



COLLEGE OF EDUCATION
COURSE APPROVAL VERIFICATION FORM
BASIC PROGRAMS CURRICULUM COMMITTEE

Course Designator EDTE Prefix Number 521 Suffix
(Example: EDUC J999Q)

OR

Degree Program:
(For Bulletin Changes)

Course Proposer: G. Nathan Carnes Phone: 777-4868

Date Received Approved By Date Forwarded

8-27-10 Susan Schumann Gate 9-3-10
Chair, Department Committee

9-3-10 Diane Stephens 9/3/10
Chair, Department

Chair, Basic Programs Curriculum Committee

Associate Dean for Student Affairs or Curriculum Director

Dean, College of Education

Note: If not approved, return packet to person named at the last level of approval.



COURSE CHANGE PROPOSAL

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

CCP

INSTRUCTIONS: This form is used to make changes to a course number, title, 4-letter designator, credit hours, pre- or co-requisites, description, delivery location or delivery method, or to delete a course. If the change affects the interests of another unit or campus, letters of concurrence from those units must be attached.

Date: April 7, 2010

Campus: USC- Columbia College/School: College of Education

Department (if applicable): Instruction and Teacher Education

Undergraduate Graduate

OLD COURSE INFORMATION

Course Designation: EDTE 521
4-letter Designator Prefix Course Number Suffix

Credit Hours: 3 Variable Fixed # Times Course Can Be Taken: _____

Course Title: _____

Cross-listed with which course? _____
4-letter Designator Prefix Course Number Suffix

Course Prerequisites/Corequisites: _____

Course Delivery Location: USC Campus Off-Campus site
(If an off-campus delivery change is being requested, attach a completed Off-Campus Delivery (OCD) form)

Course Delivery Method: Traditional Delivery Distance Technology Delivery (streaming video, web-based, CD/DVD)
(If distance technology delivery is being requested, attach a completed Distance Education Delivery (DED) form.)

Proposed Effective Term for change to database:

Year: 2011 Fall Spring May Session Summer I Summer II

PROPOSED CHANGE

Delete Course: Effective Term Year: _____ Fall Spring May Session Summer I Summer II

Change Course Title to: _____

Change Course Designator to: EDML

Change Course Number to: 321

Change Credit Hours to: _____

Change Prerequisites/Corequisites to: _____

Change Course Description/Content *(Please attach a completed two-column Bulletin Change Form.)*

Add or Change Delivery Location *(Please attach a completed Off-Campus Delivery (OCD) Form.)*

Add or Change Delivery Method to Distance Education *(Please attach a completed Distance Education Delivery (DED) Form.)*

Other Change (Specify): _____

IMPACT ON OTHER ACADEMIC UNITS & CAMPUSES

Does the proposed course affect the curriculum, students or academic interest of any other unit at USC Columbia or on a USC Regional Campus? Yes No

Identify which unit(s)/campus(es) Business and Technology undergraduate program

(If yes, please attach letters of concurrence from relevant units and/or the Office of System Affairs.)

REQUIRED ATTACHMENTS (The following documents must be attached to this form before submission)

- Course syllabi (Provide old syllabus and changed syllabus)
- "Before" and "After" bulletin description on two-column Bulletin Change Form
- Justification Form (Rationale for change - required for all changes)
- Letters of concurrence (if appropriate)

CONTACT INFORMATION

Contact Person:	G. Nathan Carnes	Associate Professor
	<i>Print name</i>	<i>Title</i>
	ncarnes@mailbox.sc.edu	803-777-4868
	<i>Email Address</i>	<i>Phone Number</i>
		04/07/2010
	<i>Signature</i>	<i>Date</i>

REQUIRED APPROVALS

Department Chair:	<i>Print name</i>	<i>Signature</i>	<i>Date</i>
	<i>Email Address</i>	<i>Phone Number</i>	
Academic Dean:	<i>Print name</i>	<i>Signature</i>	<i>Date</i>
	<i>Email Address</i>	<i>Phone Number</i>	
Dean of the Graduate School:	<i>Print name</i>	<i>Signature</i>	<i>Date</i>
	<i>Email Address</i>	<i>Phone Number</i>	

Graduate Council Faculty Senate

Date of Faculty Governance Approval (if appropriate)



BULLETIN CHANGE FORM

BCH

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

INSTRUCTIONS: Please attach the proposed language changes exactly as they are to appear in the Bulletin. A two-column format showing both the old wording (left column) and the new wording (right column) is required.

Date: 4/07/2010
Campus: USC- Columbia College/School: College of Education
Department (if applicable): Instruction & Teacher Education
Bulletin Version: Graduate Undergraduate
Internet or web link to Bulletin Entry: http://bulletin.sc.edu/preview_program.php?catoid=10&poic

CURRENT BULLETIN LANGUAGE
(text to be deleted in new version show as strikethrough)
Please note that text should be formatted in Word to show strikethrough. Then, cut and paste the text into the space below.

