

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
January 25, 2010**

2:30 p.m.

**Rose Room
UNIVERSITY CENTER**

**Stanley Jones
Registrar/Secretary of the Academic Committee**

ACADEMIC COMMITTEE

AGENDA

January 25, 2010

1. Minutes of the November 16, 2009 meeting. (pages 1-4) approved by email December 10, 2009.
2. **COLLEGE OF THE ARTS**
 - a. Revised curriculum for the BFA in Theatre Arts – Performance Track (pages 5-6)
 - b. New course DANC 4900 (pages 7-11)
3. **COLLEGE OF EDUCATION**
 - a. Revised admission requirements for the MAT in Special Education (pages 12-15)
 - b. Revised curriculum for the on-line MAT in Special Education-Adapted Curriculum (pages 16-17)
 - c. Revised curriculum for the on-line MAT in Special Education-General Curriculum (pages 18-19)
 - d. New course SEAC 5520 (pages 20-27)
 - e. New course SEAC 6200 (pages 28-35)
 - f. New course SEGC 6110 (pages 36-43)
 - g. New course SEGC 6200 (pages 44-51)
 - h. New course SERD 6030 (pages 52-58)
 - i. New course SERD 6060 (pages 59-69)
 - j. Deactivation of PSYC 7300, 8020, 8030, 8050, 8100, 8600, SCHC 6900, 7982, 7993, and 8892 (pages 70-71)
 - k. Revised curriculum for the MS in Psychology – Clinical Counseling Track (pages 72-73)
 - l. Revised catalog copy for the EDD in Adult and Career Education (pages 74-75)
4. **Pending items**
 - a. Notice to SACS that the BS in Mathematics with an option in Computer Science has been deactivated.
 - b. Notice to SACS that the BS in Athletic Training was changed to a BSAF in Athletic Training.
 - c. Notice to SACS for the new BBA in International Business, BA in Biology, and the reactivation of the Master in Accountancy.
 - d. BA in Transatlantic Studies Program

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
November 16, 2009

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Executive Dining Room on Monday, November 16, 2009. Dr. Sharon Gravett, Assistant Vice President for Academic Affairs, presided.

Members Present: Dr. Lai Orenduff, Dr. Marvin Smith, Dr. Bruce Caster, Dr. Lucia Lu, Ms. Laura Wright, Dr. William Faux, Dr. Linda Jurczak, Dr. Kathe Lowney, Dr. Frank Flaherty, Dr. Ray Elson, Dr. James Ernest, Dr. Iris Ellis, Dr. Melissa Benton, Dr. Melissa Benton (proxy for Dr. James Humphrey), Dr. Mike Meacham, and Ms. Deborah VanPetten.

Members Absent: Ms. Donna Cunningham, Dr. Deborah Weaver, and Dr. James Humphrey.

Visitors Present: Dr. Mylan Redfern, Dr. Phil Gunter, Dr. Lynn Minor, and Mr. Lee Bradley.

The Minutes of the October 12, 2009 meeting were approved by email on October 15, 2009. (pages 1-2).

A. College of Business

1. Deactivation of ACCT 3700, 3900, and 4220 was noted effective Spring Semester 2010. (page 3-4).

B. College of Nursing

1. Revised credit hours, prerequisites, and course description NUTR 4950. (pages 5-10) WITHDRAWN
2. Revised prerequisite, and course description NUTR 4000. (pages 11-16). WITHDRAWN
3. Revised prerequisite, and course description NUTR 3350. (pages 17-22). WITHDRAWN

C. College of Arts and Sciences

1. Revised prerequisite and co-requisite, Marriage and Family Therapy (MFTH) 7600, "Practicum in Marriage and Family Therapy", (MFT PRACTICUM – 6 credit hours, 0 lecture hours, 12 lab hours, and 12 contact hours), was approved effective Spring Semester 2010. (pages 23-25).
2. New course, Computer Science (CS) 4800, "Internship in Computer Science", (INTERNSHIP IN CS – 3-6 credit hours, 0 lecture hours, 3-6 lab hours, and 3-6 contact hours), was approved effective Summer Semester 2010. (pages 26-28). The course description was changed to read: Prerequisites: Junior or senior standing, a minimum 2.5 GPA, and permission of the internship coordinator and department head. Graded "Satisfactory" or "Unsatisfactory". Active participation in research or development in computer science or in a closely allied field. A daily log of activities, a report on the work done, and a report on the internship experience or a research paper relating the work done to the field of computer science is required.
3. Revised prerequisite, Mathematics (MATH) 5600, "Probability and Statistics", (PROBABILITY AND STATISTICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2010. (pages 29-30).
4. Revised senior college curriculum for the BS in Computer Science was approved effective Fall Semester 2010. (pages 31-32).
5. Revised senior college curriculum for the BS in Computer Information Systems was approved effective Fall Semester 2010. (pages 33-34).
6. Revised requirements for the minor in Computer Science was approved effective Fall Semester 2010. (pages 35-36).

D. College of Education

1. Revised senior college curriculum for the BSED in Early Childhood Education, was approved effective Fall Semester 2010. (pages 37-39).

2. Revised credit hours, title, prerequisite, and course description, Early Childhood Education (ECED) 3190, "Early Childhood Practicum and Seminar: PreK-K", (ECED PRACTICUM/SEMINAR: PREK-K – 2 credit hours, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2010. (pages 40-48).
The course description was changed to read: Prerequisites: ECED 2999, and a minimum 2.5 GPA. Graded "Satisfactory" or "Unsatisfactory". Pre-K or K classroom experiences supervised by mentor teachers and instructors for a minimum of 100 hours; debriefing seminars on the implementation of developmentally appropriate content areas/strands, appropriate teaching formats and strategies, and professional behavior; and observation of teaching and management strategies for all students in their classroom.
3. Revised course description, Early Childhood and Special Education (ECSE) 3010, "Introduction to Assessment, Planning, & Instruction", (INTRO ASSESS PLAN & INSTR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 49-57).
4. Revised course description, Early Childhood and Special Education (ECSE) 3210, "Introduction to Management of Learning Environments", (INTRO MGNT LRN ENVIRONMENTS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 58-67).
The course description was changed to read: Prerequisite: Appropriate 2999 course. Fundamentals of creating classroom environments that are conducive to learning. The course will focus on individual and group management strategies that facilitate inclusion of students with disabilities in the classroom, basic behavior management principles, and developmentally appropriate strategies for Pre-K and K students. ECSE 3390, ECED 3190, or a practicum approved at the program level, is required as a co-requisite of this course.
5. Revised prerequisite/co-requisite, Literacy (LITR) 3110, "Emergent Literacy", (EMERGENT LITERACY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 68-77).
The course description was changed to read: Prerequisite: Appropriate 2999 course. Introduction to children's emergent literacy, including reading and writing development, phonological awareness, phonemic awareness, concepts about print, oral language development, speaking and listening development, and developmental writing. ECSE 3390, ECED 3190, or a practicum approved at the program level, is required as a co-requisite of this course.
6. Revised course title, and description, Early Childhood Education (ECED) 3300, "Mathematics and Technology in Early Childhood", (MATH & TCHNLGY IN EARLY CHLDHD-- 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2010. (pages 78-86).
The course description was changed to read: Prerequisites: Appropriate 2999 course. This is a check-point course, and check-point requirements must be met. Recent developments in curriculum and methods on instruction of contemporary school mathematics in grades P-5, including the use of manipulative materials, technology, and other resources. ECED 3690, or a practicum approved at the program level, is required as a co-requisite for this course.
7. Revised course description, credit hours, title, and prerequisite, Early Childhood and Special Education (ECED) 3690, "Early Childhood Practicum and Seminar: Grades 1-3", (ECED PRACTICUM/SEMINAR: GR 1-3 – 2 credit hours, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2010. (pages 87-95).
The course description was changed to read: Prerequisites: Appropriate 2999 course, minimum 2.5 GPA, grade of "S" in ECED 3190. Graded "Satisfactory" or "Unsatisfactory". This is a check-point course, and check-point requirements must be met. Grade 1-3 classroom experiences supervised by mentor teachers and university supervisors for a minimum of 100 hours; debriefing seminars on the implementation of developmentally appropriate content areas/strands, appropriate teaching formats and strategies, and professional behavior; and observation of teaching strategies for all students.
8. Revised course description, Early Childhood and Special Education (ECSE) 3020, "Intermediate Assessment, Planning, & Instruction", (INTER ASSESS PLAN & INSTR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 96-105).
The course description was changed to read: Prerequisites: Appropriate 2999 course, ECSE 3010. This is a check-point course, and check-point requirements must be met. The use of selected evidence-based practices and theories of learning processes related to assessment, planning, and instruction. Grades 1-3 to meet the diverse and individualized needs of the students. ECSE 3490, ECED 3690, or a practicum approved at the program level, is required as a co-requisite of this course.
9. Revised course description, Literacy (LITR) 3120, "Early Literacy", (EARLY LITERACY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 106-114).
The course description was changed to read: Prerequisites: Appropriate 2999 course; LITR 3110. This is a check-point course, and check-point requirements must be met. Introduction to content, theoretical perspectives, and evidence-based strategies for teaching children in the primary grades to read and write. Major topics include the reading process,

