1520 Chemistry Communication I
  - 4 - MTHS 1080 Calculus of One Variable II
  - 3 - PHYS 1220 Physics with Calculus I
  - 1 - PHYS 1240 Physics Laboratory I
  - 3 - Foreign Language Requirement<sup>1</sup>
- 

17

Sophomore Year

First Semester

- 3 - CH 2230 Organic Chemistry
  - 1 - CH 2270 Organic Chemistry Laboratory
  - 2 - ED 1050 Orientation to Education
  - 4 - MATH 2060 Calculus of Several Variables
  - 3 - PHYS 2210 Physics with Calculus II
  - 1 - PHYS 2230 Physics Laboratory II
  - 3 - Arts and Humanities (Non-Lit.) Requirement<sup>2</sup>
- 

17

Second Semester

- 3 - CH 2050 Intro. to Inorganic Chemistry
  - 3 - CH 2240 Organic Chemistry
  - 1 - CH 2280 Organic Chemistry Laboratory
  - 3 - EDF 3010 Principles of American Education
  - 3 - EDF 4800 Foundations of Digital Media and Learning
  - 3 - HIST 1220 History, Technology and Society *or*
  - 3 - HIST 1240 Environmental History Survey
- 

16

Junior Year



**First Semester**

- 3 - BIOL 1030 General Biology I and
  - 1 - BIOL 1050 General Biology Laboratory I or
  - 5 - BIOL 1100 Principles of Biology I
  - 3 - CH 3130 Quantitative Analysis
  - 1 - CH 3170 Quantitative Analysis Laboratory
  - 3 - CH 3310 Physical Chemistry
  - 3 - EDSC 3270 Practicum in Secondary Science
- 

14-15

**Second Semester**

- 3 - BIOL 1040 General Biology II and
  - 1 - BIOL 1060 General Biology Laboratory II or
  - 5 - BIOL 1110 Principles of Biology II
  - 3 - BIOL 4820 / EDSC 4820 Laboratory Techniques for Teaching Science
  - 3 - EDF 3020 Educational Psychology
  - 3 - EDF 3350 Adolescent Growth and Develop.
  - 3 - CH 3320 Physical Chemistry
- 

16-17

**Senior Year****First Semester**

- 3 - EDSP 3700 Introduction to Special Education
  - 3 - EDSC 4270 Teaching Secondary Science<sup>3</sup>
  - 3 - EDLT 4980 Secondary Content Area Reading<sup>3</sup>
  - 3 - GEOG 1030 World Regional Geography
  - 3 - Arts and Humanities (Literature) Requirement<sup>4</sup>
- 

15

**Second Semester**

- 3 - CH 4500 Chemistry Capstone
  - 1 - CH 4520 Chemistry Communication II
  - 9 - EDSC 4470 Teaching Internship in Sec. Sci.<sup>5</sup>
  - 3 - EDSC 4570 Sec. Science Capstone Seminar<sup>5</sup>
- 

16

126-128 Total Semester Hours

<sup>1</sup>Two semesters (through 2020) in any modern foreign language or American Sign Language are required.

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

<sup>3</sup>To be taken the semester prior to EDSC 4470 and 4570. EDSC 4270 and EDLT 4980 must be taken concurrently. Offered fall semester only.

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

<sup>5</sup>EDSC 4470 and 4570 must be taken concurrently. Offered spring semester only.

**Change Major****Major Name:** Special Education**Degree:** Bachelor of Arts**Effective Catalog Year:** 2016-2017

- ☐ Change Major Name to: SPED
- ☐ Change Degree to: Bachelor of Arts
- ☒ Change Curriculum Requirements
- ☐ Change General Education Requirements
- ☐ Add, Change, or Delete Concentration(s)
- ☐ Add, Change, or Delete Emphasis Area(s)

**Curriculum Map:** current and proposed program\_special  
education\_april 2015-  
20150406092145.pdf

**Description:** Special Education (BA) Curriculum Map**Additional Information:****Description:****Summary/Explanation**

Revision of the undergraduate program in Special Education is needed in order to reflect several upcoming changes, including (a) addition of a one-hour course in the fall semester of the senior year and (b) changes in undergraduate professional-level admission requirements. The curriculum map for this program has been changed (based on student assessment, exit survey data, and Read to Succeed state legislation requirements) to reflect the addition of a course focused on teaching writing to students with disabilities. Additionally, the program requires that students maintain a 2.75 GPA while at the professional level and must earn a C or higher in all education courses taken at the professional level and a B or higher in two courses with intensive field experience requirements. These experiences have been added to the program to increase candidate knowledge and skills related to students with various disabilities being served in many different settings.

**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.)

**Form****User ID:** smackie **Name:** Sara Mackiewicz**Date:** 04/06/2015 **Number:** 7144

Chair, Department Curriculum Committee	<u>ASMT</u>	11/2/15	Date
Department Chair	<u>Sc Roseburt</u>	11/20/15	Date
Chair, College Curriculum Committee	<u>ASMT</u>	11/16/15	Date
College Dean	<u>Dean</u>	11/20/15	Date
Director, Calhoun Honors College		12/4/2015	Date
Chair, Undergraduate Curriculum Committee	<u>St. O. Hill</u>		Date
Chair, Graduate Curriculum Committee	<u>Robert S. Jones</u>	4/8/16	Date
Provost			Date
President			Date

**Summary of Proposed Curriculum Changes  
Special Education Program  
Effective: 2016-2017**

The following is a summary of the proposed changes to the Special Education Program Curriculum Map.

