

Program Proposal

Charleston Southern University

Middle Grades

Submitted by the School of Education

Charleston, South Carolina

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## II. Program Overview

### A. Classification

1. **Name of Proposed Program:** Middle Level Education
2. **Academic unit involved:** School of Education
3. **Designation, type, and level of degree:** Bachelor of Science, Middle Level Education
4. **Proposed date of implementation:** Fall 2016
5. **Classification of Instructional Programs (CIP) code:** 13.1203, Middle School Education and Teaching
6. **Identification of program as new or modified:** New
7. **Program qualifies for supplemental Palmetto Fellows and LIFE scholarship awards:** Yes
8. **Delivery mode:** Traditional face-to-face programming for undergraduates on the campus of Charleston Southern University

### B. Justification for the Program

#### 1. Program Purpose and Long Range Plans

The School of Education [SOE] currently has four secondary education programs [Mathematics, English, Social Studies and Biology] Early Childhood, Elementary Education and P-12 Physical Education and P-12 Music Education [Instrumental and Choral]. This new program provides CSU students with the opportunity to pursue licensure in a grade band level that had not been offered at CSU before. With the four secondary programs and the Elementary Education major, CSU will now be able to provide current and prospective students with additional options for licensure.

Student interest, data from sources such as CERRA and the federal government show positions available in Middle Level education in the state and region. Notably, the three county region in the Low Country has a shortage of licensed middle level teachers. This particular program will provide candidates to fill these positions and diminish the shortage of teachers, noted by CERRA data.

This program will lead to licensure in the state of South Carolina, pending candidates' successful completion of degree requirements and state licensure protocol. Candidates will earn the Bachelor of Science degree in Middle Level Education. The program at CSU consists of 47 hours in the Liberal Arts core. The program of study

includes the requisite hours in Social Studies, Mathematics, Science and/or English/Language Arts concentrations as well as preparation in the nature and needs of the middle level student, the middle level curriculum and organization, and adolescent development and diversity. The major also has the requisite hours required for the Read to Succeed Literacy for middle level teachers. The Professional Education core consists of 45 hours that culminates with a 65 day clinical practice experience.

As part of the School of Education [SOE] licensure program, the Middle Level major aligns with the SOE Conceptual Framework where programs and policies model the concept of being called to serve as caring, competent educators committed to student success. This evolved from the SOE mission 'to prepare professional educators who, guided by a strong sense of community and the integration of their faith, are academically strong, pedagogically skilled, and morally committed to educating in a wide range of culturally diverse learning environments'.

The Middle Level major complements the university mission of integrating faith in learning, leading and serving by providing foundational elements in Christian Studies and all coursework that integrates faith in learning, leading and serving. This major is supported by the Christian identity where our candidates are challenged to embark on a vocation that will impact lives and further the modeling of Christian ideals and expectations. Candidates in this, and other programs, are expected to become outstanding and effective educators, while maintaining their Christian identity, all the while impacting lives of their students. Embraced within a Christian context that integrates faith in learning, leading and serving, the School of Education's conceptual framework incorporates a shared view of how best to prepare graduates capable of providing quality teaching and services to students, schools, families, and communities.

The program of study provides foundational elements for discovery, inquiry, professional training, research-based practices, multiple methodologies, and the increasing awareness of the expectations, challenges, and opportunities in the teaching field. Through structured activities, immersion in diverse classroom settings and experiences and a culminating clinical practice experience leading to SCDE licensure, ADEPT trained cooperating teachers in the area public schools, as part of a triarchic relationship with their university supervisor complements the professional core of studies in the School of Education and the strong content knowledge discussed and presented by highly qualified discipline faculty, the CSU Middle Level major offers strong academic, professional and a liberal arts core and through a Christian perspective. Those candidates successfully completing this program will emerge as talented, creative, knowledgeable and effective educators for our 5-8 students.

In an analysis of selected programs throughout the state, the CSU Middle Level major aligns with the broad field coursework in middle level educational theory and practice

along with concentrations in the four disciplines. Candidates completing the Liberal Arts Core are rooted in multiple other disciplines. Finally, the School of Education rigor and expectations for strong pedagogy through multiple classroom and field experiences, provides a solid foundation for candidates to emerge as these highly qualified and prepared educators.

The following chart provides some evidence of the breakdown of course content in various areas:

**CSU content hour comparison with selected programs in private colleges/universities in SC**

	Language Arts	Mathematics	Social Studies	Science	Professional Education
<b>CSU</b>	<b>21*</b>	<b>20*</b>	<b>18*</b>	<b>20*</b>	<b>45</b>
Claflin	15	16	15	16	46
Columbia	15	15	18	16	46
Newberry	15	18	15	16	45
Presbyterian	17	20	14	22	43

\*several courses are part of the Liberal Arts Core, thus reducing the total hours in the CSU major

**Long Range Plans**

This major will support the SOE in expanding licensure programs to include all grades levels, P-12. The Middle Level Education major is also an opportunity for expanding dialogue on the campus for the Arts/Sciences to become more actively involved in possible post-baccalaureate teaching, with a possible goal of reactivating the MAT.

The Office of Admissions and Enrollment Management team supports this initiative, as prospective students frequently request this major. There are indicators from current and prospective students that this new major will have high interest from prospective and enrolled students.

**Proposed Calendar for Implementing Program at the Different Sites schools**

The Middle Level Education program is anticipated to be implemented August 2016 on the CSU campus, pending SCDE approval. There are no plans for the program to be offered at any other site, besides the main campus in North Charleston.

## **2. Need for the Program**

The need for the program is noted from comments from both SOE faculty and other personnel associated with the middle grades programs and the data/feedback from the Office of Admissions and Enrollment counselors who indicate that prospective student interest in the program exists.

A January 2015 report from South Carolina's Center for Educator Recruitment, Retention, and Advancement (CERRA) shows that 28% of all teacher vacancies were in the middle level. Twenty-four [24] percent of new hires were in the middle level licensure band. According to the CERRA report, nearly 60% of all vacant teaching positions are concentrated in two geographic areas in the state, the Lowcountry and the Pee Dee regions, yet they make up only 36% of allocated teaching positions. It appears there is a strong and consistent demand in South Carolina for graduates in Middle Level education.

The issue of retention is prominent in most higher education institutions. Faculty and Staff at CSU note a number of students who come to CSU wishing to pursue a license in Middle Level, but tend to migrate to either a secondary level major or Elementary. We are confident that the program will sustain itself in terms of enrollment. The Office of Enrollment Management is strongly supportive of this program submission.

CSU's School of Education is NCATE/CAEP-accredited, it is well-respected around the region, notably the Low Country and the three county school districts, namely Charleston County, Berkeley County, and Dorchester District Two. CSU graduates are sought after and demonstrated evidence of success as effective teachers. There is an extensive list of CSU alumni who were named "Teacher of the Year" at their respective schools. This new program will become part of the tradition of excellence for CSU graduates and regional and state students.

## **3. Centrality of the Program to the Institution's Mission**

The new program adheres to the University Mission Statement and Vision Statement as noted previously in this document. This program complements the four secondary education programs currently approved by the SCDE. The university's mission included providing opportunities for student success, and with the demand for Middle Level teachers existing in parts of South Carolina and the southeast region, the program provides additional opportunities for vocational and career choices by our students, again, part of the Great Commission, as detailed in the CSU founding principle.

**MISSION** *Promoting Academic Excellence in a Christian Environment*

**VISION** *To be a Christian university nationally recognized for integrating faith in learning, leading and serving*

- **Learning** 2 Corinthians 10:5 “We demolish arguments and every pretension that sets itself up against the knowledge of God, and we take captive every thought to make it obedient to Christ.”
- **Leading** Colossians 3:17 “And whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God the Father through him.”
- **Serving** Ephesians 2:10 “For we are God's workmanship, created in Christ Jesus to do good works, which God prepared in advance for us to do.”

### **INSTITUTIONAL GOALS**

- **Faith Integration.** Establish a culture where biblical faith permeates all aspects of University life
- **Admissions & Enrollment.** Manage enrollment growth
- **Student Success.** Prepare students to succeed intellectually, professionally, spiritually and personally
- **Faculty/Staff Development.** Develop a community of faculty and staff committed to integrating faith and work
- **Distance Education & Online Learning.** Enhance learning opportunities through online programs
- **Institutional Identity.** Build a distinctively Christian identity that highlights excellence
- **Facilities & Space.** Develop and update Capital Project plan
- **Financial Stewardship.** Generate sufficient resources to achieve institutional goals and financial stability

### **FOUNDING PRINCIPLE**

Matthew 28:19-20 “Go ye therefore, and teach all nations, baptizing them in the name of the Father, and of the Son, and of the Holy Ghost: Teaching them to observe all things whatsoever I have commanded you: and, lo, I am with you always, even unto the end of the world.”

Thus, the Middle Level Education program continues to provide our students with opportunities to learn more about the various disciplines within the social studies arena, and integrate their faith in learning, leading and serving future students.

#### **4. Conceptual Framework Summary (Public Institutions Only)**

See **Appendix A** for the CSU School of Education Conceptual Framework abstract

## **5. Relationship of the Program to Other Programs within Charleston Southern University and to Other Institutions of Higher Education-**

With the anticipated approval by the university academic curriculum committee, and the support of the College of Humanities and Social Sciences, the College of Mathematics and Science, and with the ongoing support from the office of the Vice-President for Academic Affairs, this program will become part of the licensure areas offered at CSU. In the Low Country region, this program will allow CSU to offer a quality program for local residents, maintaining a commitment by our administration to providing academic programs for the regional population. With the strong collaboration and interdisciplinary nature of Middle Level Education, the institution and the SOE will further provide opportunities for new students.