phonemic awareness, phonics, comprehension, fluency, and vocabulary. Teacher candidates are expected to plan and implement learned skills and knowledge in the field. ECSE 3490, ECED 3690, or a practicum approved at the program level, is required as a co-requisite of this course.

10. Revised course description, Literacy (LITR) 3130, "Developing Literacy", (DEVELOPING LITERACY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 115-123). The course description was changed to read: Prerequisites: Appropriate 2999 course; LITR 3110. This is a check-point course, and check-point requirements must be met. Application of methods for teaching listening, speaking, reading, writing, viewing, and visually representing. Emphasis is placed on instructional methods of processes for writing and comprehending various forms of texts; motivating students to read and write; developing vocabulary, comprehension strategies, and higher-level thinking; and applying technology. ECSE 3490, ECED 3690, or a practicum approved at the program level, is required as a co-requisite of this course.
11. Revised course description, Early Childhood Education (ECED) 4400, "Social Sciences and Technology in Early Childhood Education", (SOCIAL SCI & TECHNOLOGY IN ECE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 124-131).
12. New course, Early Childhood Education (ECED) 4500, "Science and Technology in Early Childhood Education", (SCIENCE & TECHNOLOGY IN ECE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 132-140).
The course description was changed to read: Prerequisites: Appropriate 2999 course. Application of developmentally appropriate science programs in the context of standards-based inquiry and focusing on constructivist models of student learning of content, attitudes, and skills. Instructional technology will be integrated with curriculum for grades P-5. ECED 4690, or a practicum approved at the program level, is required as a co-requisite of this course.
13. Revised course title, prerequisite, description, and credit hours, Early Childhood Education (ECED) 4690, "Early Childhood Practicum and Seminar: Grades 4-5", (ECED PRACTICUM/SEMINAR: GR 4-5 – 2 credit hours, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2010. (pages 141-149).
The course description was changed to read: Prerequisites: Appropriate 2999 course, minimum 2.5 GPA, Grade of "S" in ECED 3190 and ECED 3690. Graded "Satisfactory" or "Unsatisfactory". Grades 4-5 classroom experience supervised by mentor teachers and university supervisors for a minimum of 100 hours; debriefing seminars focused on the implementation of developmentally appropriate content areas/strands, appropriate teaching formats and strategies, and professional behavior; and observation of appropriate teaching strategies for students.
14. Revised course description, Early Childhood and Special Education (ECSE) 4010, "Advanced Assessment, Planning and Instruction", (ADV ASSESS PLAN & INSTR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 150-159).
The course description was changed to read: Prerequisites: Appropriate 2999 course, ECSE 3010, and ECSE 3020. An expansion of candidates' knowledge and skill base regarding the appropriate evidence-based practices and theories in grades 4-5 grades that underlie the teaching and learning processes related to assessment, planning, and instruction across the content areas of reading, math, science, social studies, fine arts, health, and technology, to meet the needs of diverse learners, in general education, inclusive settings, and special education classrooms. ECSE 4390, ECED 4690, or a practicum approved at the program level, is required as a co-requisite of this course.
15. Revised credit hours, title, prerequisite, and co-requisite, Early Childhood Education (ECED) 4790, "Student Teaching and Reflective Seminar", (Student Teaching and Seminar – 9 credit hours, 0 lecture hours, 9 lab hours, and 9 contact hours), was approved effective Fall Semester 2010. (pages 160-169).
The course description was changed to read: Prerequisites: Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a minimum GPA of 2.5. Co-requisites: ECSE 4420. A semester-long experience in an early childhood full-day classroom (P-5) under the direct supervision of an assigned mentor teacher and university supervisor. The seminar examines interrelationships of home, school, and community resources and other topics related to the student teaching experience.
16. Revised prerequisite, and co-requisite, Early Childhood and Special Education (ECSE) 4420, "Seminar in Classroom Management and Collaboration with Family, School, and Community Agencies", (SEM CLASS MGNT & COLLABORATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2010. (pages 170-178).
The course description was changed to read: Prerequisites: Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a minimum GPA of 2.5. Co-requisite: ECSE 4490 or ECED 4790.

Respectfully submitted,

Stanley Jones
Interim Registrar

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

- Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum
Specify: Area A,B,C,D,F

Current Catalog Page Number:
247

Proposed Effective Date for Curriculum Change:
(Month/Year): 08/2010

Degree & Program Name:
(e.g., BFA, Art): BFA in Theatre Arts, Performance Track

Present Requirements:

Performance Track.....20 hours
THEA 1710, THEA 3200.....2 hours
THEA 2110, THEA 3800, THEA 4800..9 hours
THEA 2840, THEA 3710.....4 hours
THEA 3880 or THEA 3890.....3 hours
COMM 3010.....2 hours

Proposed Requirements (Underline changes after printing this form:

Performance Track.....20 hours
THEA 1710, THEA 3200.....2 hours
THEA 2110, THEA 3800, THEA 4800..9 hours
THEA 2840, THEA 3710.....4 hours
THEA 3880 or THEA 3890.....3 hours
THEA 3010.....2 hours

Justification:

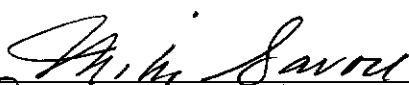
Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.


- Improve student learning outcomes:
 Adopting current best practice(s) in field:
 Meeting mandates of state/federal/outside accrediting agencies:
 Other: Course Number was changed in January 2009 to reflect course content, correcting catalogue to reflect the change.

Plan for assessing the effectiveness of the proposed change: Correction appears in Catalogue

Approvals:

Department Head:  Date: 11/30/09

College/Division Exec. Committee:  Date: 12-1-09

Dean(s)/Director(s):  Date: 12/1/09

Grad. Exec. Committee:
(for graduate course) Date:

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: August 6, 2009

Request for a New Course
Valdosta State University

Date of Submission: 10/21/09(mm/dd/yyyy)

Department Initiating Request: Communication Arts

Faculty Member Requesting: Catherine Schaeffer

Proposed New Course Prefix & Number: DANC 4900

(See Course Description Abbreviations in the Catalog for approved prefixes.)