The current and proposed curriculum maps are included in the pages that follow.

## **Program Description**

The following statement is being added to the program description:

Once admitted to the professional level, candidates must maintain a 2.75 GPA in order to advance through the professional level coursework sequence. To be recommended for certification, candidates must earn a C or higher in all education courses at the professional level and a B or higher in EDSP 4960 and EDSP 4980.

## **Senior Year**

### **First Semester**

**EDSP 4900: Teaching Writing to Students with Disabilities** (1 hour course) is being added to the course of study. We have received feedback from students (surveys, interviews) that additional content is needed regarding teaching writing to students with disabilities. Additionally, the addition of this course helps the special education program address requirements mandated by Read to Succeed legislation and guidelines from the SC State Department of Education.

CURRENT CURRICULUM  
SPECIAL EDUCATION  
Bachelor of Arts

## **Program Description**

The Bachelor of Arts degree in Special Education prepares students to teach individuals with mild disabilities in grades P-12. The curriculum is designed to meet the competencies outlined by the Council for Exceptional Children for beginning special education teachers. Students completing the program receive instruction and practical experiences that lead to Multi-Categorical Special Education Certification in South Carolina.

## **Freshman Year**

### **First Semester**

- 2 – ED 1050 Orientation to Education
  - 3 – HIST 1240 Environmental History Survey or  
3 – HIST 1220 History, Technology, and Society
  - 3 – MTHSC 1150 Contemporary Mathematics for Elementary School Teachers I
  - 3 – Foreign Language Requirement<sup>1</sup>
  - 4 – Natural Science Requirement<sup>2</sup>
- 15

### **Second Semester**

- 3 – ENGL 1030 Accelerated Composition
  - 3 – GEOG 1030 World Regional Geography
  - 3 – MTHSC 1160 Contemporary Mathematics for Elementary School Teachers II
  - 3 – Foreign Language Requirement<sup>1</sup>
  - 4 – Natural Science Requirement<sup>2</sup>
- 16

## **Sophomore Year**

### **First Semester**

- 3 – EDF 3010 Principles of American Education
  - 3 – EDSP 3700 Introduction to Special Education
  - 3 – MTHSC 2160 Geometry for Elementary School Teachers
  - 3 – Arts and Humanities (Literature) Requirement<sup>3</sup>
  - 4 – Natural Science Requirement<sup>2</sup>
- 16

### **Second Semester**

- 3 – COMM 1500 intro to Human Communication or  
3 – COMM 2500 Public Speaking
  - 3 – EDF 3020 Educational Psychology
  - 3 – EDF 3340 Child Growth and Development
  - 3 – History Requirement<sup>4</sup>
  - 3 – Arts and Humanities (Non-Lit) Requirement<sup>5</sup>
- 15

## Junior Year

### First Semester

- 3 – EDEL 3100 Arts in the Elementary School
  - 3 – EDSP 3720 Char. and Instruction of Individuals with Learning Disabilities<sup>6</sup>
  - 3 – EDSP 3740 Char. and Strat. For Individuals with Emotional/Behavioral Disorders<sup>6</sup>
  - 3 – EDLT 4600 Teaching Reading in the Elementary Grades: 2-6<sup>6</sup>
  - 3 – EDF 4800 Foundations of Digital Media and Learning
- 15

### Second Semester

- 3 – EDEL 4510 Elem. Methods in Science Teaching<sup>7</sup>
  - 3 – EDEL 4870 Elem. Methods in Social Studies Teaching<sup>7</sup>
  - 3 – EDSP 3730 Characteristics and Instruction of Individuals with Intellectual Disabilities and Autism<sup>7</sup>
  - 3 – EDSP 3750 Early Intervention Strategies for Young Children with Special Needs<sup>7</sup>
  - 3 – EDSP 4910 Educational Assessment of Individuals with Disabilities<sup>7</sup>
- 15

## Senior Year

### First Semester

- 3 – EDSP 4920 Mathematics Instruction for Individuals with Mild Disabilities<sup>8</sup>
  - 3 – EDSP 4930 Classroom and Behavior Management for Special Educators<sup>8</sup>
  - 3 – EDSP 4940 Teaching Reading to Students with Mild Disabilities<sup>8</sup>
  - 3 – EDSP 4960 Special Education Field Experience<sup>8</sup>
  - 3 – EDSP 4970 Secondary Methods for Individuals with Disabilities<sup>8</sup>
- 15

### Second Semester

- 3 – EDSP 4950 Written Communication and Collaboration for the Resource Teacher<sup>9</sup>
  - 12 – EDSP 4980 Directed Teaching in Special Education<sup>9</sup>
- 15

### 122 Total Semester Hours

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

<sup>2</sup>See General Education Requirements. Eight credit hours must be in a sequence: Biological and physical sciences must be represented. PHSC 1070, 1080, and BIOL 1090 are recommended.