Regional colleges/universities offer similar programs; yet, the distinct mission of CSU attracts a diversity of students who wish to pursue Middle Level as an option, based on CSU vision and mission. The Low Country has multiple institutions of higher education, but not every institution offers middle level education programs. As one of the private universities in the area, we seek to provide options and opportunities for all students. Again, the unique identity of CSU provides students with choices to stay in the region and the state for continuing their post-high school education.

## **6. Similarities or Differences between the Proposed Program and Those of Like Programs within the State, Region, and Nation (Public Institutions)**

Not applicable

### **C. Enrollment**

- 1. Admissions Criteria Specific to the Program:** Admission criteria align with the South Carolina State Department of Education's requirement for candidates in initial licensure programs.

#### **Unit Benchmarks Undergraduate Teacher Education Program**

*\*this major will comply with new SCDE requirements for GPA of 2.75.*

#### **Benchmark 1: Admission to the Professional Program in Teacher Education**

1. Complete Declaration of Intent Form in EDUC 300 (Appendix I – sample)
2. Complete EDUC 300 with a “C” or better
3. Complete an application for admission to the School of Education
4. Pass PRAXIS Core Academic Skills for Educators. Candidates who score 24 on ACT, or 1100 on SAT [taken prior to March 2005], or 1650 on SAT taken since

- March 2005 do not have to take the PRAXIS Core Academic Skills assessment in order to enter the School of Education
5. Complete key professional foundation courses (ENGL 111, ENGL 112, core math, EDUC 300) with a grade of “C” or better
  6. Minimum overall GPA of 2.75
  7. Complete a minimum of 45 hours of course work
  8. Submit two recommendation forms: one from faculty outside of SOE Faculty and one from a level 300 School of Education Faculty Member
  9. Approval by the Teacher Education Committee

### **Benchmark 2: Program Progression in the Teacher Education Program**

1. Complete field experiences with Pass/Fail criterion in diverse settings
2. Complete all Professional Foundation and Professional Studies coursework with a “C” or better and (only for Secondary and PK-12) Specialized Studies with a “C” or better
3. Maintain an overall GPA of 2.75 and for Secondary/PK-12 programs a GPA of 2.75 in Specialized Studies
4. Ongoing review by the Teacher Education Committee

### **Benchmark 3: Admission to Clinical Practice**

1. Complete application for Clinical Practice
2. Obtain FBI/SLED clearance prior to Clinical Practice
3. Register for and complete all state-required PRAXIS II exams including Subject /Specialty exams and Principles of Learning and Teaching exams
4. Minimum overall GPA of 2.75; for Secondary/PK-12 programs a GPA of 2.75 in Specialized Studies
5. Approval by the Teacher Education Committee
6. Obtain formal admission to Clinical Practice

### **Benchmark 4: Program Completion**

1. Minimum overall GPA of 2.75 and for Secondary/PK-12 programs a GPA of 2.75 in Specialized Studies
2. Demonstrate at least 80% competency in each ADEPT domain with no “Needs Improvement” in Clinical Practice
3. Pass all state-required PRAXIS II exams including Subject/Specialty exams and Principles of Learning and Teaching exams.
4. Complete degree requirements for the University

### **Program Follow-up [ongoing accreditation requirements for SCDE/NCATE/SOE]**

1. Employer follow-up survey [completed during first and second year of employment]
2. Graduate follow-up survey

**2. Table for Projected Enrollment for Five Years**

<b>CHARLESTON SOUTHERN UNIVERSITY PROJECTED ENROLLMENT FOR SECONDARY MIDDLE LEVEL 2015-2020</b>		
<b>Year</b>	<b>Fall</b>	<b>TOTAL Enrollees</b>
<b>2016 – 2017</b>	7	7
<b>2017 – 2018</b>	8	15
<b>2018 - 2019</b>	9	24
<b>2019 - 2020</b>	7	31*
<b>2020-2021</b>	7	24

\*expect 7 completers each year after first cohort graduates

**3. Discussion of the Process by Which Estimates Were Made:**

Not Applicable (for Public IHEs Only)

**4. Table for Estimates of New Enrollment by Headcount and Credit Hours:**

Not Applicable (for Public IHEs Only)

**D. Curriculum**

**Sample Curriculum for Undergraduate Programs that Use a Required Core of Courses.**

**Middle Level Education Major Courses**

<b>Professional Core</b>	<b>Course Titles</b>	<b>Credit Hours [45]</b>
EDUC 201	Principles and Philosophy of Education	3
EDUC 300	Psychology Applied to Effective Teaching	3
EDUC 340	Nature and Needs of the Middle Level Student	3
EDUC 341	Middle Level Curriculum and Organization	3
EDUC 325	Teaching Reading in the Content Areas	3
EDUC 361	Strategies for Managing Individual Differences	3
EDUC 329	Foundations of Reading	3
EDUC 415, 416, 418, 419	Middle Grades Curriculum and Methods [LA,MA,SS, SC]	3 + 3
PSYC 110	General Psychology	3
PSYC 222	Adolescent Psychology	3
EDUC 441	Clinical Practice in the Middle School	12
<b>Concentrations</b>	Choose Two [2]	
<b><i>Language Arts</i></b>		[21]
<b>COMM 110</b>	Public Speaking	3
<b>ENGL 111</b>	English Composition and Rhetoric I	3
<b>ENGL 112</b>	English Composition and Rhetoric II	3
<b>ENGL 202</b>	Survey of American Literature	3
ENGL 314	Diversity in American Literature	3
ENGL 203 or 204	Survey of English Literature I or II	3
ENGL 251 or 252	Introduction to Creative Writing: Fiction and Narrative or Introduction to Creative Writing: Poetry	3
<b><i>Mathematics</i></b>		[20]
<b>MATH 111</b>	College Algebra	3
MATH 130	Pre-Calculus	4
MATH 206	Number Concepts for Middle School Teachers	3
MATH 207	College Geometry	3
MATH 213	Probability and Statistics	3
MATH 221	Calculus I	4
<b><i>Social Studies</i></b>		[21]
<b>HIST 111 113</b>	Perspectives on World Civilizations I	3
<b>HIST 113</b>	Perspectives on World Civilizations III	3
<b>HIST 211</b>	American History I	3
<b>HIST 212</b>	American History II	3
GEOG 200	Introduction to Geography	3
POLI 101 or POLI 201	Introduction to Political Science OR American National Government	3
ECON 211 or 212	Microeconomics or Macroeconomics	3

<b>Science</b>		[19 - 20]
<b>BIOL 149 and BIOL 149L</b>	Life Science for Educators	4
<b>BIOL 161 and BIOL 161L</b>	Foundations of Biology I and Lab	4
<b>GEOL 100</b>	Earth Science for Educators	4
PHYS 111	Physical Science for Educators	4
PHYS 115 or GEOL 103	Astronomy or Ocean Science	3 - 4
	*LAC requirements up to 32 hours fulfilled	
<b>Liberal Arts Core</b>		<b>Credit Hours [15]</b>
ENGL 111	English Composition and Rhetoric I	3*
ENGL 112	English Composition and Rhetoric II	3*
COMM 110	Public Speaking	3*
ENGL 202/203/204	Survey of American or English Literature	3*
Foreign Language or Literature	Choose one from selection noted on major declaration form	3
EDUC 221	Computers Applied to Teaching	3
ART and AESTHETICS	Choose one from selection of Music or Art	3
CHST 111	Survey of the Old Testament	3
CHST 112	Survey of the New Testament	3
HIST 111/112/113	Perspectives on World Civilization	3*
HIST 211/212 or POLI 201	History Elective or Social Science	6*
MATH 105 or higher	Mathematics	3*
BIOL/CHEM/GEOL/PHYS	Lab Based Science – choose two from different prefix	8*
	<b>TOTAL ALL REQUIREMENTS</b>	<b>131</b>

The program is designed for undergraduate students seeking to become middle level teachers. This Bachelor of Science in Middle Level Education was developed by integrating the Association of Middle Level Educators [AMLE] standards and the South Carolina licensure standards for initial teacher certification.

Students will engage the traditional face-to-face format with 15 weeks per semester of instruction at the CSU campus.

Candidates will be multiple field experiences with the SOE core coursework, including exploratory, focused, intensive, and the culminating clinical practice semester long experience. See **Appendix B** for a list of middle grades education field hour requirements.

Candidates will follow a program designed and approved by university faculty within the College of Humanities and Social Sciences, the College of Mathematics and Sciences, and, the School of Education. The curriculum sequence includes 47 hours in the Liberal Arts Core some coursework within the concentrations fulfilling LAC requirements. The Middle Level Education major also includes 45 hours for the professional education component.

Students will enroll in LAC courses and the Middle Level Education major as entering freshmen. For those students who transfer credits into the university, the Registrar and School of Education Dean will determine appropriateness of transfer credit, per university policy. The program is designed to be completed in eight semesters of full time study [15-18 hours per semester].

## **Standards for the Middle Level Teacher, from the AMLE 2012 Standards**

### **PRINCIPLE A: THE LEARNER AND LEARNING**

#### **Standard 1: Young Adolescent Development:**

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to young adolescent development and use that knowledge in their practice. They demonstrate their ability to apply this knowledge when making curricular decisions, planning and implementing instruction, participating in middle level programs and practices, and providing healthy and effective learning environments for all young adolescents.