Proposed New Course Title: Directed Study in Dance

Proposed New Course Title Abbreviation: Directed Studies in Dance

(For student transcript, limit to 30 characters and spaces)

Semester/Term/Year to be Effective: Fall 2009

Estimated Frequency of Course Offering: as needed

Indicate if Course will be: Requirement for Major or Elective Course

*****If this new course is to be included in the curriculum, be sure to initiate a Curriculum**

Change Form.***

Total Contact Hours:

Lecture Hours:

Lab Hours:

Credit Hours: 1-9

Proposed Course Description: (box expands indefinitely)

Prerequisite: PERMISSION OF INSTRUCTOR

Directed Studies in Dance : Individual instruction for enrichment of advanced majors in their areas of specializatn. May be repeated for credit.

Justification: *Select one or more of the following to indicate why the requested new course will be beneficial and give justification. Please include or append relevant supporting data.*

(box expands indefinitely)

- Improving student learning outcomes: Enhances research and performance activities beyond program offerings.

- Adopting current best practice(s) in field: Theatre/Dance Area needs a course number to cover classes designed for individual student needs in completing special course work in a variety of dance courses. As the dance program is maturing, a need for Directed Studies has been demonstrated in designing special course work for students.

- Meeting mandates of state/federal/outside accrediting agencies:

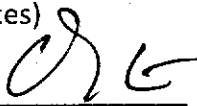
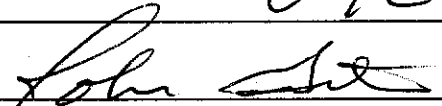
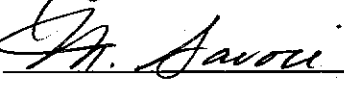
- Other:

Plans for assessing proposed course: (box expands indefinitely)

- Assessment will be specific to the Directed Study topic requested.
- Students will demonstrate dance and related skills, based on the career goals of the individual student: teaching, performance, and/or choreography.
- Development of materials geared to individual students' professional career goals for post-graduation plans.
- Student opinion of instruction.

*** ATTACH A COURSE SYLLABUS WITH COURSE OUTCOMES/ASSESSMENTS AND GENERAL EDUCATION OUTCOMES/ASSESSMENTS.

Approvals: (Print out for signatures & dates)

Dept. Head(s) _____		Date	<u>11/30/09</u>
Dean(s)/Director(s) _____		Date	<u>12/1/09</u>
College Exec. Comm. _____		Date	<u>12-1-09</u>
Graduate Exec. Comm. _____		Date	_____
Academic Comm. _____		Date	_____

Indicate How Course will be Taught: Face to Face

If course is online:

Does proposed new course alter the percentage of the degree program available online? No

As a result of this new course, how much of the program will now be available online? less than 25%

***If more than 25%, notify SACS Liaison and Asst. Director for Distance Learning.**

VALDOSTA STATE UNIVERSITY
COMMUNICATION ARTS DEPARTMENT
COA, Theatre/Dance Area

DANCE 4900 1-9 credits
SPRING 2010 Directed Study in Dance

Prerequisites: Permission of Instructor

TEXT: There is no text for this course.

Professor: Catherine Schaeffer
Phone: 333-5825
Mailbox: FAB Theatre Office
Office: Dance Studio, UC 2114
Office hours: M/W/F 10-11 AM
E-mail: caschaef@valdosta.edu

I. CATALOG DESCRIPTION: Individual instruction for the enrichment of advanced majors in their areas of specialization.

II. RATIONALE: This course is designed for students seeking individual instruction in areas of dance specialization, such as teaching, performance, production, publication, and research.

III. OUTCOMES ASSESSMENTS: (Please refer to this list of Dance Program Outcomes and VSU Gen Ed. Outcomes as referenced below by number for each course objective.)

Selected Dance Educational Outcomes:

1. Students will articulate a cultural and historical perspective appropriate to dance performance, pedagogy, and choreography.
2. Students will demonstrate dance and related skills, based on the career goals of the individual student; teaching, performance, and/or choreography.
3. Students will demonstrate the ability to interact and problem solve with colleagues as group participants and leaders.
4. Students will demonstrate knowledge of professional opportunities for employment.

VSU General Education Outcomes:

2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
6. Students will demonstrate knowledge of diverse cultural heritages in the arts, the humanities, and the social sciences.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

Upon successful completion of this course, the student will demonstrate one or more of the following:

1. Utilize dance skills to complete requirements of specific directed study offered. To be assessed by faculty member via course criteria established. (Related to Dance Program Outcomes 1, 2, 3, and VSU Gen. Edu. Outcomes 2, 6, 7)
2. Identify production and time management skills demonstrated through keeping scheduled commitments as determined and assessed by professor. (Related to Dance Program Outcomes 1, 2, 3, and VSU Gen. Edu. Outcomes 2, 6, 7.)
3. Demonstrating the ability to interact and problem solve with colleagues as group participants and leaders. (Related to Dance Program Outcomes 1, 2, 3, and VSU Gen. Edu. Outcomes 2, 6, 7.)
4. Acquire a broad cultural and artistic knowledge of dance history through experiences in the field. (Related to Dance Program Outcomes 1, 2, 3, and VSU Gen. Edu. Outcomes 2, 4, 6, 7.)
5. Develop awareness of opportunities appropriate to the student's dance career goals (performance, choreography, teaching, tech, management, therapy). To be assessed through measures aligned with directed study topic, such as written testing, skills tests, reading, discussions and writing about dance. (Related to Dance Program Outcomes 1, 2, 3, 4 and VSU Gen. Edu. Outcomes 2, 4, 6, 7.)

IV. EVALUATION: POINT SYSTEM:

500-450 - A
449-399 - B
398-348 - C
347-297 - D
296 and below – F

1. Course evaluation will be based on rehearsal/performance assignments and/or exams, papers, oral presentations and/or questions from the instructor. Percentages to be determined by the specific Directed Study course offered.
2. Attendance at classes, rehearsals, and performances is required in keeping with college and departmental policy. Per University policy, a student who misses more than 20% of the class work will be subject to receiving a failing grade for the course.

B. ACCESS STATEMENT: ** Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

C. ACADEMIC HONESTY policy:

Academic integrity is the responsibility of all VSU faculty and students. No cheating or plagiarism will be tolerated in this course. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct: <http://www.valdosta.edu/studentaffairs/StudentHandbook.shtml>

V. CALENDAR OUTLINE

TBA

Corrected copy

RECEIVED
DEC 15 2009
VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

- Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum
- Specify: Area A,B,C,D,F

Current Catalog Page Number:
102

Proposed Effective Date for Curriculum Change:
(Month/Year): Summer 2010

Degree & Program Name:
(e.g., BFA, Art): MAT,
Special Education

Present Requirements: The M.A.T. Special Education General Curriculum or Adapted Curriculum program uses a sequenced, two-semester admission process. Applicants are reviewed for provisional admission for the first semester. To receive full admission for semester two, applicants must meet or exceed all admission requirements listed below.

Admission Deadlines:
Check the Valdosta State University GeorgiaOnMyLine website for admission deadlines.

Program Admission Requirements for Semester One: To be considered for provisional semester one admission as an M.A.T. Special Education General Curriculum or Adapted Curriculum graduate student, you must meet the following requirements:

1. Applicant must submit an official transcript verifying the baccalaureate degree awarded by a regionally accredited college or university and must submit a transcript from each institution graduate/undergraduate previously attended.
2. Must have a cumulative grade-point average of 2.50 on all undergraduate/graduate coursework previously attempted. This includes all coursework in which a letter grade was awarded (A-F) from all regionally accredited institution attended. Applicants with grade-point averages below 2.50 will not be admitted.
3. Individuals holding clear/renewable teaching certificates (T-4 or higher) are ineligible for this program.
4. Candidates must be able to spend a minimum of 20 hours per week in a classroom serving students with disabilities (as a teacher with a non-renewable certificate, a para-professional, or a volunteer).