NEW LANGUAGE OR PROPOSED CHANGE TO BULLETIN
(new text shown as underlined)

B. Middle Level Core (18 hours)

- ~~EDTE 521 - Middle Level Teaching and Management~~

B. Middle Level Core (18 hours)

- EDML 321 - Middle Level Teaching and Management



JUSTIFICATION FORM

USC Columbia, Lancaster, Salkehatchie, Sumter & Union campuses

JUS

INSTRUCTIONS: *Please attach a statement explaining the justification for the proposed program or course action.*

Date: 4/07/2010

Campus: USC- Columbia College/School: College of Education

Department (if applicable): Instruction & Teacher Education

Undergraduate

Graduate

Course Designator Change:

The proposed change communicates a clearer connection to the Middle Level Education degree program and better reflects a focus on middle level education to prospective and current students.


Course Number Change:

The proposed course number change is more consistent with the introductory nature of the content and the general overview of middle level education that the learning experiences provide.



TECHNOLOGY SUPPORT AND TRAINING MANAGEMENT
COLLEGE OF HOSPITALITY, RETAIL, AND SPORT MANAGEMENT

TO: Dr. Nathan Carnes
Instruction and Teacher Education
Elementary Education, Middle Level

FROM: Dr. Lynn B. Keane 
Director of Business Education
Technology Support and Training Management

DATE: April 28, 2010

SUBJECT: Proposed Course Change – EDTE 521 to EDML 321

EDTE 521 Middle Level Teaching Management is currently a required course in the Business and Technology undergraduate program. This is a valuable course for our students to gain exposure to an overview of instructional strategies and management relevant to the middle level classroom. Since we require this course only for undergraduate initial certification students, the proposed course change from a 500 level course to a 300 level course will have no negative impact on business education students' program of study. I further support the change from a more general focus, as an EDTE (Instruction and Teaching) course, to the more specific focus of an EDML (Middle Level Education) course.

**EDML 321 Tentative Syllabus
Middle Level Teaching and Management
Spring 2011**

Dr. Nathan Carnes
107H Wardlaw
Office e-mail: ncarnes@sc.edu

Phone: 777- 4868
Office hrs: Tues. & Thr. 1:00- 4:30 or by appt.
IM Screen Name: gncarnes

I. Descriptive Information

- A. Catalog Description: an overview of national trends in the middle school with an analysis of the relationship of early adolescent developmental characteristics to organization, curriculum, instruction, and teaching in the middle level school.
- B. Course Credit: 3 semester hours
- C. Intended Audience: Candidates exploring middle level education.
- D. Class meeting time: 5:00 PM- 7:00 PM (additional time spent at Service Learning site)
- E. Location: Wardlaw 110

II. Course Goals and Objectives

Goals:

- 1. To provide opportunities for teacher candidates to expand their knowledge and understanding of the curriculum, organization, instructional programs, and human dimensions of the contemporary American middle school.
- 2. To examine strategies which develop confidence and promote knowledge in various areas that planning, developmental characteristics and behaviors of young adolescents, and methods of establishing a community of learners among family, school, and community.

Objectives: Candidates will

- 1. summarize the history and development of the middle school concept.
- 2. understand the complexity and diversity among young adolescents.
- 3. explain practices and behaviors that develop competence as a professional with an emphasis on classroom management.
- 4. develop a classroom management plan that provides opportunities that support student development and learning.
- 5. understand the major concepts, principles, theories, and research that underlies philosophical foundations of developmentally responsive of middle level programs.
- 6. evaluate strategies that support middle level student development and learning.
- 7. exhibit dispositions of an effective, caring professional educator, as outlined in the College of Education's Conceptual Framework.
- 8. examine and analyze issues, techniques, and special provisions related to social justice and diversity (i.e. academic, cultural).
- 9. summarize major concepts, theories, principles, and research related to assessment practices.

III. Required Text and Readings

- A. Powell, S. D. (2005). *Introduction to middle school*. Columbus, OH: Pearson Education, Inc. Merrill Prentice Hall.
- B. Selected readings from professional education journals.

Note: This course will use the Blackboard system extensively. In order to successfully complete the course, students must demonstrate proficiency with its use. Training on Blackboard will not be provided as part of the course. However, **Computer Services offers free assistance to all USC students who**

would like to learn more about **Blackboard**. For more information, contact Computer Services-Academic Services at 777-6015.