Element a. Knowledge of Young Adolescent Development: Middle level teacher candidates demonstrate a comprehensive knowledge of young adolescent development. They use this understanding of the intellectual, physical, social, emotional, and moral characteristics, needs, and interests of young adolescents to create healthy, respectful, supportive, and challenging learning environments for all young adolescents, including those whose language and cultures are different from their own.

Element b. Knowledge of the Implications of Diversity on Young Adolescent Development: Middle level teacher candidates demonstrate their understanding of the implications of diversity on the development of young adolescents. They implement curriculum and instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They participate successfully in middle level practices that consider and celebrate the diversity of all young adolescents.

Element c. Implications of Young Adolescent Development for Middle Level Curriculum and Instruction. Middle level teacher candidates use their knowledge of young adolescent development when planning and implementing middle level curriculum and when selecting and using instructional strategies.

Element d. Implications of Young Adolescent Development for Middle Level Programs and Practices: Middle level teacher candidates apply their knowledge of young adolescent development when making decisions about their respective roles in creating and maintaining developmentally responsive learning environments. They demonstrate their ability to participate successfully in effective middle level school organizational practices such as interdisciplinary team organization and advisory programs.

## **PRINCIPLE B: CONTENT**

### **Standard 2: Middle Level Curriculum**

Middle level teacher candidates understand and use the central concepts, standards, research, and structures of content to plan and implement curriculum that develops all young adolescents' competence in subject matter. They use their knowledge and available resources to design, implement, and evaluate challenging, developmentally responsive curriculum that results in meaningful learning outcomes. Middle level teacher candidates demonstrate their ability to assist all young adolescents in understanding the interdisciplinary nature of knowledge. They design and teach curriculum that is responsive to all young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

**Element a. Subject Matter Content Knowledge:** Middle level teacher candidates demonstrate a depth and breadth of subject matter content knowledge in the subjects they teach (e.g., English/language arts, mathematics, reading, social studies, health, physical education, and family and consumer science). They incorporate information literacy skills and state-of-the-art technologies into teaching their subjects.

**Element b. Middle Level Student Standards:** Middle level teacher candidates use their knowledge of local, state, national, and common core standards to frame their teaching. They draw on their knowledge of these standards to design, implement, and evaluate developmentally responsive, meaningful, and challenging curriculum for all young adolescents.

**Element c. Interdisciplinary Nature of Knowledge:** Middle level teacher candidates demonstrate the interdisciplinary nature of knowledge by helping all young adolescents make connections among subject areas. They facilitate relationships among content, ideas, interests, and experiences by developing and implementing relevant, challenging, integrative, and exploratory curriculum. They provide learning opportunities that enhance information literacy (e.g., critical thinking, problem solving, evaluation of information gained) in their specialty fields (e.g., mathematics, social studies, health).

### **Standard 3: Middle Level Philosophy and School Organization**

Middle level teacher candidates understand the major concepts, principles, theories, and research underlying the philosophical foundations of developmentally responsive middle level programs and schools, and they work successfully within middle level organizational components.

**Element a. Middle Level Philosophical Foundations:** Middle level teacher candidates demonstrate an understanding of the philosophical foundations of developmentally responsive middle level programs and schools.

**Element b. Middle Level Organization and Best Practices:** Middle level teacher candidates utilize their knowledge of the effective components of middle level programs and schools to foster equitable educational practices and to enhance learning for all students (e.g., race,

ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition). They demonstrate their ability to apply this knowledge and to function successfully within a variety of school organizational settings (e.g., grades K-8, 6-8, 7-12). Middle level teacher candidates perform successfully in middle level programs and practices such as interdisciplinary teaming, advisory programs, flexible block schedules, and common teacher planning time.

## **PRINCIPLE C: INSTRUCTIONAL PRACTICE**

### **Standard 4: Middle Level Instruction and Assessment**

Middle level teacher candidates understand, use, and reflect on the major concepts, principles, theories, and research related to data-informed instruction and assessment. They employ a variety of developmentally appropriate instructional strategies, information literacy skills, and technologies to meet the learning needs of all young adolescents (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Element a. Content Pedagogy: Middle level teacher candidates use their knowledge of instruction and assessment strategies that are especially effective in the subjects they teach.

Element b. Middle Level Instructional Strategies: Middle level teacher candidates employ a wide variety of effective teaching, learning, and assessment strategies. They use instructional strategies and technologies in ways that encourage exploration, creativity, and information literacy skills (e.g., critical thinking, problem solving, evaluation of information gained) so that young adolescents are actively engaged in their learning. They use instruction that is responsive to young adolescents' local, national, and international histories, language/dialects, and individual identities (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Element c. Middle Level Assessment and Data-informed Instruction: Middle level teacher candidates develop and administer assessments and use them as formative and summative tools to create meaningful learning experiences by assessing prior learning, implementing effective lessons, reflecting on young adolescent learning, and adjusting instruction based on the knowledge gained.

Element d. Young Adolescent Motivation: Middle level teacher candidates demonstrate their ability to motivate all young adolescents and facilitate their learning through a wide variety of developmentally responsive materials and resources (e.g., technology, manipulative materials, information literacy skills, contemporary media). They establish equitable, caring, and productive learning environments for all young adolescents.

## **PRINCIPLE D: PROFESSIONAL RESPONSIBILITIES**

### **Standard 5: Middle Level Professional Roles**

Middle level teacher candidates understand their complex roles as teachers of young adolescents. They engage in practices and behaviors that develop their competence as middle level

professionals. They are informed advocates for young adolescents and middle level education, and work successfully with colleagues, families, community agencies, and community members. Middle level teacher candidates demonstrate positive dispositions and engage in ethical professional behaviors.

Element a. Professional Roles of Middle Level Teachers: Middle level teacher candidates understand, reflect on, and are successful in their unique roles as middle level professionals (e.g., members of teaching teams and advisors to young adolescents).

Element b. Advocacy for Young Adolescents and Developmentally Responsive Schooling Practices: Middle level teacher candidates serve as advocates for all young adolescents and for developmentally responsive schooling practices. They are informed advocates for effective middle level educational practices and policies, and use their professional leadership responsibilities to create equitable opportunities for all young adolescents in order to maximize their students' learning.

Element c. Working with Family Members and Community Involvement: Middle level teacher candidates understand and value the ways diverse family structures and cultural backgrounds influence and enrich learning. They communicate and collaborate with all family members and community partners, and participate in school and community activities. They engage in practices that build positive, collaborative relationships with families from diverse cultures and backgrounds (e.g., race, ethnicity, culture, age, appearance, ability, sexual orientation, socioeconomic status, family composition).

Element d. Dispositions and Professional Behaviors: Middle level teacher candidates demonstrate positive orientations toward teaching young adolescents and model high standards of ethical behavior and professional competence. They are continuous, collaborative learners who demonstrate knowledgeable, reflective, critical perspectives on their teaching.

In addition, all students enrolling in the university take a Liberal Arts Core [47 hours], with some courses in the major fulfilling LAC requirements. Finally, as part of the university's NCATE-legacy visit [March 2015] and future CAEP accreditation for teacher education programs, there is a 45 hour sequence of courses, most of which include some type of field based experience, culminating with the clinical practice experience. This clinical practice experience exceeds the state minimum of 60 days with 65 days required in the experience.

**Brief Explanation of the Assessments Student Learning Outcomes (Public Institutions Only):**

Not Applicable (for Public IHEs Only)

**3. A list, with catalog descriptions, for all new courses that will be added.**

As a new program, three courses for the Middle Level add-on had already been approved. The current special methods courses for the four concentration disciplines were developed in anticipation of a new middle level major, thus can be adapted to middle level education, based on

the course description. **Appendix C** provides a list and course description of all major, Liberal Arts Core, and Professional Education coursework required.

## E. Faculty

**Rank and Academic Qualifications of Each Faculty Member Involved\***

<b>List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor #1, etc.)</b>	<b>Highest Degree Earned</b>	<b>Field of Study</b>	<b>Teaching in Field (Yes/No)</b>
<b>Professor #1</b>	Ph.D.	Education – Certification in 5-12 Social Studies cognate in History	Yes
<b>Professor #2</b>	Ph.D.	Education - Foundations	Yes
<b>Associate Professor #3</b>	Ph.D.	Education - Literacy	Yes
<b>Associate Professor #4</b>	Ph.D.	Education – Instructional Technology	Yes
<b>Associate Professor #5</b>	Ph.D.	Education – Curriculum and Instruction	Yes
The following faculty will serve a concentration specialists for the four areas:			
<b>Professor #1</b>	Ph.D.	Psychology	Yes
<b>Professor #2</b>	Ph.D.	History	Yes
<b>Professor #3</b>	Ph.D.	Sociology	Yes
<b>Associate Professor #4</b>	Ph.D.	History	Yes

<b>Associate Professor #5</b>	Ph.D.	Political Science	Yes
<b>Lecturer #</b>	Master's +30	Social Studies [Geography]	Yes
<b>Associate Professor #1</b>	Ph.D.	Mathematics Education	Yes
<b>Associate Professor #2</b>	Ph.D.	Mathematics	Yes
<b>Professor #1</b>	Ph.D.	Biology	Yes
<b>Associate Professor #2</b>	Ph.D.	Chemistry	Yes
<b>Assistant Professor #3</b>	Ph.D.	Geology	Yes
<b>Professor #1</b>	Ph.D.	English	Yes
<b>Associate Professor #2</b>	Ph.D.	English Education	Yes
<b>Associate Professor #3</b>	Ph.D.	English - Literature	Yes
<b>Assistant Professor #4</b>	M.A.	Creative Writing	Yes

In consultation with the Deans of the College of Humanities and Social Sciences and the College of Science and Mathematics and with affirmation by the VPAA, the current cadre of faculty

appears to meet the needs and projected growth of the program. However, the institution analyzes data year-to-year and a recommendation, if needed, can be made to add new faculty.