<sup>3</sup>ENGL 2120, 2130, 2140, or 2150.

<sup>4</sup>HIST 1010, 1020, 1720, 1730, or 1930.

<sup>5</sup>See General Education Requirements.

<sup>6</sup>EDLT 4600 and EDSP 3720 and 3740 must be taken concurrently during the fall semester of the junior year.

<sup>7</sup>EDEL 4510 and 4870, EDSP 3730, 3750, and 4910, and EDLT 4600 must be taken concurrently during the spring semester of the junior year.

<sup>8</sup>EDSP 4920, 4930, 4940, 4960, and 4970 must be taken concurrently during the fall semester of the senior year.

<sup>9</sup>EDSP 4950 and 4980 must be taken concurrently during the spring semester of the senior year.



PROPOSED CURRICULUM  
SPECIAL EDUCATION  
Bachelor of Arts

The Bachelor of Arts degree in Special Education prepares students to teach individuals with mild disabilities in grades P-12. The curriculum is designed to meet the competencies outlined by the Council for Exceptional Children for beginning special education teachers. Students completing the program receive instruction and practical experiences that lead to Multi-Categorical Special Education Certification in South Carolina. Once admitted to the professional level, candidates must maintain a 2.75 GPA in order to advance through the professional level coursework sequence. To be recommended for certification, candidates must earn a C or higher in all education courses at the professional level and a B or higher in EDSP 4960 and EDSP 4980.

## **Freshman Year**

### **First Semester**

- 2 – ED 1050 Orientation to Education
  - 3 – HIST 1240 Environmental History Survey or  
3 – HIST 1220 History, Technology, and Society
  - 3 – MTHSC 1150 Contemporary Mathematics for Elementary School Teachers I
  - 3 – Foreign Language Requirement<sup>1</sup>
  - 4 – Natural Science Requirement<sup>2</sup>
- 15

### **Second Semester**

- 3 – ENGL 1030 Accelerated Composition
  - 3 – GEOG 1030 World Regional Geography
  - 3 – MTHSC 1160 Contemporary Mathematics for Elementary School Teachers II
  - 3 – Foreign Language Requirement<sup>1</sup>
  - 4 – Natural Science Requirement<sup>2</sup>
- 16

## **Sophomore Year**

### **First Semester**

- 3 – EDF 3010 Principles of American Education
  - 3 – EDSP 3700 Introduction to Special Education
  - 3 – MTHSC 2160 Geometry for Elementary School Teachers
  - 3 – Arts and Humanities (Literature) Requirement<sup>3</sup>
  - 4 – Natural Science Requirement<sup>2</sup>
- 16

### **Second Semester**

- 3 – COMM 1500 Intro to Human Communication or COMM 2500 Public Speaking
  - 3 – EDF 3020 Educational Psychology
  - 3 – EDF 3340 Child Growth and Development
  - 3 – History Requirement<sup>4</sup>
  - 3 – Arts and Humanities (Non-Lit) Requirement<sup>5</sup>
- 15

## Junior Year

000279

### First Semester

- 3 – EDEL 3100 Arts in the Elementary School
  - 3 – EDSP 3720 Char. and Instruction of Individuals with Learning Disabilities<sup>6</sup>
  - 3 – EDSP 3740 Char. and Strat. For Individuals with Emotional/Behavioral Disorders<sup>6</sup>
  - 3 – EDLT 4600 Teaching Reading in the Elementary Grades: 2-6<sup>6</sup>
  - 3 – EDF 4800 Foundations of Digital Media and Learning
- 15

### Second Semester

- 3 – EDEL 4510 Elem. Methods in Science Teaching<sup>7</sup>
  - 3 – EDEL 4870 Elem. Methods in Social Studies Teaching<sup>7</sup>
  - 3 – EDSP 3730 Characteristics and Instruction of Individuals with Intellectual Disabilities and Autism<sup>7</sup>
  - 3 – EDSP 3750 Early Intervention Strategies for Young Children with Special Needs<sup>7</sup>
  - 3 – EDSP 4910 Educational Assessment of Individuals with Disabilities<sup>7</sup>
- 15

## Senior Year

### First Semester

- 3 – EDSP 4920 Mathematics Instruction for Individuals with Mild Disabilities<sup>8</sup>
  - 3 – EDSP 4930 Classroom and Behavior Management for Special Educators<sup>8</sup>
  - 3 – EDSP 4940 Teaching Reading to Students with Mild Disabilities<sup>8</sup>
  - 3 – EDSP 4960 Special Education Field Experience<sup>8</sup>
  - 3 – EDSP 4970 Secondary Methods for Individuals with Disabilities<sup>8</sup>
  - 1 – EDSP 4900 Teaching Writing to Students with Disabilities<sup>8</sup>
- 16

### Second Semester

- 3 – EDSP 4950 Written Communication and Collaboration for the Resource Teacher<sup>9</sup>
  - 12 – EDSP 4980 Directed Teaching in Special Education<sup>9</sup>
- 15

## 123 Total Semester Hours

---

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

<sup>2</sup>See General Education Requirements. Eight credit hours must be in a sequence: Biological and physical sciences must be represented. PHSC 1070, 1080, and BIOL 1090 are recommended.