IV. Professional Behavior Requirements

- A. Professional behavior/manner is expected during all class experiences and activities. Candidates should exhibit the dispositions contained in the College of Education Conceptual Framework consistently and explicitly.
- B. Students are expected to attend all class sessions and participate fully in class discussions and other learning experiences.
- C. Absence from more than 10% of the scheduled class sessions, whether excused or unexcused, will result in a grade penalty. An assignment negotiated between the candidate and course instructor may be substituted for an excused absence.
- D. Candidates must arrive to class in a timely manner and remain until dismissal. For accountability purposes, three tardies to class will be considered equivalent to one absence.
- E. Candidates must submit assignments **on or before** the specified due date, unless previous arrangements were made with the instructor. Late work will reduce the opportunity to earn full credit. The instructor reserves the right to refuse late assignments. All assignments must be typed.
- F. Use of cell phones and other electronic devices are prohibited and must be muted, unless you have the instructor's consent.

V. **Academic Course Requirements**- An overview of the assignments are provided in this section of the syllabus. More detailed descriptions complete with appropriate checklist for scoring rubrics are provided on Blackboard. Candidates are responsible for downloading and reviewing these detailed descriptions before completing the respective assignments.

- A. **Class Participation and Professionalism (10 pts per class meeting):** There will be an examination related to the reading assignment for each class session. Some points may result from a homework assignment. Additionally, you may earn points for active participation and demonstration of the dispositions that appear in the College of Education Conceptual Framework.
- B. **Classroom Management Plan (24 points):** By the end of the semester, you must construct a personal discipline system that meets the needs of your middle level students, as well as your own needs. The discipline approach that you present should incorporate key components that were presented earlier in the semester. At the same time, it must be one that you believe will be most effective for you. The guidelines for this assignment are accessible through Blackboard under the Assignment tab.
- C. **Portfolio (20 points):** By the end of the course, all candidates are expected to submit a portfolio template complete with two entries. This collection of evidence will provide an overview of what s/he knows and is able to do. A complete description of the expectations appears in the guidelines for this assignment on Blackboard. The rubric that is posted there should serve as a guideline for developing the portfolio.
- D. **Service Learning Project (25 points):** All candidates must engage in a service learning experience that allows them opportunities to interact with young adolescent learners while gaining insights into managing behaviors and an overview of middle level teaching.

(5 points) You will be required to contact representative of the community partner to which you are assigned to introduce yourself and thank him or her for allowing you to observe at the site on

the dates and times arranged. To allow for travel time, each observation should be at least 45 minutes (excluding travel and signing in/out times), with the exception of those individuals who are providing tutoring or interacting with students via Skype. Please request that the contact person confirm your email. **The contact's confirmation email is due in class the meeting prior to the first observation date with the community agency.**

Please be aware that you are a professional guest at your selected service learning site and you are a representative of the University of South Carolina. You will be required to wear your USC ID in a badge or lariat. For each observation, you are required to obtain the signature of the community partner. You are not permitted to use the agency's telephone for any personal reason and the use of cell phones/text messages is not permitted. You are responsible to become aware of and adhere to any rules that the community partner has established. Please be fully aware that if your behavior or attitude is deemed unprofessional (i.e. excessive tardiness, lack of engagement, unprofessional dress) by any member of the school staff, you will be asked to withdraw from EDML 321 and/or you will be in jeopardy of failing the class.

(20 points) For the each site-based observation, you will log the date, time observation begins & ends, and gather data in the form of notes and/or digital photographs (if you have prior permission from the supervisor). You will participate in group discussions regarding a specific focus topic for the week. It is recommended that you take notes during these discussions in order to reference them in your analyses and connections. As you reflect, it will be important to reference 1) data gathered, 2) group discussions, and 3) use sources to support your opinions.

- E. **Independent Learning Project (25 points):** For individuals who are completing the course for Honors credit, an appointment must be made with Dr. Carnes to develop and complete a small independent research project that leads to a deeper understanding of one of the characteristics or principles of middle level education.

VI. Evaluation and Grading

Raw scores that candidates have earned for each assignment will be recorded. Each candidate's score will be compared to the possible total number of points. The final grade will be determined by the percentage of the total score and will be based on the following grading scale:

A	92-100%
B+	88-91
B	84- 87
C+	80-83
C	75-79
D	70-74

"Anything worth doing well is worth doing." R. Quantz

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- E. **Kidwatching (50 points):** (For individuals who are completing the course for graduate credit) Individuals who are completing the course for graduate credit must complete at least five hours of observation of the student in the middle level education setting. You will be expected to look closely at specific features within the learning environment: 1) Logistics - i.e. the structure of the day, the organization of the educational setting, the use of time; 2) Talk - i.e. What is the nature of the discourse in each of the classrooms? What do you notice about the teacher-student and student-student interactions? Are questions valued? How are questions responded to? In what ways are children invited to share their own background knowledge and experiences? What is your perception of when and how learning occurs? Focus primarily on one student and describe in detail the student's interaction in the classroom/school setting. Be sure to identify examples of cooperative learning, advisor/advisee opportunities, and evidence of team teaching.
- F. **Independent Learning Project (25 points):** For individuals who are completing the course for Honors credit, an appointment must be made with Dr. Carnes to develop and complete a small independent research project that leads to a deeper understanding of one of the characteristics or principles of middle level education.

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