The Graduate School reserves the right to require

Proposed Requirements (Underline changes after printing this form:

Program admission requirements:

1. Submit two copies of official transcripts from each institution graduate/undergraduate previously attended
2. Have a cumulative grade-point average of 2.50 on all undergraduate/graduate coursework previously attempted
3. Serve as the teacher for students with disabilities appropriate for the candidate's selected area of certification (i.e., general or adapted), with a nonrenewable nonprofessional (NNT) certificate. Teachers must have a minimum of 20 contact hours per week throughout fall and spring semesters with students who have disabilities appropriate to their selected area of certification. During the last semester of enrollment, excluding summer, candidates must complete a minimum of four weeks of full time clinical practice, in which they assume the role of a special educator. Any candidate who is not serving in the role of a special educator must provide verification from the school administrator that they will be assigned to this role full time for a minimum of four weeks.
4. Provide documentation of passing scores on the GACE Basic Skills Test or documentation of an exemption (e.g., SAT 1000 combined Verbal and Quantitative, ACT 43 combined English and Math, GRE 1030 combined Verbal and Quantitative).
5. Provide documentation of a content concentration that consists of fifteen (15) semester hours of academic content that conforms with the GAPSC preparation requirements of the content concentrations for middle grades.

additional documentation for semester one review.

Program Admission Requirements for Semester Two: In order to continue in the program and be considered for admission as regular graduate student in the M.A.T. in Special Education Online degree program, an applicant:

1. must have a Graduate Record Examination (GRE) of at least 750 (verbal portion plus either quantitative or analytical portion) or a Miller Analogies Test (MAT) score of at least 375. The score on the verbal portion of the GRE may not be less than 350.
2. must have documentation of passing scores on the GACE Basic Skills Test or documentation of an exemption based on SAT (100 combined Verbal and Quantitative), ACT (43 combined English and Math), or GRE scores (1030 combined Verbal and Quantitative).
3. must complete the student information section and distance learning exemption portions of the VSU Certification of Immunization Form.
4. must have met GPA and Aptitude Test Score requirements such that 40 points are achieved on the admissions scale below.

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: During the past 5 semesters of use of the Semester One admission process, students have been admitted, taken up to 12 hours of courses, yet not met Semester Two admission requirements, and therefore, not admitted to the program. In at least two cases this issue has resulted in threatened legal action on the part of the student. The quick admission review does not require adequate information from these individuals in order for the program to make a justifiable decision concerning prospective success for full admission. The following data collected since Fall 2008 represent students who were admitted under the quick admit policy and are now inactive due to the reasons stated:

Never Attended: 73

Dismissed or Withdrew Due to Failing Grades: 32

Withdrew from the Program: 7

Did Not Complete Requirements for Regular (Semester Two) Admission: 20

Regular (Semester Two) Admission Denied: 13

Plan for assessing the effectiveness of the proposed change: Program assessments already approved for the MAT program will be used.

Approvals:

Department Head: *Lynn C. Muroi* Date: *12-14-09*

College/Division Exec. Committee: *Janis M. Giffel* Date: *12-14-09*

Dean(s)/Director(s): *Phil S. D.* Date: *12/14/09*

Grad. Exec. Committee:
(for graduate course) *Karl Huen* Date: *12/15/09*

Graduate Dean:
(for graduate course) *Karl Huen* Date: *12/15/09*

Academic Committee: Date:

Form last updated: August 6, 2009



Verification of Employment as a Teacher
Required for applicants to the VSU/Georgia ONmyLINE
Master of Arts for Teachers (M.A.T.) in Special Education –
General Curriculum & Adapted Curriculum Programs



All candidates for admission to the Master of Arts for Teachers (M.A.T.) in Special Education – General Curriculum and Adapted Curriculum programs must be employed as teachers in a classroom serving one or more student(s) receiving special education services. M.A.T. students must hold a Non-Renewable Non-Professional Teaching Certificate and will use their teaching experiences to enrich their MAT program curriculum and apply the knowledge and skills gained through their MAT studies. This form is an admission requirement for the M.A.T. program and must be submitted with other application materials. Applications without this required form cannot be reviewed.

Instructions

Section A: Must be completed by the applicant.

Section B: Must be completed and signed by the school principal, certifying that the applicant's employment status meets the criteria outlined below. If the applicant is not currently serving in the role of a special educator, the principal's signature also verifies his/her agreement that the applicant will be released of current teaching responsibilities for a minimum of a four-week period. During this four week period, the applicant will complete a clinical practice experience in special education that meets NCATE and PSC standards. This clinical practice will occur during the final fall or spring semester of enrollment.

Only the original signed document will be accepted for admissions purposes. Faxed or scanned copied **do not** fulfill this requirement and will not be used for admission review.

Section A (to be completed by applicant)

Name of Applicant (as it appears on the application for admission), please print clearly:

Employing School District & School Name:

- I am applying for the General Curriculum Program.
- I am applying for the Adapted Curriculum Program.

Signature of Applicant _____

Last 4-digits of social _____

Section B (to be completed by the school principal)

I certify the following:

- The applicant above is employed for the _____ academic year as a _____ teacher.
- As a teacher, he or she will be the teacher in a classroom in which one or more student(s) receive special education services. The specific services received by the student(s) are related to the applicant's program of study (i.e., General Curriculum or Adapted Curriculum).
- The applicant holds a Non-Renewable Non-Professional Teaching Certificate in _____ or the district/school is in the process of applying for a Non-Renewable Non-Professional Teaching Certificate in _____ for the applicant.
- The school district and/or school require all teachers to have completed a criminal background check.
- If the applicant is not currently serving in the role of a special educator, the principal's signature also verifies his/her agreement that the applicant will be released from current teaching responsibilities and will be assigned to the role of a special educator, full-time, for a minimum of a four-week period. During this four week period, the applicant will complete a clinical practice experience which will occur during the final fall of spring semester of enrollment.

Principal Signature _____ Date _____

Printed Name _____

Email _____

Phone _____

Return completed form to:
 The Graduate School
 Valdosta State University
 1500 North Patterson Street
 Valdosta, GA 31698-0005

RECEIVED

NOV 24 2009

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

Specify: Area A,B,C,D,F

Current Catalog Page Number: 103

Proposed Effective Date for Curriculum Change: (Month/Year): Spring 2010

Degree & Program Name: (e.g., BFA, Art): MAT, Special Education - Adapted Curriculum

Present Requirements: Requirements for the On-Line M.A.T. Degree with a Major in Special Education - Adapted Curriculum

Core Courses 9 hours SEAC 6010, SEAC 5140, SEAC 51909 hours

Area of Concentration..... 21 hours SEAC 5500, SEAC 5510, SEAC 5520, SEAC 553012 hours SEAC 5540, SEAC 5550 6 hours SEAC 5050 3 hours

Research Core 6 hours SEAC 5030 3 hours SEAC 6110 3 hours

Total Hours Required for the Degree 36 semester hours

Proposed Requirements (Underline changes after printing this form:

Requirements for the On-Line M.A.T. Degree with a Major in Special Education - Adapted Curriculum

Core Courses 9 hours SEAC 6010, SEAC 5140, SEAC 51909 hours

Area of Concentration.....21 hours SEAC 5500, 5520..... 6 hours SEAC 5530, SEAC 55406 hours SEAC 5550, SEAC 50506 hours SEAC 62003 hours

Research Core 6 hours SEAC 50303 hours SEAC 61103 hours

Total Hours Required for the Degree 36 semester hours

Prior to completion of the M.A.T. and recommendation for initial certification, the following additional requirements must be met: Applicant must pass GACE Special Education Adapted Curriculum Tests: Test I (083) Test II (084); Applicant must complete an Exceptional Child course and submit either transcripts showing completion of the course or a certificate of completion to the Georgia Professional Standards Commission.

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.

- Improve student learning outcomes: Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies: The Georgia Professional Standards Commission approved the program with a minimum of 4 weeks of full-time teaching. The inclusion of SEAC 6200 - Internship, will meet this requirement. In order to include SEAC 6200 as a 3-credit hour course, SEAC 5510 and SEAC 5520 will be combined into one 3-credit hour course, SEAC 5520.