<sup>3</sup>ENGL 2120, 2130, 2140, or 2150.

<sup>4</sup>HIST 1010, 1020, 1720, 1730, or 1930.

<sup>5</sup>See General Education Requirements.

<sup>6</sup>EDLT 4600 and EDSP 3720 and 3740 must be taken concurrently during the fall semester of the junior year.

<sup>7</sup>EDEL 4510 and 4870, EDSP 3730, 3750, and 4910 must be taken concurrently during the spring semester of the junior year.

<sup>8</sup>EDSP 4920, 4930, 4940, 4960, 4970, and 4900 must be taken concurrently during the fall semester of the senior year.

<sup>9</sup>EDSP 4950 and 4980 must be taken concurrently during the spring semester of the senior year.

## Change Undergraduate Course

### Change a Course

**Subject:** EDEL-Elementary Education  
**Number:** 4820  
**Effective Term:** Fall 2016  
**Title:** Elem Ed Capston Sem  
**Honors Course:**  
☐ Add Honors Course:  
**Last Term Course was taught:** 201501

**Brief Statement of Change Based on Assessment Results:**  
Change prerequisite to remove "consent of area committee chair".

### 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** Preq: EDEL 3100 and EDEL 3210 and EDEL 4010 and EDEL 4510 and EDEL 4520 and EDEL 4870 and EDEL 4880 and EDLT 4610; and admission to the professional level; and consent of area committee chair. Coreq: EDEL 4821 and EDEL 4830.  
**To** Preq: EDEL 3100 and EDEL 3210 and EDEL 4010 and EDEL 4510 and EDEL 4520 and EDEL 4870 and EDEL 4880 and EDLT 4610; and admission to the professional level. Coreq: EDEL 4821 and EDEL 4830.

### Syllabus

Upload File: agarth43558spring2015-20151104080932.pdf

### Form

**User ID:** amt23      **Name:** Andrew Tyminski  
**Date:** 11/04/2015      **Number:** 13889

APM 11/2/15  
Chair, Department Curriculum Committee Date

B. Kaselett 11/20/15  
Department Chair Date

APM 11/16/15  
Chair, College Curriculum Committee Date

D. A. R. 11/20/15  
College Dean Date

John D. Hoff 12/4/2015  
Director, Calhoun Honors College Date

Chair, Undergraduate Curriculum Committee Date

Robert S. Jones 4/8/16  
Chair, Graduate Curriculum Committee Date

Provost Date

President Date

## Change Undergraduate Course

### Change a Course

Subject: EDEC-Early Childhood Education  
 Number: 4500  
 Effective Term: Fall 2016  
 Title: EC Curric & Soc Stud Methods  
 Honors Course:  
☐ Add Honors Course:  
 Last Term Course was taught: 201501

**Brief Statement of Change Based on Assessment Results:**  
 Catalog description change based on state legislation.

### 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.)  
 state legislation requirement

### Change Catalog Description

**From** Examination of how content related to social studies can be integrated with concepts across the early childhood curriculum. A focus is placed on identifying and understanding the curricular needs of young children and how to connect content areas through social studies concepts.  
**To** Focus is on identifying and understanding the curricular needs of young children and how to connect content areas through the development of integrated thematic social studies units. Meets Read to Succeed requirements.

### Learning Objectives

The learner will be able to 1. Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum 2. Connecting inquiry through the integration of Social Studies, Science, and Math, with literacy instruction leads students to build knowledge and emphasizing collaborative learning fosters independence and self-initiation in reading and learning. 3. Understand how to utilize content knowledge to build meaningful curriculum.

### Topical Outline

Methods course Weeks 1-5: Constructivist curriculum and Developmentally Appropriate Practice, Social Studies content and standards Weeks 6-10: Goals and objectives, lesson plans, project work, assessment Weeks 11-15: Learning centers, room design, field trips

### Evaluation

Undergraduate

A 93 - 100  
 B 85 - 92  
 C 77 - 84  
 D 70 - 76  
 F < 69

Me Bag and Reflection Paper 15% Thematic Unit and Presentation 60% Field Trip assignment and Pop Quizzes 25%

### Syllabus

Upload File: EDEC 4500-20150925125520.docx

### Form

User ID: ah2 Name: Anna Hall  
 Date: 09/25/2015 Number: 10640

## Change Undergraduate Course - Curriculum &amp; Course Change System

  
Chair, Department Curriculum Committee

11/2/15  
Date

  
Department Chair

11/20/15  
Date

  
Chair, College Curriculum Committee

11/16/15  
Date

  
College Dean

11/20/15  
Date

Director, Calhoun Honors College

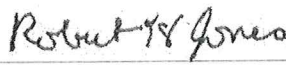
Date

  
Chair, Undergraduate Curriculum Committee

12/4/2015  
Date

Chair, Graduate Curriculum Committee

Date

  
Provost

4/8/16  
Date

President

Date

## Change Undergraduate Course

### Change a Course

**Subject:** EDEC-Early Childhood Education  
**Number:** 4600  
**Effective Term:** Fall 2016  
**Title:** Critical Iss/Diversity in ECE  
**Honors Course:**  
☐ Add Honors Course:  
**Last Term Course was taught:** 201408  
**Brief Statement of Change Based on Assessment Results:**  
 Catalog Description change based on state 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.)  
 state legislation requirements

### Change Catalog Description

**From** In depth analysis of current and critical issues in early childhood education using a critical multicultural education framework. Topics include critical multiculturalism education, examination of issues of equity and access, early childhood assessment, working in diverse settings, and meeting the educational needs of all learners.  
**To** In depth analysis of current issues in early childhood education. Topics include critical multiculturalism education, examination of issues of equity and access, early childhood assessment, working in diverse settings, and meeting the educational needs of all learners. Meets Read to Succeed requirements.