**2. Enumeration and Discussion of Necessary Qualifications of New Faculty (Public IHE's only):**

Not Applicable (for Public IHEs Only)

**3. Proposed changes in assignments of existing faculty (Public IHE's only):**

Not Applicable (for Public IHEs Only)

**4. Institutional Plan for faculty development as it relates to proposed program (Public IHEs Only)**

Not Applicable (for Public IHEs Only)

**5. Institutional Definition of Full-time Equivalents (FTE):**

Not Applicable (for Public IHEs Only)

**6. Table of Headcount and FTE for Administration, Faculty, and Staff for the First Five Years of the Proposed Program:**

Not Applicable (for Public IHEs Only)

**F. Physical Plant**

**1. Adequacy of Existing Physical Plant for the First Five Years**

On the main campus, there is adequate classroom space available for the foreseeable future. The current level of classroom availability will permit enrollment growth without creating significant space allocation problems. In addition, the Whitfield Center for Christian Leadership building, opened in fall 2013, has classroom and lecture hall space to add to existing facilities. Any anticipated growth can easily be accommodated in existing classroom spaces.

Because CSU will be using existing courses that are generally not filled to capacity, current classroom and lecture space is deemed adequate and appropriate for this major.

**2. Additional Physical Plant Requirements Needed for the First Five Years:**

The CSU Strategic Plan calls for a new residence hall and continued renovations of a men's residence hall in next two years. Within five years, additional classroom

facilities may be considered as growth requires, with the building of an Information Technology Center, housing not only technology but also a new library/media center.

## G. Equipment

All classrooms have wireless capability, so students with laptops can access the Internet on campus. Each classroom has a data projector connected to the instructor computer. Interactive whiteboards are available in nearly every classroom. Individual computer labs are also available for student use. The equipment is supported by the Charleston Southern University Technology Staff, who reviewed our proposal and support the initiative and foresee no issues related to supporting student research/use.

Several computer labs are spread throughout campus, including multiple units in the library and student center. The university supports both the PC platform and the Mac platform. Students can access assistance through the university technology center.

All classrooms are also equipped with multimedia hardware and each classroom meet ADA requirements. Each building on campus has an elevator for student/staff use.

## H. Library Resources

The Faculty Handbook for using the CSU Library provides detailed information about collections, facilities, and procedures. Circulation Policies for faculty and students are posted on the Library's web page.

1. Checking out materials: Faculty members and students must present a current CSU Faculty ID card and have an active borrower record in the campus database. Items in special collections – Juvenile, Leisure Reading, etc. – have more limited check-out periods.
2. Access to online resources: The CSU Library's web page provides access to the Online Catalog and to other electronic resources, which include more than 150,000 e-books and thousands of online journal titles located in 200 databases. A Discovery Service (*EDS* from EBSCO) offers cross-searching of almost all library resources in a single search. Database access from on campus is by IP recognition – no usernames or passwords are required. Off-campus authentication is by proxy server, requiring a user name and password. See Databases by Title for a comprehensive description of all of the online databases available.
3. Checkout privileges at other libraries: CSU is a member of PASCAL, the statewide academic library consortium, which provides checkout privileges at most of the college and university libraries in the state. **Books** may be requested directly from other South Carolina academic libraries through the online union catalog at PASCAL Delivers. Books are delivered to campus five days a week by a statewide courier service and may be picked up at the CSU Library or delivered to a faculty office upon request. Faculty and students also have walk-in checkout privileges, using a CSU ID card, at the PASCAL

member libraries in the state, including the local academic libraries: The Citadel, College of Charleston, Trident Technical College, and the Medical University of South Carolina. *Another member library may be designated as a pick-up point through the PASCAL Delivers web page.* **Articles** that are not available through CSU's online databases cannot be requested through PASCAL Delivers but require the submission of an Interlibrary Loan request form (see item 4).

4. Acquiring materials from libraries outside the state of South Carolina: The CSU Library offers traditional Interlibrary Loan services through OCLC. Request forms and instructions for ILL and for PASCAL Delivers are located under the Interlibrary Loan (ILL) link on the Library's web page. Search the WorldCat database to identify library holdings worldwide. It may be more economical and faster for the Library to purchase a book rather than request it through Interlibrary Loan if the item has broad scholarly application and is not just for personal use. The Library's staff will evaluate each ILL-requested book for possible purchase.
5. Textbooks that are used in CSU courses: The Library does not systematically acquire textbooks. In the event that a textbook shipment is short or delayed, faculty members may place a copy on reserve at the Circulation Desk until the order is filled. The CSU Student Success Center makes an attempt to acquire copies of the textbooks used in core courses.
6. Supplemental materials on reserve: Faculty may place CSU Library's books, personal items, articles, or AV media on reserve, usually for use within the library. Reserve items appear in the online catalog. Copyright laws are strictly observed.
7. Recommendations for library purchases: As subject specialists, faculty members are encouraged to suggest book and AV titles needed to support specific courses. Students may also make recommendations for additions. Faculty may also contact the department's library liaison.
8. Placing links to the Library's online resources in *BlackBoard* web pages: Constructing the URL varies according to which resource you wish to access. Note that simply copying the URL in the browser window is NOT sufficient to allow students to connect to the article from on or off campus. We are working on a web page explaining how to construct deep linking URLs. New materials added to the Library's collections in specific disciplines: The What's New? heading on the Library's web page provides links to monthly lists of newly-added books and AV items, as well as information about new databases, services, and events.
9. Group study rooms and other group areas: Group study rooms are for available for student use only. The BILT Center is the Library's classroom, and the schedule varies widely from day to day; when the Librarians are not teaching classes in the BILT Center, it may be used by students needing additional computer lab-type services. The South Carolina Room houses the South Carolina collection – books written by South Carolina authors and about South Carolina history; when it is in use for meetings or activities,

access to the collection is cut off. Use of the South Carolina room for group purposes is restricted to CSU faculty committees or by administrative request.

Resources in Education as of 1-27-2014

NOTE: Numbers indicate titles under the Library of Congress subject heading, Education. This list does not include the related discipline-specific areas, such as Literature, Art, History, Music, etc. The Juvenile Collection is an exception, in that it includes award winners: Newbery, Caldecott, etc., and representative samples of major children and Young Adult authors.

<b>Books</b>	
Circulating	2907
Reference	269
Curriculum	356
Juvenile	4861
E-books	5412
<b>AV Materials</b>	
DVDs	32
VHS Tapes	126
<b>Government Documents</b>	1044
<b>Periodicals</b>	
Paper	17
Online	1935
<b>Computers for student use</b>	44
<b>Group study rooms</b>	11

(the Library is wireless, so students may use laptops in the library)

One study room has a smart board installed, for use by Technology for Teachers students.

Equipment also includes 3 laser printers (2 B&W, 1 color) and 1 photocopier – all of which are networked to students’ print management accounts; a scanner; and 3 microform reader-printers.

**I. Accreditation, Approval, Licensure, or Certification (Public Institutions Only)**

Not Applicable (for Public IHEs Only)

**J. Articulation**

**1. Entry Path for Students from Two-Year Institutions, as Appropriate:**

Articulation agreements are in place for the regional two-year technical college, Trident Technical College, as well as for other two and four colleges/universities, the institutional policies governing acceptance of transfer credits are established. The School of Education will only accept transfer credits for Education coursework from approved NCATE/CAEP institutions and limits the total number of hours that can be accepted, based on the Dean’s view and approval. The Chair of the History department will evaluate transcripts for major coursework and the Registrar will evaluate.

**2. Statement if the Proposed Program Leads to a Terminal Degree (Public IHEs Only):** Not Applicable (for Public IHEs Only)

**K. Estimated Costs (Public Institutions Only):** Not Applicable (for Public IHEs Only)

**L. Institutional Approval:**

<b>Institutional Approval of Program</b>	<b>Date of Approval</b>
School of Education	February 16, 2015
Curriculum Committee [undergraduate programs]	March 12, 2015
Vice-President for Academic Affairs	Subject to Curriculum Committee
President	Pending VPAA recommendation

**III. South Carolina Department of Education Requirements**

Charleston Southern University’s Bachelor of Science in Middle Level Education is designed to provide teacher education candidates with the knowledge, skills, and dispositions required to be an effective educator. These components align with the expectation for all South Carolina teacher education programs as candidates seek to impact the teaching and learning processes for the SC P-12 students. For this program it is designed for the students in grades 5-8. Pursuant to the requirements of the South Carolina Department of Education, Charleston Southern University seeks to offer an appropriate and meaningful course of study to address those concerns. This course of study is designed to have teacher candidates think critically and respond constructively with regard to issues involving middle level content, pedagogy, and assessment. During this course of study, teacher candidates will have the opportunity to develop a personal

perspective about and a professional understanding of the role that South Carolina Department of Education requirements play in the school settings.

**A. ADEPT**

As a component of all the education courses, teacher candidates will be introduced to, taught, and evaluated on ADEPT. The School Education is aware of and is planning for the Enhanced ADEPT.