Other:

Plan for assessing the effectiveness of the proposed change: Program assessments already approved for the MAT program will be used.

Approvals:

Department Head: *Lynn C. Muroi* Date: *11-24-09*

College/Division Exec. Committee: *Julia M. Bigger* Date: *11-24-09*

Dean(s)/Director(s): *Julia M. Bigger for PKG.* Date: *11-24-09*

Grad. Exec. Committee: *Karla M. Hull* Date: *12-5-09*
(for graduate course)

Graduate Dean: *Karla M. Hull* Date: *12-5-09*
(for graduate course)

Academic Committee:

Date:

Form last updated: August 6, 2009

RECEIVED

NOV 24 2009

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum
Specify: Area A,B,C,D,F

Current Catalog Page Number:
103

Proposed Effective Date for Curriculum Change:
(Month/Year): Spring 2010

Degree & Program Name:
(e.g., BFA, Art): MAT,
Special Education - General Curriculum

Present Requirements: Requirements for the On-Line M.A.T. Special Education – General Curriculum

Core Courses.....6 hours
SEGC 6000, SEGC 60406 hours

Area of Concentration.....24 hours
SEGC 6010, SEGC 60306 hours
SERD 6030, SEGC 5140,
SEGC 6050..... 9 hours
Electives.....9 hours

Research Core.....6 hours
SEGC 6100, SEGC 6110 6 hours

Total Hours Required for the Degree
..... 36 semester hours

Proposed Requirements (Underline changes after printing this form: Requirements for the On-Line M.A.T. Special Education – General Curriculum

Core Courses.....6 hours
SEGC 6000, SEGC 60406 hours

Area of Concentration.....24 hours
SEGC 6010, SEGC 60206 hours
SEGC 6030, SEGC 5140.....6 hours
SEGC 6050, SERD 6030..... 6 hours
SERD 6040 or SERD 6060.....3 hours
SEGC 6200.....3 hours

Research Core.....6 hours
SEGC 6100, SEGC 6110 6 hours

Total Hours Required for the Degree
..... 36 semester hours

Prior to completion of the M.A.T. and recommendation for initial certification, the following additional requirements must be met:
Applicant must pass GACE Special Education General Curriculum Tests: Test I (081) Test II (082);
Applicant must complete an Exceptional Child course and submit either transcripts showing completion of the course or a certificate of completion to the Georgia Professional Standards Commission.

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies: The Georgia Professional Standards

Commission approved the program with a minimum of 4 weeks of full-time teaching. The inclusion of SEGC 6200 - Internship, will meet this requirement; the internship replaces one general elective.

Other: One elective will be required; this elective must be a reading course (SERD 6040 or SERD 6060). SEGC 6020 was inadvertently admitted from the Area of Concentration and has now been included.

Plan for assessing the effectiveness of the proposed change: Program assessments already approved for the MAT program will be used.

Approvals:

Department Head: *Lynn C. Munn* Date: *11-24-09*

College/Division Exec. Committee: *Janis M. Boffel* Date: *11-24-09*

Dean(s)/Director(s): *Janis M. Boffel for PKG* Date: *11-24-09*

Grad. Exec. Committee: *Karla M. Hull* Date: *12-5-09*
(for graduate course)

Graduate Dean: *Karla M. Hull* Date: *12-5-09*
(for graduate course)

Academic Committee: _____ Date: _____

Form last updated: August 6, 2009

RECEIVED

NOV 24 2009

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 09/22/09 (mm/dd/yyyy)

Department Initiating Request: ECSE	Faculty Member Requesting: Kelly Heckaman
---	---

Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) SEAC 5520	Proposed New Course Title: Assessment and Curriculum for Students with Low Incidence Disabilities Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Assessment and Curriculum
---	--

Semester/Year to be Effective: Spring 2010	Estimated Frequency of Course Offering: spring and fall semester
--	--

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3	Lab Hours: 1	Credit Hours: 3
-------------------------	---------------------	------------------------

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Coursework in assessment techniques and curriculum design for students with low incidence disabilities. Required activities include informal assessment procedures across curriculum areas to generate IEP objectives, measurement strategies, and methods for monitoring progress. Curricular approaches to design, implement, and monitor functional and age-appropriate programs for children and youth with low incidence disabilities in school, home, and community settings.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: SEAC 5520 combines the former assessment class (SEAC 5520) and the former curriculum class (SEAC 5510) into one class. These two classes are being combined into one 3-credit hour course, SEAC 5520, in order to include a 3-credit hour internship course, SEAC 6200 in the curriculum.

Plans for assessing the effectiveness of the course: discussion board postings, assessment activities and report, sample curriculum

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head:	<i>Lynn C. Munn</i>	Date: 11-24-09
College/Division Exec. Comm.:	<i>Julia M. Beffel</i>	Date: 11-24-09
Dean/Director:	<i>Julia M. Beffel for PLG</i>	Date: 11-24-09
Graduate Exec. Comm.: (for graduate course):	<i>Karla M Hull</i>	Date: 12-5-09
Graduate Dean: (for graduate course):	<i>Karla M Hull</i>	Date: 12-5-09
Academic Committee:		Date:

Form last updated: August 6, 2009

SEAC 5520
Assessment and Curriculum for Students
with Low Incidence Disabilities
3 Semester Hours

College of Education
Valdosta State University
Department of Special Education and Communication Disorders
Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

Browder, D. M. (2001). *Curriculum and assessment for students with moderate and severe disabilities*. New York, NY: The Guilford Press.

Browder, D. M. and Spooner, F. (2006). *Teaching language arts, math, and science to students with significant disabilities*. Baltimore, MD: Paul H. Brookes.

You can purchase the textbooks from several different sources, including:

The VSU bookstore: <http://services.valdosta.edu/bookstore/textbook.aspx>

From Amazon.com: www.amazon.com

From Barnes and Noble.com: www.bn.com

COURSE DESCRIPTION

Coursework in assessment techniques and curriculum design for students with low incidence disabilities. Required activities include informal assessment procedures across curriculum areas to generate IEP objectives, measurement strategies, and methods for monitoring progress. Curricular approaches to design, implement, and monitor functional and age-appropriate programs for children and youth with low incidence disabilities in school, home, and community settings.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES (CO):

- CO 1: Students will assess current functioning and current and future needs of students with significant disabilities using ecological inventories and task analytic assessment (CFS II, IV)
- CO 2: Students will articulate legal guidelines and ethical concerns related to unbiased assessment of students with significant disabilities (CFS VI)
- CO 3: Students will demonstrate competence in collecting assessment data to assess the performance of students with significant disabilities across different curriculum areas (CFS IV)
- CO 4: Students will demonstrate competence in interpreting, reporting, and evaluating assessment data for students with significant disabilities, including data needed for state alternate assessments (e.g., GAA) (CFS IV)
- CO 5: Students will demonstrate competence in using assessment information in making instructional decisions and planning appropriate educational programs for students with significant disabilities (CFS V)
- CO 6: Students will demonstrate competence with adaptive behavioral and functional assessment procedures (CFS IV)

Positively Impacting Learning Through Evidence-Based Practices

24

- CO 7: Students will identify functional, age-appropriate curriculum goals that meet Georgia Performance Standards (GPS) (CFS I, II, III, IV)
- CO 8: Students will design individualized and age-appropriate programming across specialized curricular areas such as the math, science, and reading/language arts, content areas, as well as social, communication, domestic/independent living, recreation/leisure, and vocational skills (CFS I, II, III, IV)
- CO 9: Students will demonstrate knowledge of adolescent literacy development and literacy assessment in the content areas, and knowledge needed to meet the needs of students with diverse reading skills across content area texts (CFS I, II, IV, V).
- CO 10: Students will embed target skills across different domains (CFS V)
- CO 11: Students will identify alternative performance strategies (e.g., partial participation) (CFS II, V)

1. **Activities:** Students are expected to participate in online class discussions, pose and respond to questions, and complete all assignments in a timely manner (CO 1-10)

2. **Assignments:**

Preparation: Students are expected to (a) read the assigned chapters/readings and be prepared to participate in online discussions and/or ask questions about the information presented or issues related to the assigned topic, and (b) complete assigned class activities. Although this course is being delivered on line, students will keep in mind that this course is traditionally taught in a 3-hour class period once per week, with expectations that extra time outside of class will be needed to complete readings and other assignments.