### Learning Objectives

By the end of the semester each student will: • understand some of the key issues in early childhood education; • understand the shifting focus on content areas within the curriculum; • observe and document a child's growth and development using a strength's based approach; • demonstrate an understanding of the growing emphasis on early literacy in the curriculum • learn how to be teacher-researchers; • become curriculum makers for children of differing abilities by learning about their strengths, personal/life experiences, and ; • become advocates for children, through inquiring and making curriculum.

### Topical Outline

• Shifts in early childhood classrooms & curriculum • Child-centered education • Evolution of Developmentally Appropriate Practice • Multicultural education and the growing emphasis on early literacy • Preschool programs and the public schools • Becoming a reflective teacher • Play: history, definitions, and play-based curriculum • Engaging in multicultural teaching • Advocacy and ethical dilemmas

### Evaluation

Undergraduate

A 93 - 100  
 B 85 - 92  
 C 77 - 84  
 D 70 - 76  
 F < 69

• Weekly reading responses 15 points total • Participation online group 10 points • Research Paper 25 points • Child Study Project (parts due throughout) 40 points • Student panel discussion and paper 20 points • Attendance/Participation 15 points • Total: Approximately 125 points

### Syllabus

Upload File: EDEC 4600-20150925125638.docx

### Form

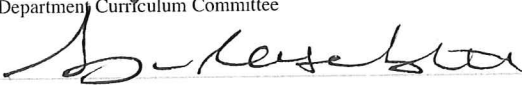
**User ID:** ah2      **Name:** Anna Hall  
**Date:** 09/25/2015   **Number:** 10642




## Change Undergraduate Course - Curriculum &amp; Course Change System

  
Chair, Department Curriculum Committee


11/2/15  
Date

  
Department Chair

11/20/15  
Date

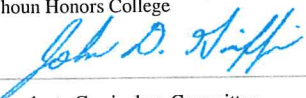
  
Chair, College Curriculum Committee

11/16/15  
Date

  
College Dean

11/20/15  
Date

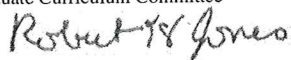
Director, Calhoun Honors College



12/4/2015  
Date

Chair, Undergraduate Curriculum Committee

Chair, Graduate Curriculum Committee



4/8/14  
Date

Provost

President

## Change Undergraduate Course

### Change a Course

Subject: EDLT-Literacy  
 Number: 4580  
 Effective Term: Spring 2016  
 Title: Early Literacy: Birth-Kindergn  
 Honors Course:

☐ Add Honors Course:

Last Term Course was taught: 201501

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

The course description has changed to reflect alignment with Read-to-Succeed Requirements.

### Rationale for Changing a Course

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

The course description has changed to reflect alignment with Read-to-Succeed Requirements.

### ☒ Change Catalog Description

**From** Provides Early Childhood Education majors with knowledge of theory and research-based, developmentally appropriate instructional practices related to children's literacy development within the home and school from birth to kindergarten. Factors related to assessment and communication within and between the family, school, and teacher are addressed.

**To** Provides Early Childhood Education majors with theory and research-based, developmentally appropriate instructional practices related to literacy development from birth to kindergarten. Factors related to assessment and communication within and between the family, school, and teacher are addressed. Designed to meet Read to Succeed state teacher certification requirements.

### Learning Objectives

NA

### Topical Outline

NA

### Evaluation

Undergraduate

A 90 - 100

B 80 - 89

C 70 - 79

D 60 - 69

F < 60

Class participation (15%) Midterm (15%) Literacy prop box (15%) Children's literature project (10%) Professional development discussion project (20%)  
 Final exam (25%)