***Standards and Performance Indicators/Objectives for the Undergraduate Programs***

**Alignment to InTASC, SC ADEPT Standards (APS) and Safe Schools Climate Act**

**Institutional Standard\_1.0 *The competent educator demonstrates the knowledge, disposition and skills to create and manage supportive learning environments that result in increased student learning. To this end, the candidate:***

<b><i>CSU Performance Indicators/ Candidate Proficiencies</i></b>	<b><i>INTASC Standards</i></b>	<b><i>ADEPT, PP and Safe Schools Climate Act</i></b>	<b><i>Course Matrix (I-Introduced; R=Reinforced and M= Mastery Expected) EDUC- Professional Foundations and Studies Courses</i></b>
<i>1.1 demonstrates an understanding of the concepts, tools of inquiry and structures of the content area of specialization and the application of pedagogical content knowledge.</i>	4, 5, 7	APS 6	<b><i>Professional Foundations</i></b> EDUC 300 (I); 361 (I, R); <b><i>Professional Studies</i></b> EDUC: 325 (R); 340, 341 (R,M); 420 (M); 415, 416, 417, 418 (M); <b><i>Clinical Practice</i></b> EDUC 441 (M)
<i>1.2 demonstrates an understanding of professional knowledge and general pedagogical principles inherent in effective teaching and/or leading.</i>	5	APS 2; 4-9	<b><i>Professional Foundations</i></b> EDUC 201 (I); 300 (I); 361 (R,M) <b><i>Professional Studies</i></b> 325 (R); 340, 341 (R,M); 415, 416, 417, 418 (M); <b><i>Clinical Practice</i></b> 441 (M)

1.3	<i>describes how students learn and develop and is able to provide learning opportunities that foster optimal development across all domains.</i>	1	APS 3; 5	<b>Professional Foundations</b> EDUC 201 (I); 300 (I); 361 (I, R) <b>Professional Studies</b> 340, 341 (R,M); 415, 416, 417, 418 (R, M) <b>Clinical Practice</b> EDUC 441 (M)
1.4	<i>determines how students differ and demonstrates the ability to provide learning opportunities adapted to diverse learning needs.</i>	2	APS 1-9	<b>Professional Foundations</b> EDUC 300 (I); 361 (R, M); 415, 416, 417, 418 (M) <b>Clinical Practice</b> EDUC 441 (M)
1.5	<i>plans, instructs, manages and assesses students using technology, methods, and strategies that result in the alignment of curriculum, instruction and assessment.</i>	2, 5; 6-8	APS 1-9	<b>Professional Foundations</b> EDUC 221 (I); 300 (I); <b>Professional Studies</b> EDUC 325 (R); 340, 341 (R,M); 415, 416, 417, 418 (M) <b>Clinical Practice</b> EDUC 441 (M)
1.6	<i>uses formal and informal assessment strategies appropriate to the learning outcomes to inform choices about student progress and adjust instruction to ensure the continuous development of the learner.</i>	6	APS 3-4; 7	<b>Professional Foundations</b> EDUC 300 (I); 361 (I) <b>Professional Studies</b> EDUC 325 (R); 340, 341 (R,M); 415, 416, 417, 418 (M) <b>Clinical Practice</b> EDUC 441 (M)
1.7	<i>uses methods of inquiry and hands-on instruction that are central to the discipline/ content area and multiple teaching strategies to encourage students'</i>	5, 8	APS 5-7,	<b>Professional Foundations</b> EDUC 300 (I) <b>Professional Studies</b> EDUC 340, 341 (R,M); 415, 416, 417, 418 (M) <b>Clinical Practice</b> EDUC 441 (M)

<i>critical thinking and real-life problem solving.</i>			
1.8 <i>uses an understanding of individual and group motivation to create a learning environment that encourages positive social interaction, engagement in learning, self-motivation and self-assessment and reflection.</i>	3, 7, 8	APS 8- 9  <i>Safe Schools Climate Act</i>	<b>Professional Foundations</b> <i>EDUC 201 (I); 221(I); 361 (I)</i> <b>Professional Studies</b> <i>EDUC 340, 341 (R,M); 415, 416, 417, 418 (M)</i> <b>Clinical Practice</b> <i>EDUC 441 (M)</i>
1.9 <i>uses effective verbal, nonverbal and current technological communication to promote active inquiry and cooperative classroom interactions.</i>	3	APS 5; 8-9  <i>Safe Schools Climate Act</i>	<b>Professional Foundations</b> <i>EDUC 201 (I); 221(I); 300 (I)</i> <b>Professional Studies</b> <i>EDUC 340, 341 (R,M); 415-416-417-418 (M)</i> <b>Clinical Practice</b> <i>EDUC 441 (M)</i>

**2.0 The caring and reflective educator, through ongoing inquiry and reflection, relates effectively and sensitively to provide the best learning environments for meeting the needs of diverse populations. To this end, the candidate:**

<b>CSU Performance Indicators/Objectives</b>	<b>INTASC.</b>	<b>ADEPT and Safe Schools</b>	<b>Courses</b>
2.1 <i>demonstrates knowledge of self and participates in reflective practice that results in more informed decision-making. .</i>	9, 10	APS 10	<b>Professional Foundations</b> <i>EDUC 201 (I); 300 (I); 313 (I,R);</i> <b>Professional Studies</b> <i>EDUC 325 (R); 340, 341 (R,M);</i> <b>Clinical Practice</b> <i>EDUC 441 (M)</i>

2.2 uses knowledge of different cultural contexts within the community (socioeconomic, ethnic, cultural) and characteristics of students to create a learning environment that respects individual differences.	1, 2, 3	APS 1-3  Safe Schools Climate Act	<b>Professional Foundations</b> EDUC 201 (I); 300 (R) <b>Professional Studies</b> EDUC 325 (R ); 340, 341 (R,M);  <b>Clinical Practice</b> EDUC 441 (M)
2.3 assesses the effects of classroom activities on individuals and groups through observation and reflection of teaching/managing strategies.	9, 10	APS 1-9  Safe Schools Climate Act	<b>Professional Foundations</b> EDUC 300 (I); <b>Professional Studies</b> 325 (R ); 340, 341 (R,M); <b>Clinical Practice</b> EDUC 441 (M)
2.4 communicates effectively and sensitively to promote student success in collaborative working relationships with students, parents, colleagues, agencies and members of the community	1-10	APS 10  Safe Schools Climate Act	<b>Professional Foundations</b> EDUC 201 (I); 300 (I) <b>Professional Studies</b> EDUC 405 (R); 340, 341 (R,M); <b>Clinical Practice</b> EDUC 441 (M)

**3.0 The committed educator works individually and collaboratively advocating a quality education for all and demonstrating a true commitment to the educational profession. To this end the candidate:**

<b>CSU Performance Indicators/Objectives</b>	<b>INTASC Standards</b>	<b>ADEPT, PP and Safe Schools</b>	<b>Courses</b>
3.0 articulates an educational platform grounded in an ethical belief system and demonstrates knowledge of the cultural, legal, social and political contexts of	9, 10	APS 10  Safe Schools Climate Act	<b>Professional Foundations</b> EDUC 201 (I) <b>Professional Studies</b> 340, 341 (R,M); 415-416-417-418 (R, M) <b>Clinical Practice</b> EDUC 441 (R, M)

<i>schools and school systems.</i>			
<i>3.1 assumes responsibility for student learning relating sensitively to the diverse needs of all learners, indicating high expectations for their success.</i>	3, 5 9, 10	APS 4; 5; 7-9	<b>Professional Foundations</b> EDUC 300 (I, R); 361 (I, R) <b>Professional Studies</b> EDUC 325 (R); 340, 341 (R,M); <b>Clinical Practice</b> EDUC 441 (M)
<i>3.3 seeks professional growth experiences based on systematic inquiry and a continual assessment of personal and professional knowledge, skills and dispositions.</i>	9, 10	APS 10	<b>Professional Foundations</b> EDUC 201 (I), 300 (R) <b>Professional Studies</b> EDUC 325 (R); 340, 341 (R,M) <b>Clinical Practice</b> 441 (M)
<i>3.4 holds high standards for performance and is an active participant in the continual improvement of education through collaborative efforts and shared decision-making based on best practices and research; serves as an advocate for students.</i>	9-10	APS 10	<b>Professional Foundations</b> EDUC 201 (I); 300 ® <b>Professional Studies</b> EDUC 325 (R); 340, 341 (R,M); <b>Clinical Practice</b> EDUC 441 (M)

**B. PADEPP [Educational Leadership Programs Only]**

**C. Education Economic Development Act [EEDA]**

<b>CHARLESTON SOUTHERN UNIVERSITY</b>		
COURSE ALIGNMENT WITH EEDA		
PROGRAM: <b>SECONDARY MIDDLE LEVEL EDUCATION</b>		
CONCEPT addressed	COURSE(S) where addressed	ASSESSMENT from course(s)
Career Guidance, *Cluster of Study Curriculum, Individual Graduation Plans, Career Guidance Model	EDUC 300, EDUC 341, EDUC 415-418	Project on career readiness and job ready skills – aligns with Low Country Cradle to Career Initiative
Learning Styles	EDUC 415-418 Middle Grades Curriculum and Methods (by content area)	EDUC 415-418 Long Range Plan-Scoring Guide
**Contextual Teaching	EDUC 441 Directed Teaching in the Middle School	EDUC 415-418 Short Range Planning and Assessment Plan-Scoring Guide  EDUC 441 Review of Planning Documents and Classroom Observations using ADEPT assessments
Cooperative Learning	EDUC 341 Middle Level Curriculum and Organization  EDUC 441 Directed Teaching in the Secondary School	EDUC 341 Lesson Plan-Scoring Guide  EDUC 441 Review of Planning Documents and Classroom Observations using ADEPT assessments
Character Education	EDUC 340 Nature and Needs of the Middle Level Student	EDUC 340 Case Studies Analyses of middle level students

**D. Standards of Conduct**

Candidates are first introduced to the professional standards of conduct required for teachers in South Carolina schools. Specifically, candidates become familiar with the

Code of Ethics of the Education Profession as espoused by the National Education Association (NEA), the National Association of Secondary School Principals (NASSP) Code of Ethics, and the Standards of Conduct for South Carolina Educators, pursuant to the South Carolina State Board of Regulation 43-58 and 43-58.IV. (Appendix VI). Charleston Southern University School of Education has a Professional Dispositions statement and candidates are presented with these expectations in each professional foundation and professional studies coursework. See **Appendix D** for these dispositions.