Attendance: Our class week will run from Tuesday through midnight on the following Monday. Students are expected to log in at least to respond to/read responses to discussion questions, respond to classmates' postings, and retrieve assignments.

Discussion questions: Post responses to assigned discussion questions. Responses will be evaluated based upon the quality of the postings. A rubric will be provided that details the point structure. Late postings of discussion question responses will result in a 50% point reduction of the total points earned for the response. Responses that are posted more than one week late will earn 0 points.

Assessment activities: Complete a Record review, Ecological inventory, Parent input survey, Preference assessment, Identification and prioritization of skills form to gather information for the assessment report.

Assessment report: Complete an assessment report that includes an evaluation of the student's strengths and needs, and goals and objectives to remediate identified skill needs/deficits. Detailed instructions will be provided to facilitate successful completion of this assignment (CO 1-6).

Reading modules: Students will complete modules that address knowledge of adolescent literacy development, literacy assessment in the content areas, and meeting the needs of students with diverse reading skills across content area texts.

Sample curriculum: Develop a sample curriculum for one student that targets skills that align with the GPS from the Math, Science, Social Studies, and Language Arts content areas, as well as skills from the other domains (e.g., vocational, independent living, recreational and leisure) as appropriate. Detailed guidelines for this assignment will be provided (CO 7-10).

3. Requirements

Task	Individual Value	Point Value
Discussion questions/ assignments	5 @ a maximum of 20 pts. each	100
Record review	15 pts.	15
Ecological inventory	20 pts.	20
Parent input	15 pts.	15
Preference assessment	15 pts.	15
Identification and prioritization of skills	20 pts.	20
Report (includes direct assessment, summary and recommendations, curriculum chart, and goals and objectives)	135 pts.	135
Sample curriculum	150 pts.	150
TOTAL POINTS		470

Grading Scale:

93 – 100% = A
83 – 92% = B
73 – 82% = C
63 – 72% = D
62% and below = F

ATTENDANCE POLICY

Students are expected to participate in class each week as indicated throughout the semester.

A NOTE ABOUT LATE ASSIGNMENTS

Organization and time management are critical components for success in online classes. Students must be disciplined and also need to be diligent about keeping up with scheduled assignments and due dates. This is not a correspondence course in which you can access the course content and complete/submit assignments at any time between now and the end of the semester. In order to be successful in this class, you must log into the course each week and submit assignments on time. Late assignments will result in a 50% reduction in the points earned. Assignments that are more than one week late will not be accepted, unless prior arrangements have been made with the instructor.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973. Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

RECEIVED

NOV 24 2009

REQUEST FOR A NEW COURSE
Valdosta State University

DOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 09/23/09 (mm/dd/yyyy)		
Department Initiating Request: ECSE	Faculty Member Requesting: Kelly Heckaman	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) SEAC 6200	Proposed New Course Title: Internship in Special Education/Adapted Curriuculum Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Internship Sp Ed Adapted Curr	
Semester/Year to be Effective: Spring 2010	Estimated Frequency of Course Offering: spring and fall semester	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective		
Lecture Hours: 3	Lab Hours: 1	Credit Hours: 3
Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Graded "Satisfactory" or "Unsatisfactory." Completed in the last semester of program (spring/fall), this course is a clinical practice experience designed for candidates in the online M.A.T. program in special education, general curriculum who are seeking initial certification. Candidates will complete a minimum of four weeks of full-time teaching in the role of a special educator, with supervision provided by a university supervisor and the school principal or the principal's designee.		
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data. <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: PSC requirement <input type="checkbox"/> Other:		
Plans for assessing the effectiveness of the course: COE observation instrument; achievement of activities outlined on contract.		

28

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head:	<i>Lynn C. Minor</i>	Date: <i>11-24-09</i>
College/Division Exec. Comm.:	<i>Julia M. Giffel</i>	Date: <i>11-24-09</i>
Dean/Director:	<i>Julia M. Giffel for PKG</i>	Date: <i>11-24-09</i>
Graduate Exec. Comm.: (for graduate course):	<i>Karla M. Hull</i>	Date: <i>12-5-09</i>
Graduate Dean: (for graduate course):	<i>Karla M. Hull</i>	Date: <i>12-5-09</i>
Academic Committee:		Date:

Form last updated: August 6, 2009

SEAC 6200
INTERNSHIP IN SPECIAL EDUCATION/ADAPTED CURRICULUM
3 SEMESTER HOURS

College of Education
Valdosta State University
Department of Early Childhood and Special Education
Conceptual Framework: Guiding Principles

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOK

Field Experience Handbook

COURSE DESCRIPTION

Graded "Satisfactory" or "Unsatisfactory." Completed in the last semester of program (spring/fall), this course is a clinical practice experience designed for candidates in the online M.A.T. program in special education, general curriculum who are seeking initial certification. Candidates will complete a minimum of four weeks of full-time teaching in the role of a special educator, with supervision provided by a university supervisor and the school principal or the principal's designee.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

Field applications of the following conceptual framework standards are demonstrated:

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) and appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES

Students will:

- CO 1: Demonstrate content knowledge (I).
- CO 2: Demonstrate the ability to plan appropriate and effective lessons (V).
- CO 3: Select and implement evidence-based practices (V).
- CO 4: Demonstrate skills in instructional assessment and evaluation of student performance (IV).
- CO 5: Select and implement appropriate curricular content (I, II, V).
- CO 6: Provide environmental adaptations/arrangements to support learning for all students (II, III).
- CO 7: Demonstrate strategies for the management of individual and group classroom behavior (II, III).
- CO 8: Demonstrate the ability to examine critically their own teaching practices and make appropriate adjustments based on this self-evaluation (VI).
- CO 9: Demonstrate the ability to select and utilize appropriate resources and materials, including technology (V).
- CO 10: Communicate orally and in writing using Standard English (VI).

COURSE REQUIREMENTS

Assignments:

1. Develop and teach lesson plans for 4 weeks of full time teaching that reflect specially designed instruction based on the students' IEPs.
2. Submit three lesson plans, videotapes of lessons, and self-evaluations of lessons specific to the role of a special educator.
3. Submit three lesson plans with completed observation forms from the university supervisor of lessons specific to the role of a special educator.
4. Submit three lessons plans with completed observation forms from the school principal or the principal's designee of lessons specific to the role of the special educator.
5. Collaborate with university supervisor to develop a contract that details internship activities. The activities will be developed from four skills that the candidate will select from the following CEC standards: Standard 4, Instructional Strategies (e.g., demonstrating evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs); Standard 5, Learning Environments and Social Interactions (e.g., help general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions); Standard 7, Instructional Planning (e.g., develop long-range individualized instructional plans anchored in both general and special education curricula; and one other standard that is the candidate's choice (e.g., Assessment, Collaboration). The candidate will propose to the university supervisor activities specific to the role of a special educator that address the skill the candidate identifies for each of the four standards, with at least one activity demonstrating impact on student learning (either increasing academic performance or increasing appropriate classroom behavior). A contract for completing those activities will be signed by both the candidate and the university supervisor once all activities are agreed upon by both parties.

EVALUATION

Grading Policy

The internship is graded "Satisfactory" or "Unsatisfactory."