### Syllabus

Upload File: EDLT 4580\_Fall\_2015-20151004134042.docx

Description: EDLT\_4580\_Syllabus

**Form**

User ID: pdunsto Name: Pamela Dunston

Date: 10/04/2015 Number: 11555

Pamela J. Dunston 10/21/15  
Chair, Department Curriculum Committee Date

[Signature] 10-27-15  
Department Chair Date

[Signature] 11/16/15  
Chair, College Curriculum Committee Date

[Signature] 11/20/15  
College Dean Date

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

John D. Stiff 12/4/2015  
Chair, Undergraduate Curriculum Committee Date

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

Robert S. Jones 4/8/16  
Provost Date

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

**Course Title:**

Early Literacy: Birth-Kindergarten

<b>Catalog Description:</b>	Provides Early Childhood Education majors with theory and research-based, developmentally appropriate instructional practices related to children's literacy development from birth to kindergarten. Factors related to assessment and communication within and between the family, school, and teacher are addressed. Designed to meet Read to Succeed state teacher certification requirements.
<b>Prerequisites:</b>	Admission to the professional level.
<b>Textbooks:</b>	Armistead-Bennett, V.S., Duke, N.K. & Moses, A. (2005). <i>Literacy and the youngest learner: Best practices for educators of children from birth to 5</i> . New York: Scholastic. Neuman, S., Copple, C. & Bredekamp, S. (2000). <i>Learning to read and write: Developmentally appropriate practices for young children</i> . Washington, DC: National Association for the Education of Young Children.
<b>Course Coordinator:</b>	Jonda C. McNair
<b>Objectives:</b>	The learner will: 1. Study general principles and theories of teaching literacy to children from birth to kindergarten. 2. Study factors related to acquisition and development of language and literacy learning in home, daycare, and school settings. 3. Acquire methods and techniques for teaching literacy to diverse learners across a variety of populations.
<b>Topical Outline:</b>	Oral language development, writing (10) Play, early readers, names (13 hours) Assessment (10 hours) Children's literature (12 hours)
<b>Outside Readings (if required):</b>	
<b>Evaluation</b>	Class participation (15%) Midterm (15%) Literacy prop box (15%) Children's literature project (10%) Professional development discussion project (20%) Final exam (25%)  A = 90-100% B = 80-89% C = 70-79% F= 0-69%
<b>Additional Information</b>	
<b>Form Originator</b>	Jonda C. McNair (jmcnair)

## Change Undergraduate Course

### Change a Course

Subject: EDLT-Literacy  
 Number: 4590  
 Effective Term: Spring 2016  
 Title: Teaching Reading Grades K-3  
 Honors Course:

☐ Add Honors Course:

Last Term Course was taught: 201408

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

The course description has changed to reflect alignment with Read-to-Succeed requirements.

### Rationale for Changing a Course

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

The course description has changed to reflect alignment with Read-to-Succeed requirements.

### ☒ Change Catalog Description

**From** Provides early childhood and Elementary Education majors an understanding of teaching reading in the elementary school setting in kindergarten through third grade. Students investigate general principles of language and literacy development and learn methods for teaching and assessing children's literacy.

**To** Provides Early Childhood Education majors an understanding of teaching reading in the elementary school setting in kindergarten through third grade. Students investigate general principles of language and literacy development and learn methods for teaching and assessing children's literacy. Designed to meet Read to Succeed state teacher certification requirements.

### ☒ Change Prerequisite(s) / Corequisite(s)

**From** EDEC 3360 and EDF 3010 and EDF 3020 and admission to the professional level. Early Childhood Education majors must enroll in EDEC 4000 and EDLT 4590 during the same term.

**To** Admission to the professional level and coreq enrolled in EDEC 4000.

### Learning Objectives

The learner will be able to: 1. Demonstrate knowledge of methods, materials and technology, appropriate for teaching reading in kindergarten and early elementary grades. 2. Demonstrate knowledge of emergent literacy, phonological awareness, print concepts, word recognition, and comprehension. 3. Select and utilize formal and informal assessments to evaluate children's language development and emergent literacy in the early elementary grades.

### Topical Outline

Comprehension, oral language, and instructional materials (10 hours) Word study (phonics, vocabulary, etc.) (10 hours) Assessment (13 hours) Guided reading, text leveling, fluency (12 hours)

### Evaluation

Undergraduate

A 90 - 100  
 B 80 - 89  
 C 70 - 79

D 60 - 69

F &lt; 60

Author/illustrator study (15%) Learning logs (25%) Class participation (15%) Observation survey (20%) Exam (25%)

**Syllabus**

Upload File: EDLT\_4590\_Fall\_2015-20151004155020.docx

**Description:** EDLT\_4590\_Syllabus**Form****User ID:** pdunsto **Name:** Pamela Dunston**Date:** 10/04/2015 **Number:** 11560