**E. South Carolina Safe School Climate Act** -The Safe School Climate Act is designed to prevent harassment, intimidation, and bullying by mandating that before January 1, 2007, each of the state’s school districts adopt a policy prohibiting those behaviors (2006 S.C. Acts 59, to be codified at S.C. Code Ann. § 59-63-110 et seq.). As a component of EDUC 201, EDUC 361, and EDUC 441 where they become familiar with South Carolina laws and regulations pertaining to school safety with specific attention to Section 59-63-110, Section 59-63-120, Section 59-63-130, Section 59-63-140 and Section 59-63-150. Additionally, candidates will be able to implement the tenets of the South Carolina Safe School Climate Act into a viable and conscientious school safety plan in which the administrator identifies and prevents bullying, harassment, and intimidation in schools during EDUC 441 seminars. All CSU Teacher Education Candidates must participate in the *Darkness to Light* curriculum, (EDUC 361) where they demonstrate competencies and an understanding of the prevalence and consequences of child sexual abuse by educating persons about the steps they can take to prevent, recognize and react responsibly to the reality of child sexual abuse.

**F. PreK-12 Academic Standards Integration of State Secondary Middle Level Standards**

*All CSU Courses in the School of Education and College of Humanities and Social Sciences are 15 weeks in length and are designated as 3 credit courses. [Carnegie units].*

Required Professional Education Courses		
CSU Course # and Name	AMLE Standards	Integration into the PreK-12 Academic Standards
EDUC 340 Nature and Needs of the Middle Level Student EDUC 341 Middle Level Curriculum and Organization	1-5	Overview of the purposes, parent-school-community relations, curriculum of the middle school. A practicum is included.
EDUC 325 – Reading in the Content Area EDUC 415-418 Curriculum and Methods	1-5	Methods of improving knowledge and skill in the middle content areas by implementing strategies that develops language literacy skills (reading, writing, speaking, and listening). A practicum is included.

EDUC 340 Nature and Needs of the Middle Level Student EDUC 341 Middle Level Curriculum and Organization EDUC 415-418 Curriculum and Methods	1-5	Methods of improving knowledge and skill in the middle level content areas by implementing researched successful teaching strategies.

**G. Admission Requirements - Initial**

*Charleston Southern University complies with all State Requirements for Admissions to the University and Teacher Education Program.*

*Program Admission Requirements (Initial and Advanced)*

**Undergraduate Admissions Minimum Requirements**

**High School Requirements**

- 4 years English
- 3 years Math
- 3 years Science (2 labs)
- 3 years History

**Standardized Test Scores**

The SAT or ACT is required for all freshmen unless the student is 22 years of age or older.

SAT – 480 critical reading, 440 math

ACT – 19 English/19 Math/19 Reading/19 Social Science/19 Composite

Note: If these requirements are not met, CSU will review each application on an individual basis.

**Dual Enrollment/CLEP/AP/IB (if applicable):**

Official transcripts/scores must be sent from the institution/organization at which the credits/scores were achieved.

**H. Field and Clinical Experiences, including number of hours and integration of ADEPT**

See Appendix B for description of all field experiences

Exploratory Field		Focused Field		Intensive Field		Clinical Experience	
Course	Hrs	Course	Hrs	Course	Hrs	Course	Hrs
EDUC 201	12	EDUC 221	8	EDUC 415 - 418 [choose two]	60	EDUC 441	480
		EDUC 300	12	EDUC 340	10		
		EDUC 325	40				
		EDUC 329	10				
		EDUC 361	12				
	12		34				480

**I. Eligibility for Initial Certification (Assurance of compliance)**

Charleston Southern University complies with all State Requirements for Initial Certification, including AACTE/PEDS, CAEP EPP, and Title II.

**J. Annual Reports (AACTE/CAEP] and Title II)**

Charleston Southern University prepares and submits all required reports in a timely manner, meeting the CAEP EPP deadline and Title II requirements for SCDE

CSU also complies with requested information and submission of AACTE reports.

**K. Commitment to Diversity Assurances- Charleston Southern University School of Education Diversity Plan**

**Charleston Southern University School of Education Diversity Plan**

Located in an urban setting, Charleston Southern University is committed to educating and empowering our campus community to embrace and celebrate diversity. The School of requires all students to take EDUC 361 Strategies for Managing Individual Differences for Diversity. The School of Education has diversity initiatives which are correlated with our core courses.

<b>Alignment of the School of Education Diversity Initiatives with BS in Middle Level Education</b>	
<b>Diversity Initiatives:</b>	<b>Middle Level Education Major</b>
are crucial to the success of educating students to function in a pluralistic society.	Education professional core and professional studies, including Clinical Practice experience
make students, faculty, and staff more professionally/ personally marketable and better prepared for global community.	Middle Grades Education major; professional studies core in Education, and liberal arts core [liberally educated workforce]
help faculty, staff, and students recognize and value cultural differences.	All professional core Education classes and EDUC 361 Strategies for Managing Individual Differences
create a welcoming environment, which allows students, faculty, and staff to focus on performance and thereby improve retention.	Intentional academic advising with a SOE academic advisor and, if needed, personnel in the Student Success Center
enhance the student, faculty, and staff commitment to promoting understanding and mutual respect of all members of the Charleston Southern University community	Inherent throughout programs, with the CSU mission of Integrating Faith in Learning, Leading, and Serving
provide opportunities to work together to strengthen student, faculty, and staff sense of personal empowerment to effect social change.	All candidates welcome and encouraged to attend specific student life and chapel events relating to a diverse culture and society
foster greater scholarly application, understanding, and awareness of diversity issues in the education of students.	EDUC 415-418 and EDUC 441 seminars on professional development

**L. Professional Development Courses:**

Not applicable

**M. Advanced Programs for the Preparation of Teachers Aligned with NBPTS.**

Not applicable.

**N. Experimental or Innovative Program Policy (Assurance of Compliance):**

*Charleston Southern University complies with all State Requirements for Experimental or Innovative Programs.*

**O. ISTE National Education for Teachers (NETS.T) Standards Alignment Chart for Alignment of Assignments**

*EDUC 221 Technology for Teachers*

<b>Course Objectives</b>	<b>Alignment of Assessments</b>	<b>ISTE NETS.T [2008]</b>
Students will explore the present and potential use of technology in the world of K-12 education.	Web site analyses Software samples.	Facilitate and Inspire Student Learning and Creativity
Students will employ technology as a primary instructional tool.	PowerPoint presentation on designed lesson plan	Design and Develop Digital Age Learning Experiences and Assessments
Students will examine classroom applications of interactive whiteboards, word-processing, spreadsheet, and database programs.  Students will utilize technology to create computer-based multimedia instructional and informational presentations	Performance Opportunity 1: Midterm 2: Final  Submission of technology project integrating content from your discipline that expands on various multimedia available for teaching/learning	Model Digital Age Work and Learning

Students will understand the use of the internet for professional and instructional purposes and software for educational purposes	Evaluation and Critique of various software applications	Promote and Model Digital Citizenship and Responsibility
Students will understand and demonstrate professional responsibility; classroom technical operations; responsiveness to diversity; and, professional integrity and commitment.	<u>Practicum Experience:</u> Four (4) hours may be spent observing in classrooms at the grade level(s) you plan to teach, observing how technology is being employed in public school settings. Four (4) hours are to be spent directly assisting teachers and students as they make use of technology for instruction, record keeping, research, and educational exploration.	Engage in Professional Growth and Leadership

#### IV. SPA or Other National Specialized and/or Professional Association Standards

##### A. Context: 1. State or Institutional Policy that may influence AMLE Standards.

All components of the Middle Level Education major are guided by the AMLE standards and INTASC. The courses, field and clinical experience, and all licensure requirements are prescribed by the South Carolina Middle Level Standards and South Carolina Department of Education requirements. Charleston Southern University is a Christian University founded on a Vision of *Promoting Academic Excellence in a Christian Environment and a mission statement of: “Becoming a Christian university nationally recognized for integrating faith in learning, leading and serving”*. The dispositions in the School of Education’s Conceptual Framework reflect our Christian heritage, faith, and mission. The unit’s conceptual framework embodies the ideals of a caring, competent, and committed educator and is rooted in the CSU founding principles of the Great Commission. Thus, a framework for integrating faith in learning, leading, and serving becomes the foundational element for preparing educators whose vocational goal is making a difference in the classroom through care, respect, and commitment.

##### Description of Field Experience

Charleston Southern University has designated four levels of field and clinical experiences imbedded into various courses in the Professional Studies and Professional

Core coursework. Each course at CSU is 15 weeks long and students earn 3 credits for successful completion of materials with a grade of C or higher. See **Appendix B** for details.