S	The candidate receives ratings of at least "2" from the university supervisor on both of the COE observation forms; the candidate submits all lesson plans and observation forms; the candidate completes all of the activities specified on the contract and receives acceptable ratings on the impact on student learning rubric.
U	The candidate receives one or more ratings of "1" from the university supervisor on one or both of the COE observation forms; the candidate fails to submit a lesson plan and observation form; the candidate fails to

complete one or more of the activities specified on the contract, and/or the candidate receives unacceptable ratings on the impact on student learning rubric

ATTENDANCE POLICY:

Candidates are expected to be in attendance in their classrooms in accordance with their school district's calendar.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct

Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

INSTRUCTOR

RECEIVED

NOV 24 2009

REQUEST FOR A REVISED COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 9/22/09 (mm/dd/yyyy)

Department Initiating Revision:
ECSE

Faculty Member Requesting Revision:
Kelly Heckaman

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
SEGC 6110 Professional Capstone Course

List Current and Requested Revisions: (only fill in items needing to be changed)

Current:

Course Prefix and Number:
Credit Hours:
Course Title:
Prerequisites:
Co-requisites:
Course Description: Culminating course. Students will implement a project that demonstrates their ability to apply evidence-based research to impact programs or practices that affect K-12 student learning.

Requested:

Course Prefix and Number:
Credit Hours:
Course Title:
Prerequisites:
Co-requisites:
Course Description: Culminating course. Graded "Satisfactory" or "Unsatisfactory." Students will select and post evidence from class assignments and write personal reflections in Livetext portfolio describing how the assignments have contributed to their development as teachers. Students will describe how their knowledge, skills and dispositions have grown or changed in relation to the Dewar College of Education Conceptual Framework Standards.

Semester/Year to be Effective:
Spring 2010

Estimated Frequency of Course Offering:
every semester

Indicate if Course will be : Requirement for Major Elective

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: The capstone is designed for the students to provide evidence that they have met the Dewar College of Education and Council for Exceptional Children standards for special

education. Students have to meet expectations for each of the standards, so a Satisfactory or an Unsatisfactory grade would be more appropriate grades than letter grades.

Plans for assessing the effectiveness of the course: A rubric is used to determine whether student exceeded expectations, met expectations, or did not meet expectations for each of the six Conceptual Framework Standards.

Approvals:		
Dept. Head:	<i>Lynn C. Minor</i>	Date: <i>11-24-09</i>
College/Division Exec. Comm.:	<i>Julia M. Beffer</i>	Date: <i>11-24-09</i>
Dean/Director:	<i>Julia M. Beffer for PLG</i>	Date: <i>11-24-09</i>
Graduate Exec. Comm.: (for graduate course)	<i>Karla M Hull</i>	Date: <i>12-4-09</i>
Graduate Dean: (for graduate course)	<i>Karla M Hull</i>	Date: <i>12-4-09</i>
Academic Committee:		Date:

Form last updated: August 6, 2009

SEAC 6110

Professional Capstone Course

3 Semester Hours

College of Education

Valdosta State University

Department of Special Education and Communication Disorders

Conceptual Framework: Guiding Principles

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Positively Impacting Learning Through Evidence-Based Practices

REQUIRED TEXTBOOKS

No text required

COURSE DESCRIPTION

Culminating course. Graded "Satisfactory" or "Unsatisfactory." Students will select and post evidence from class assignments and write personal reflections in Livetext portfolio describing how the assignments have contributed to their development as teachers. Students will describe how their knowledge, skills and dispositions have grown or changed with respect to the Dewar College of Education Conceptual Framework Standards.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) appropriate for their certification levels.

II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.

III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES (CO):

The student will:

- CO 1: Review their Livetext portfolios to ensure that they have posted the required documents (VI).
- CO 2: Identify course assignments or products that meet each of the Dewar College of Education's Conceptual Framework standards (VI).
- CO 3: Write personal reflections describing how the assignments/products have contributed to the development of his/her knowledge, skills, and dispositions for each Conceptual Framework Standard (VI).

COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS

1. Compare the courses listed in your Livetext portfolios against the courses listed in your program of study to ensure that your portfolio lists the required courses, and make modifications as needed (CO 1).

Positively Impacting Learning Through Evidence-Based Practices

2. Ensure that your educational philosophy and resume are posted in your portfolios (CO 1).
3. Ensure that you have completed the description, impact, and reflection for each artifact in your portfolio (CO 1).
4. Within the Capstone Course in Livetext, develop a separate section for each of the six Conceptual Framework Standards (CO 2).
5. Select ONE assignment/product from TWO different classes (using the table provided in the Capstone instructions as a guide) to use as support for each of the six Conceptual Framework Standards (CO 2).
6. Provide support from one additional class for each of the six Conceptual Framework Standards. The support should be an assignment/product from any of the other classes that you have taken in the program (CO 2).
7. For each of the six Conceptual Framework Standards, write a single-spaced narrative (personal reflection) in Livetext describing how the three products have contributed to your knowledge, skills, and dispositions as a teacher. Your narrative should be one-and-a-half to two pages in length, and should include examples from the products (evidence-based when possible) to support your reflections. Please be sure to check grammar and spelling, as excessive grammatical or spelling errors will result in a reduction in the grade earned.

COURSE EVALUATION

Grading Policy

S	All reflections meet expectations.
U	One or more reflections do not meet expectations.

ATTENDANCE POLICY

Students are expected to adhere to the time lines established for completing the Capstone project.

POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

INSTRUCTOR

Timelines for Completing the Capstone Project

TASK	DUE DATE
Update portfolio and make any needed revisions/additions	
Add sections to Capstone Course in Livetext to represent each of the six Conceptual Framework Standards	
Reflections for Standard I Content and Curriculum and Standard II Knowledge of Students and Their Learning	
Reflections for Standard III Learning Environments and Standard IV Assessment	
Reflections for Standard V Planning And Instruction and Standard VI Professionalism	

RECEIVED

NOV 24 2009

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 09/23/09 (mm/dd/yyyy)		
Department Initiating Request: ECSE	Faculty Member Requesting: Kelly Heckaman	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) SEGC 6200	Proposed New Course Title: Internship in Special Education/General Curriculum Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Internship Sp Ed Gen Curr	
Semester/Year to be Effective: Spring 2010	Estimated Frequency of Course Offering: spring and fall semester	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective		
Lecture Hours: 3	Lab Hours: 1	Credit Hours: 3
Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Graded "Satisfactory" or "Unsatisfactory." Completed in the last semester of program (spring/fall), this course is a clinical practice experience designed for candidates in the online M.A.T. program in special education, general curriculum who are seeking initial certification. Candidates will complete a minimum of four weeks of full-time teaching in the role of a special educator, with supervision provided by a university supervisor and the school principal or the principal's designee.		
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data. <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: PSC requirement <input type="checkbox"/> Other:		
Plans for assessing the effectiveness of the course: COE observation instrument; achievement of activities outlined on contract.		