Chair, Department Curriculum Committee

Department Chair \_\_\_\_\_ Date \_\_\_\_\_

Chair, College Curriculum Committee

College Dean \_\_\_\_\_ Date \_\_\_\_\_

Director, Calhoun Honors College

Chair, Undergraduate Curriculum Committee

Chair, Graduate Curriculum Committee

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

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

\_\_\_\_\_



**Course Title:** Teaching Reading in the Early Grades: K-3

<b>Catalog Description:</b>	Provides Early Childhood Education majors an understanding of teaching reading in the elementary school setting in kindergarten through third grade. Students investigate general principles of language and literacy development and learn methods for teaching and assessing children's literacy. Designed to meet Read to Succeed state teacher certification requirements.
<b>Prerequisites:</b>	Admission to the professional level and concurrently enrolled in ED 4000.
<b>Textbooks:</b>	Clay, M. (1985). <i>Stones</i> . Portsmouth, NH: Heinemann. Clay, M. (2013). <i>An Observation Survey of Early Literacy Achievement</i> . (3 <sup>rd</sup> Edition) Portsmouth, NH: Heinemann. Fountas, I. & Pinnell, G.S. (1996). <i>Guided reading</i> . Portsmouth, NH: Heinemann. Strickland, D. (2011). <i>Teaching phonics today: Word Study Strategies Through the Grades (2<sup>nd</sup> Edition)</i> . Newark, DE: International Reading Association.
<b>Course Coordinator:</b>	Jonda C. McNair
<b>Objectives:</b>	The learner will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate knowledge of methods, materials and technology, appropriate for teaching reading in kindergarten and early elementary grades.</li> <li>2. Demonstrate knowledge of emergent literacy, phonological awareness, print concepts, word recognition, and comprehension.</li> <li>3. Select and utilize formal and informal assessments to evaluate children's language development and emergent literacy in the early elementary grades.</li> </ol>
<b>Topical Outline:</b>	Comprehension, oral language, and instructional materials (10 hours) Word study (phonics, vocabulary, etc.) (10 hours) Assessment (13 hours) Guided reading, text leveling, fluency (12 hours)
<b>Evaluation</b>	Author/illustrator study (15%) Learning logs (25%) Class participation (15%) Observation survey (20%) Exam (25%)  A = 90-100% B = 80-89% C = 70-79% F= 0-69%
<b>Additional Information</b>	
<b>Form Originator</b>	Jonda C. McNair (jmcnair)

000304

**Change Undergraduate Course****Change a Course****Subject:** EDEL-Elementary Education**Number:** 4670**Effective Term:** Spring 2016**Title:** Tchng Esol: Elem Sch**Honors Course:**☐ Add Honors Course:**Last Term Course was taught:** 201501**Brief Statement of Change Based on Assessment Results:**

Change of prefix and title due to changes in programs and departments in the College of 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.)

The course is being moved to the literacy program area as part of the reconfiguration of programs and departments within the new College of Education.

☒ **Change Subject****To** EDLT-Literacy**Learning Objectives**

Students will be able to: 1. identify students' linguistic, social, behavioral, cognitive and cultural histories and repertoires 2. use research-based instructional strategies, curriculum materials, and classroom management techniques to support classroom instruction 3. use assessment techniques (formal and informal) to track student progress and use data to inform goal-setting, planning and instruction 4. modify and develop instructional materials to support students' learning of subject matter

**Topical Outline**

Demographics, Public Perceptions, Legal Issues (9 hours) Models & Effectiveness of Instructional Programs (6 hours) Equitable & Differentiated Instruction (10 hours) Standards and Standardized/Authentic Assessment (10 hours) Teaching Listening, Speaking, and Subject-Matter Content (10 hours)

**Evaluation**

Undergraduate

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

Attendance/Participation: 10% Reading Summary/Presentation: 20% School Profile: 35% Final Exam: 35%

**Syllabus**

Upload File: EDLT\_4670\_Principles\_of\_TESOL-20151020150213.docx

000305

**Description:** EDLT\_4670\_Principles\_of\_TESOL

**Form**

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

**Date:** 11/12/2015 **Number:** 12836

<i>Pamela J. Dunston</i>	11/13/15	000306
Chair, Department Curriculum Committee		Date
<i>[Signature]</i>	11-13-15	
Department Chair		Date
<i>[Signature]</i>	11/16/15	
Chair, College Curriculum Committee		Date
<i>[Signature]</i>	11/20/15	
College Dean		Date
<hr/>		
Director, Calhoun Honors College		Date
<i>[Signature]</i>	12/4/2015	
Chair, Undergraduate Curriculum Committee		Date
<hr/>		
Chair, Graduate Curriculum Committee		Date
<i>Robert S. Jones</i>	4/8/16	
Provost		Date
<hr/>		
President		Date

**EDLT 4670: Principles and Strategies for Teaching English to Speakers of Other Languages in Elementary Schools**

<b>Description:</b>	Introduces preservice teachers to theories and principles related to second language acquisition as applied in culturally and linguistically responsive classrooms. Presents instructional models and strategies for teaching the language acquisition process within a context of academics supportive of English language learners (ELLs) and their needs.
<b>Prerequisites:</b>	Admission to the professional level. Co-requisites: EDEL 4050 and EDLT 4620 and EDLT 4630.
<b>Required course for students in:</b>	Elementary Education, CLD Focus-area
<b>Statement of need and justification:</b>	The course is being moved to the program area within the department that is responsible for staffing.
<b>Textbooks:</b>	Richard-Amato, P. & Snow, M.A. (2005). <i>Academic Success for English language learners: Strategies for K-12 mainstream teachers</i> . Longman: White Plains N.Y. ISBN 0-13-189910-4 (paperback version)
<b>Learning Objectives:</b>	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify students' linguistic, social, behavioral, cognitive and cultural histories and repertoires.</li> <li>2. Use research-based instructional strategies, curriculum materials, and classroom management techniques to support their work with all students</li> <li>3. Use assessment techniques (formal and informal) to collect data on student progress and can interpret these data to inform goal-setting, planning and instruction for all students</li> <li>4. Modify existing materials to support students' learning of subject matter and to develop new materials</li> <li>5. Plan simultaneously for instruction, management and assessment to create an optimal learning environment for all students</li> </ol>
<b>Topical Outline:</b>	<p>Demographics, Public Perceptions, Legal Issues (10 hours)</p> <p>Multicultural Education, Program Models &amp; Effectiveness (10 hours)</p> <p>Standards and Standardized/Authentic Assessment (10 hours)</p> <p>Teaching Listening, Speaking, and Content (10 hours)</p>
<b>Evaluation:</b>	<p>Attendance/Participation: 10%</p> <p>Reading Summary/Presentation: 20%</p> <p>School Profile: 35%</p> <p>Final Exam: 35%</p>
<b>Form Originator</b>	Mikel Cole