**Courses with Field and Clinical Experiences**

Exploratory Field		Focused Field		Intensive Field		Clinical Experience	
Course	Hrs	Course	Hrs	Course	Hrs	Course	Hrs
EDUC 201	12	EDUC 221	8	EDUC 415 - 418 choose two]	60	EDUC 441	480
		EDUC 300	12	EDUC 340	10		
		EDUC 325	40				
		EDUC 329	10				
		EDUC 361	12				
	12		82		70		480

**B. List of Assessments**

**Assessment Alignment with INTASC Core Teaching Standards and AMLE Specialized Professional Association Standards**

**MIDDLE LEVEL EDUCATION**

AMLE SPA Assessments	CSU Assessment	INTASC Standard	AMLE Standards
<p><b>Assessment 1.</b></p> <p>State licensure Exam – See Appendix for content categories and “About this Test”</p>		<p><b>Standard 4.</b> Content Knowledge</p>	<p><b>Standard 1.</b> Young Adolescent Development</p> <p><b>Standard 2.</b> Middle Level Curriculum</p> <p><b>Standard 3.</b> Middle Level Philosophy and School Organization</p> <p><b>Standard 4.</b> Middle Level Instruction and Assessment</p> <p><b>Standard 5.</b> Middle Level Professional Roles</p>
<p><b>Assessment 2.</b></p> <p>Content Knowledge in social studies</p>	<p>Grade point average of content courses in the concentrations and professional core [continuous throughout program and at program completion]</p>	<p><b>Standard 4.</b> Content Knowledge</p>	<p><b>Standard 1.</b> Young Adolescent Development</p> <p><b>Standard 2.</b> Middle Level Curriculum</p> <p><b>Standard 3.</b> Middle Level</p>

			<p>Philosophy and School Organization</p> <p><b>Standard 4.</b> Middle Level Instruction and Assessment</p> <p><b>Standard 5.</b> Middle Level Professional Roles</p>
<p><b>Assessment 3.</b></p> <p>Candidate ability to plan instruction</p>	<p>Unit Work Sample [UWS] takes into account students' backgrounds, needs and ability levels. These student data along with local/state/national standards are used to plan objectives and expectations, instructional strategies, accommodations and assessment. Student teachers make meaningful connections between the middle level professional education curriculum and discipline specific interrelated content.</p> <p>The UWS will include specificity to each AMLE standard from each professional education and content area disciplines that demonstrates candidate planning for the various disciplines within the middle level curriculum.</p>	<p><b>Standard 5.</b> Application of Content</p> <p><b>Standard 6.</b> Assessment</p> <p><b>Standard 7.</b> Planning for instruction</p> <p><b>Standard 8.</b> Instructional Strategies</p>	<p><b>Standard 1.</b> Young Adolescent Development</p> <p><b>Standard 2.</b> Middle Level Curriculum</p> <p><b>Standard 4.</b> Middle Level Instruction and Assessment</p>
<p><b>Assessment 4.</b></p> <p>Clinical Practice</p>	<p>Formal assessments of pedagogy using state mandated <b>ADEPT</b> protocol.</p> <p>The modified IObserve software used for unit assessment of ADEPT standards will include</p>	<p><b>Standard 5.</b> Application of Content</p> <p><b>Standard 6.</b> Assessment</p> <p><b>Standard 7.</b> Planning for</p>	<p><b>Standard 1.</b> Young Adolescent Development</p> <p><b>Standard 2.</b> Middle Level Curriculum</p> <p><b>Standard 3.</b> Middle Level Philosophy and School</p>

	candidate performance as it relates to the pedagogy of middle level learners.	instruction <b>Standard 8.</b> Instructional Strategies	Organization <b>Standard 4.</b> Middle Level Instruction and Assessment <b>Standard 5.</b> Middle Level Professional Roles
<b>Assessment 5.</b> Candidate effect on student learning	UWS Section IV: Analysis of Student Learning  LRP - Evaluation of Student Progress and Achievement  LRP for assessing, evaluating, recording, and monitoring student progress and achievement.	<b>Standard 1.</b> Learner Development  <b>Standard 2.</b> Learning Differences  <b>Standard 3.</b> Learning Environments  <b>Standard 6.</b> Assessment  <b>Standard 7.</b> Planning for instruction	<b>Standard 1.</b> Young Adolescent Development  <b>Standard 2.</b> Middle Level Curriculum  <b>Standard 4.</b> Middle Level Instruction and Assessment
<b>Assessment 6.</b>	Curriculum unit plan in EDUC 341, showing interdisciplinary nature of the middle level learner	<b>Standard 5.</b> Application of Content	<b>Standard 2.</b> Middle Level Curriculum  <b>Standard 3.</b> Middle Level Philosophy and School Organization  <b>Standard 4.</b> Middle Level Instruction and Assessment

**C. Relationship of Assessment to Standards (Completion of Chart)**

<b>AMLE Standards</b>	<b>APPLICABLE ASSESSMENTS FROM SECTION II</b>

AMLE Standards	APPLICABLE ASSESSMENTS FROM SECTION II
Standard 1: Young Adolescent Development	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
Standard 2: Middle Level Curriculum	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
Standard 3: Middle Level Philosophy and School Organization	<input checked="" type="checkbox"/> #1 <input type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
Standard 4: Middle Level Instruction and Assessment	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input checked="" type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input checked="" type="checkbox"/> #5 <input checked="" type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8
Standard 5: Middle Level Professional Roles	<input checked="" type="checkbox"/> #1 <input checked="" type="checkbox"/> #2 <input type="checkbox"/> #3 <input checked="" type="checkbox"/> #4 <input type="checkbox"/> #5 <input type="checkbox"/> #6 <input type="checkbox"/> #7 <input type="checkbox"/> #8

#### D. Planned Evidence for Meeting Standard

##### **#1 (Required)-CONTENT KNOWLEDGE Data from licensure tests or professional examinations of content knowledge. ASSESSMENT 1–PRAXIS II EXAMS**

Description of the Assessment. Published by the Educational Testing Service (ETS), the Praxis II test is the standardized content assessment required for licensure by the South Carolina Department of Education for pre-service middle level education candidates. Candidates will take the test titled Principles of Learning and Teaching Grades 5-9. It is a two hour test consisting of 70 selected-response questions and 4 constructed-response questions.

There are five categories: Students as Learners; Instructional Process; Assessment; Professional Development, Leadership and Community; and, Analysis of Instructional Scenarios covering the previous four topics.

The Praxis II content area tests are administered at various ETS-approved sites around the state several times each year. The School of Education in consultation with the College of Humanities and Social Science and the College of Mathematics

and Science will evaluate the Praxis scores to determine extent of learning for content.

Candidates for the Middle Level Education major and subsequent SCDE license will also need to take two content area assessments from a choice of four disciplines: Mathematics, Social Studies, Science, and Language Arts. These Praxis II Content area assessments consist of:

***Middle School English Language Arts*** [5047] consists of: 110 selected-response questions and 2 constructed response questions on the following topics:

Reading; Language Use and Vocabulary; Writing, Speaking and Listening; and English Language Arts Instruction.

***Middle School Mathematics*** [5169] consists of 55 selected response and numeric-entry questions on the following topics:

Arithmetic and Algebra; and Geometry and Data

***Middle School Science*** [5440] consists of 125 selected response questions on the following topics:

Scientific Inquiry, Methodology, Techniques, and History; Basic Principles of Matter and Energy; Physical Sciences; Life Sciences; Earth and Space Sciences; and Science, Technology and Society.

***Middle School Social Studies*** [5089] consists of 90 selected-response questions; 3 constructed-response questions short-answer essays on the following topics:

United States History; World History; Government/Civics; Geography; Economics. Short Content Essays are devised to include; US History related to Government/Civics; World History related to Geography; and, US History related to Economics or Geography OR World History related to Economics or Government/Civics.

**Alignment with Standards.** The Praxis II tests in both the PLT and content areas are developed by a national panel of experts in the field, are comprehensive in scope, and are designed to address content reflected in AMLE standards 1-5. Content area assessments specifically align with standard 2 and 4. The Office of Teacher Certification of the SC Department of Education has determined that the Praxis II test identified above represents requirements for the standards for licensure in the Middle Level Education program in South Carolina.

**Summary of Data.** No Data Yet Available.

**Evidence for Meeting Standards.** Evidence for meeting AMLE standards is indicated by all completers meeting or exceeding the overall passing scores required by the SC Department of Education on the Praxis II exam for certification in Middle Level Education.

**Assessment Documentation.** Documentation will be the PRAXIS II scores from all completers, including a review of subtests scores, available to the candidate and to the institution via the ETS website.

## **#2 (Required)-CONTENT KNOWLEDGE: Assessment of content knowledge in Secondary Social Studies—Grade Point Average.**

**Description of the Assessment.** Grade point averages of teacher candidates will be compiled and evaluated for each candidate for required coursework in the Middle Education major and include those courses in both the professional core and content areas. The GPA calculations will come for the university data management system and can be retrieved for each candidate. The GPA analysis will align with the current NCATE SPA program submission guidelines. Courses will be clustered around each of the content areas and separate calculation for the professional core and candidates will be required to maintain a 2.75 in the major, with any course below a C having to be repeated.

**Alignment with Standards.** AMLE standards that are addressed in this assessment include but are not limited to: 1-4, with some coursework imbedded with standard 5, professional roles, which are typically evaluated during the methods and clinical practice experience.