## Change Undergraduate Course

### Change a Course

**Subject:** EDF-Educational Foundations

**Number:** 4800

**Effective Term:** Spring 2016

**Title:** Digital Media & Learning

Honors Course:

☐ Add Honors Course:

**Last Term Course was taught:** 201505

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

Minor changes in this course include the removal of a particular textbook and instructional hours associated with topics, and an additional statement should appear in the catalog description.

### 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.)

Removing textbook and hours assigned to topics - both will provide faculty with more flexibility. Adding a statement in catalog description as a result of a new South Carolina initiative (read to succeed) that will be supported by this course.

### ☒ Change Catalog Description

**From** Critical use of digital media for leadership and learning within societal and educational contexts. This course focuses on learner impact while exploring, developing, and evaluating technology-enhanced applications. It further develops competencies with new media literacies and addresses societal, cultural, ethical, and participatory issues and uses of digital media.

**To** Critical use of digital media for leadership and learning within societal and educational contexts. This course focuses on learner impact while exploring and evaluating technology-enhanced applications. It further develops competencies with media literacies and addresses cultural, ethical, and participatory implications. Designed to meet Read to Succeed requirements.

### Learning Objectives

This course prepares students to evaluate and apply digital media and learning contexts to learning environments. It purposefully focuses on exploring, and then building a culture of participation with digital media and learning. Participants will: (1) Understand the potential advantages and disadvantages of digital media that may influence teaching and learning (2) Read, analyze, and discuss shifts in educational practices based on rapid expansion of Internet technologies, 21st Century Skills, and ISTE NETS (3) Explore the changing definitions of literacy and fluency and what it means for education and society (4) Critically review emerging technology tools and spaces as conduits for learning (5) Understand the ethical implications for incorporating these technologies in professional and student-centered environments (6) Apply 1-5 in project-based work to demonstrate proficiency and understanding, often occurring in lab sessions.

### Topical Outline

• What does it mean to be literate in today's society [Digital Literacy/Digital Media Learning] • Implications of being a citizen in the digital world [Digital Citizenship, Cyberbullying, Internet Safety and Security] • Being productive in today's professional and educational work environments [Productivity Tools] • Skills Needed for 21st Century Society [Collaboration and Communication Tools] • Social media and its impact on society and education [Social media applications (5 hrs)] • Mobile Devices and Learning [Tablets/iPods] • Understanding, Evaluating and Creating Visual Information [Infographics/Mashups] • Virtual Environments • Lab component will focus on practical application of principles, methods, and media discussed during instructional, classroom sessions.

### Evaluation

Undergraduate

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

F &lt; 60

Evaluation will be based on Project-based Assignments/Reflections (50%-60%), Final Project (30%-40%), and Participation and Attendance (10%).

**Syllabus**

Upload File: EdF 4800 Syllabus2015-20151104152454.docx

**Form**

**User ID:** visser      **Name:** Ryan Visser

**Date:** 11/04/2015   **Number:** 13950

000310

*Pamela J. Dunston* 11/13/15  
Chair, Department Curriculum Committee Date

*D. Smith* 11-13-15  
Department Chair Date

*A. M. Ty* 11/16/15  
Chair, College Curriculum Committee Date

*Don L. M.* 11/20/15  
College Dean Date

Director, Calhoun Honors College Date  
*John D. Stiff* 12/4/2015  
Chair, Undergraduate Curriculum Committee Date

Chair, Graduate Curriculum Committee Date  
*Robert R. Jones* 4/8/16  
Provost Date

President Date



000311

**Minor****Name:** Education **Lead Dept:** Education and Human Dev**Delete Minor****Effective Term:** Spring 2016**Summary / Explanation**

The education minor does not meet requirements for any teacher certification program. The Department of Education and Human Development is expending nearly \$40,000 per year to hire adjuncts needed to cover the courses that have to be offered to accommodate students seeking the education minor because tenure-track faculty members cannot cover all the courses.

**Form****User ID:** pdunsto **Name:** Pamela Dunston**Date:** 11/13/2015 **Number:**

*Samela J. Dunston**11/13/15*

000312

Chair, Department Curriculum Committee

Date

*W. H. H. H.**11-16-15*

Department Chair

Date

*A. H. H. H.**11/16/15*

Chair, College Curriculum Committee

Date

*11/20/15**11/20/15*

College Dean

Date

Director, Calhoun Honors College

Date

*John D. Hill**12/4/2015*

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

*Robert H. Jones**4/8/16*

Provost

Date

President

Date