**Summary of Data.** No Data Yet Available.

**Evidence for Meeting Standards.** Evidence will be documented by the examination of the grade point averages of the student candidates for the specified course. Candidates are required to earn a 2.75 in content and professional education courses, and an overall 2.75 for program completion. Candidates will be required to maintain a 2.75 in the major, with any course below a C having to be repeated.

**Assessment Tool and Scoring Guide-**The assessment tool is aligned with the SPA requirements that model the submission requirements established by NCATE/CAEP.

## **#3 (Required)-PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates candidates can effectively design, align, and evaluate**

**curriculum, guide professional learning, and other identified professional responsibilities in Middle Level Education Lesson Plan.**

**Description of the Assessment.** The Long Range Plan document is a major assignment that will be used to assess the teacher candidate’s ability to integrate content knowledge of history and social studies-related topics with pedagogical planning and practice. An emphasis will be placed on aligning the curriculum, the instruction, and the assessment to the state content area standards. Long-Range Planning [LRP] is formulated for the purpose of providing the teacher candidate with a “road map” for the year. The lesson plan format and rubric will include specific lessons plans to each of the AMLE Standards and interrelationship with content. This will be completed in both the EDUC 341 and the 415-418 methods courses and will be part of the LRP and UWS rubrics.

**Alignment with Standards.** AMLE standards that are addressed in this assessment include but are not limited to: 1-5, with specific alignment to standard 2 and standard 4.

**Summary of Data.** No Data Yet Available.

**Evidence for Meeting Standards.** Evidence will be documented in a major lesson plan project during EDUC 341 and methods classes 415-418. Students will archive the evidence in an electronic portfolio that will be graded with rubrics that contain criteria on content knowledge, uploaded to Live Text for scoring during the clinical practice. To be successful, candidates must earn a score of Competent on all elements within the assessment.

**Assessment Tool and Scoring Guide-**The assessment will be aligned with AMLE standards and will include a rubric (Appendix E).

**#4 (Required)-PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS: Assessment that demonstrates a candidate’s knowledge, skills, and dispositions are applied effectively in internship/clinical practice in Middle Level Education—Clinical Practice.**

**Description of the Assessment.** The state of South Carolina has adopted ADEPT for its assessment of candidate performance in the clinical practice experience. Central to the ADEPT system is a set of expectations for what teaching professionals should know, be able to do, and assume responsibility for accomplishing on an ongoing basis. These expectations, called the ADEPT Performance Standards, are the linchpins that connect all stages of a teacher’s career, beginning with teacher preparation and continuing through

induction, high-stakes performance evaluation(s), and, finally, ongoing self-directed professional development.

A teacher's proficiency in each of the standards is expected to occur developmentally and to increase continuously throughout the entire ty of his or her teaching career. There are ten ADEPT Performance Standards for classroom-based teachers.

The ten ADEPT Performance Standards (APSs) for classroom-based teachers can be grouped into four broad categories, or domains:

**AMLE Standards 1, 2, 3, 4, 5      Domain 1: Planning**

APS 1 Long-Range Planning

APS 2 Short-Range Planning of Instruction

APS 3 Planning Assessments and Using Data

**AMLE Standards 2 and 4      Domain 2: Instruction**

APS 4 Establishing and Maintaining High Expectations for Learners

APS 5 Using Instructional Strategies to Facilitate Learning

APS 6 Providing Content for Learners

APS 7 Monitoring, Assessing, and Enhancing Learning

**AMLE Standards 1, 2, 3, 4, 5      Domain 3: Classroom Environment**

APS 8 Maintaining an Environment That Promotes Learning

APS 9 Managing the Classroom

**AMLE Standard 5      Domain 4: Professionalism**

APS 10 Fulfilling Professional Responsibilities

**Alignment with Standards.** AMLE standards that are addressed in this assessment include but are not limited to: 1, 2, 3, 4, and 5.

**Summary of Data.** No Data Yet Available.

**Evidence for Meeting Standards.** Evidence will be documented in the clinical faculty evaluations and cooperating teacher [P-12 teacher] assessments. University supervisors and cooperating teachers will upload results into Live Text for aggregation and use by the unit. Candidates must achieve proficient at each standard in order to be meet program requirements. Candidates, university supervisors and the cooperating teacher will ensure alignment of any/all of the AMLE standards are addressed in various lessons. The university uses a program called IObserve to document alignment of observations with ADEPT standards, which align to AMLE standards, as noted in the information listed above.

**Assessment Tool and Scoring Guide**

The assessment tool is a rubric to be scored by the University Supervisor and Cooperating Teacher and follows the ADEPT performance standards and includes a line item for AMLE standards alignment as well as State standards.

**#5 (Required)-EFFECTS ON STUDENT LEARNING: Assessment that demonstrates candidate's ability to support student learning and development in Middle Level Education—Unit Work Sample.**

**Description of the Assessment.** During the EDUC 341 and 415-418 methods class in the curriculum for the middle level teacher, candidates are required to teach complete lessons and begin to develop instructional units to be used in their classroom setting. All middle level Education candidates are required to follow the unit approved lesson plan format which includes the state standard(s), AMLE standards, lesson objectives, materials, and technology integration, accommodations for diverse learners, correlation to IEPs, a set of attention getter, explanation, guided and independent practiced plans for early finishers/enrichment, closure, assessment, and reflection on the lesson. In EDUC 341 candidates are required to develop complete instructional units with a minimum of ten [10] lesson plans with not only South Carolina curriculum standards but also AMLE standards 1-5, a daily variety of instructional strategies, content in multiple formats, informal and formal assessment strategies, explicit criteria for evaluating student performance, and methods to record accurately student progress and achievement. This unit is implemented during the teacher candidate's clinical experience in the appropriate Social Studies setting. UWS is uploaded during the clinical practice experience for scoring and review. Through the development and implementation of the UWS, during clinical practice, candidates will provide evidence of student learning through a pre-test, analysis of teaching [video and CT or University supervisor feedback] and a post-test. Candidates will analyze student performance and provide written evidence of the impact of teacher on student learning.

**Alignment with Standards.** AMLE standards that are addressed in this assessment include but are not limited to: 2-4.

**Summary of Data.** No Data Yet Available.

**Evidence for Meeting Standards.** Evidence will be documented in a major project that is submitted at the conclusion of the EDUC 341 course and revised and analyzed during the clinical practice experience. Candidates will submit the evidence into LiveText that will be graded with rubrics that contain criteria on content knowledge. To be successful, candidates must earn a score of Proficient on the UWS and have a lesson for each of the AMLE elements in standard 2 and standard 4.

**Assessment Tool and Scoring Guide-** The assessment will be aligned with the AMLE standards and will use a rubric (Appendix F).

**#6 (Required)-Professional Knowledge and Dispositions: Assessment of the application of content knowledge in middle level methods project.**

**Description of the Assessment.** During the fall semester of senior year, or when candidates enroll into the curriculum and methods classes for content areas, the candidates will build on a project completed in EDUC 341. This assessment, though, covers the various SPA standards for the discipline as well as integrating the interdisciplinary nature of the middle grades students to provide a 9-week comprehensive unit that, at a minimum, integrates all four content areas and the learning styles of students with other disciplines within the curriculum.

**Alignment with Standards.** AMLE standards that are addressed in this assessment include but are not limited to 2 and 4.

**Summary of Data.** No Data Yet Available.

**Evidence for Meeting Standards.** This comprehensive project integrates multiple methodologies, combined assessments, and, upon practice of at least three lessons in the fall methods block, data that demonstrated the effect of teaching on students learning from the assessment #5, previously noted. Candidates will provide a qualitative analysis of the goals, methods, student grouping, assessments, and post-lesson findings.

**Assessment Tool and Scoring Guide-** The assessment will be aligned with the AMLE standards and will use a rubric for the UWS/LRP with modifications. (Appendix F).

**E. Planned Use of Assessment Results to Improve Candidate and Program**

As an important component to our ongoing commitment to Continuous Improvement, the various data from each assessment will inform the program and the unit on the appropriateness of course content as well as continued alignment with national standards for teacher preparation excellence. The School of Education has a semester by semester evaluation on program and candidate performance, that includes School of Education faculty and, for this program, faculty in the College of Humanities and Social Sciences and College of Mathematics and Science. This evaluation consists of reviewing all assessment results, reviewing candidate assessment results in the various subtests associated with Praxis II; evaluation of the LRP and UWS from methods and analysis of changes or modification made during

clinical practice; and, when available, comparison of candidate performance on ADEPT as candidates transition from clinical practice to full-time teaching in the profession [usually available after the second year of teaching].

Another component to our ongoing assessment is the understanding and being alert to the possible changes in clinical practice assessment that could include other models to be adopted by SCDE. However, at this time the unit retains its ongoing continuous improvement model of assessing both program and unit data for program improvement and enhancements as we evolve to the Continuous Improvement model for CAEP.

The close collaboration with area 5-8 partners, the ongoing conversation with our School of Education Advisory Council, and the awareness of national trends and agendas are central to our role and responsibility in assessment of candidate performance and impact on student learning.

The Middle Level Education Program major is designed to meet SPA requirements, as defined by NCATE-legacy visits. Because the unit had a previously state-approved program and would have met the ten completer rule in previous years, the unit is confident the current enrollment trends, and past number of completers, to meet SPA standards. With the transition to CAEP, the unit will submit to the AMLE in the 2018-19 year, aligning with the three year advance submission requirement under CAEP guidelines. Given the NCATE-legacy visit in spring 2015, we are prepared to provide evidence of data collection, analysis and use by the unit and other faculty, to ensure candidate knowledge, skills and dispositions to become effective and qualified educators.