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head: <i>Lynna C. Minor</i>		Date: <i>11-24-09</i>
College/Division Exec. Comm.: <i>Julia M. Giffel</i>		Date: <i>11-24-09</i>
Dean/Director: <i>Julia M. Giffel for PLG</i>		Date: <i>11-24-09</i>
Graduate Exec. Comm.: (for graduate course): <i>Karla M Hull</i>		Date: <i>12-4-09</i>
Graduate Dean: (for graduate course): <i>Karla M Hull</i>		Date: <i>12-4-09</i>
Academic Committee:		Date:

Form last updated: August 6, 2009

SEGC 6200
INTERNSHIP IN SPECIAL EDUCATION/GENERAL CURRICULUM
3 SEMESTER HOURS

College of Education
Valdosta State University
Department of Early Childhood and Special Education
Conceptual Framework: Guiding Principles

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a life-long process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOK

Field Experience Handbook

COURSE DESCRIPTION

Graded "Satisfactory" or "Unsatisfactory." Completed in the last semester of program (spring/fall), this course is a clinical practice experience designed for candidates in the online M.A.T. program in special education, general curriculum who are seeking initial certification. Candidates will complete a minimum of four weeks of full-time teaching in the role of a special educator, with supervision provided by a university supervisor and the school principal or the principal's designee.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

Field applications of the following conceptual framework standards are demonstrated:

- I. CONTENT AND CURRICULUM: Teachers demonstrate a strong content knowledge of content area(s) and appropriate for their certification levels.
- II. KNOWLEDGE OF STUDENTS AND THEIR LEARNING: Teachers support the intellectual, social, physical, and personal development of all students.
- III. LEARNING ENVIRONMENTS: Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES

Students will:

- CO 1: Demonstrate content knowledge (I).
- CO 2: Demonstrate the ability to plan appropriate and effective lessons (V).
- CO 3: Select and implement evidence-based practices (V).
- CO 4: Demonstrate skills in instructional assessment and evaluation of student performance (IV).
- CO 5: Select and implement appropriate curricular content (I, II, V).
- CO 6: Provide environmental adaptations/arrangements to support learning for all students (II, III).
- CO 7: Demonstrate strategies for the management of individual and group classroom behavior (II, III).
- CO 8: Demonstrate the ability to examine critically their own teaching practices and make appropriate adjustments based on this self-evaluation (VI).
- CO 9: Demonstrate the ability to select and utilize appropriate resources and materials, including technology (V).
- CO 10: Communicate orally and in writing using Standard English (VI).

COURSE REQUIREMENTS

Assignments:

1. Develop and teach lesson plans for 4 weeks of full time teaching that reflect specially designed instruction based on the students' IEPs.
2. Submit three lesson plans, videotapes of lessons, and self-evaluations of lessons specific to the role of a special educator.
3. Submit three lesson plans with completed observation forms from the university supervisor of lessons specific to the role of a special educator.
4. Submit three lessons plans with completed observation forms from the school principal or the principal's designee of lessons specific to the role of a special educator.
5. Collaborate with university supervisor to develop a contract that details internship activities. The activities will be developed from four skills that the candidate will select from the following CEC standards: Standard 4, Instructional Strategies (e.g., demonstrating evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs); Standard 5, Learning Environments and Social Interactions (e.g., help general education colleagues integrate individuals with exceptional learning needs in general education environments and engage them in meaningful learning activities and interactions); Standard 7, Instructional Planning (e. g., develop long-range individualized instructional plans anchored in both general and special education curricula; and one other standard that is the candidate's choice (e.g., Assessment, Collaboration). The candidate will propose to the university supervisor activities specific to the role of a special educator that address the skill the candidate identifies for each of the four standards, with at least one activity demonstrating impact on student learning (either increasing academic performance or increasing appropriate classroom behavior). A contract for completing those activities will be signed by both the candidate and the university supervisor once all activities are agreed upon by both parties.

EVALUATION

Grading Policy

The internship is graded "Satisfactory" or "Unsatisfactory."

S	The candidate receives ratings of at least "2" from the university supervisor on both of the COE observation forms; the candidate submits all lesson plans and observation forms; the candidate completes all of the activities specified on the contract and receives acceptable ratings on the impact on student learning rubric.
U	The candidate receives one or more ratings of "1" from the university supervisor on one or both of the COE observation forms; the candidate fails to submit a lesson plan and observation form; the candidate fails to

complete one or more of the activities specified on the contract, and/or the candidate receives unacceptable ratings on the impact on student learning rubric.
--

ATTENDANCE POLICY:

Candidates are expected to be in attendance in their classrooms in accordance with their school district's calendar.

POLICY STATEMENT ON PLAGIARISM AND CHEATING

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct

Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in Room 1115 Nevins Hall. The phone numbers are (229) 245-2498 (voice) and (229) 219-1348 (tty).

INSTRUCTOR

RECEIVED

NOV 24 2009

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 09/22/09 (mm/dd/yyyy)		
Department Initiating Request: ECSE	Faculty Member Requesting: Kelly Heckaman	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) SERD 6030	Proposed New Course Title: Teaching Children to Read	Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces)
Semester/Year to be Effective: Spring 2010	Estimated Frequency of Course Offering: every semester	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective		
Lecture Hours: 3	Lab Hours: 1	Credit Hours: 3
Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An introduction to methods of teaching children to read with an emphasis on balanced reading instruction. Major topics include building a literacy foundation, and oral language development, phonemic awareness, phonics, fluency, vocabulary, comprehension, and guided reading instruction.		
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data. <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: reading course required for initial certification <input type="checkbox"/> Other:		
Plans for assessing the effectiveness of the course: Tests, Class Discussions, Projects		

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head:	<i>Lynn C. Menon</i>	Date: <i>11-24-09</i>
College/Division Exec. Comm.:	<i>Julia M. Boffel</i>	Date: <i>11-24-09</i>
Dean/Director:	<i>Julia M. Boffel for PKG</i>	Date: <i>11-24-09</i>
Graduate Exec. Comm.: (for graduate course):	<i>Karla M Hull</i>	Date: <i>12-4-09</i>
Graduate Dean: (for graduate course):	<i>Karla M Hull</i>	Date: <i>12-4-09</i>
Academic Committee:		Date:

Form last updated: August 6, 2009

**COLLEGE OF EDUCATION
VALDOSTA STATE UNIVERSITY
DEPARTMENT OF EARLY CHILDHOOD AND SPECIAL EDUCATION
SERD 6030 TEACHING CHILDREN TO READ
3 Semester Hours**

**College of Education Valdosta State University
Conceptual Framework: Guiding Principles**

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

Reutzel, D. R., & Cooter, R. B. (2008). *Teaching children to read: The teacher makes the difference*. (5th ed.). New Jersey: Pearson Education.

COURSE DESCRIPTION

An introduction to methods of teaching children to read with an emphasis on balanced reading instruction. Major topics include building a literacy foundation, and oral language development, phonemic awareness, phonics, fluency, vocabulary, comprehension, and guided reading instruction.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) that are appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Teachers support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.

- IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. PLANNING AND INSTRUCTION: Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. PROFESSIONALISM: Teachers recognize, participate in, and contribute to teaching as a profession.

COURSE OBJECTIVES (CO)

Candidates will be able to:

- 1. describe activities and materials that build a foundation for literacy (CFP 1).
- 2. describe shared and guided reading instruction (CFP 1, 2, 3, 5).
- 3. review materials used for instruction with students (CFP 2).
- 4. demonstrate knowledge of letter-sound relationships and useful generalizations about those relationships (CFP 1).
- 5. describe instruction to build recognition of high frequency words (CFP 1, 2, 3, 5).
- 6. review metacognition and processes of strategic readers (CFP 1, 5).
- 7. describe instruction to develop comprehension and critical reading skills (CFP 1, 2, 3, 5).
- 8. describe methods for adapting instruction for struggling readers (CFP 1, 2, 5).
- 9. identify effective methods of vocabulary instruction (CFP 1, 2, 3, 5).
- 10. examine approaches to fluency instruction and development (CFP 1, 2, 3, 5).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

- 1. Candidates will complete all assigned readings (CO 1-11).
- 2. Candidates will complete weekly quizzes on course content (CO1-10).
- 3. Candidates will participate in 3 online discussions pertaining to course content (CO 1, 3, 9, 10).
- 4. Candidates will complete 6 classroom-based assignments (CO 3).
- 5. Candidates will pass a phonics test with a score of 85% (68 points) or higher (CO 4).
- 6. Candidates will complete a pretest and final examination on course content.

COURSE EVALUATION

All assignments will be given a numerical grade. The total number of points possible for each assignment will be communicated at the time the assignment is made. Grades will be computed by dividing the total number of points into the total points earned by the student.

3 Online Discussions	30 points
6 Classroom-based Assignments	90 points
Phonics Test	80 points
9 Quizzes (10 points each)	90 points
Final Exam	94 points

Total	384 points
-------	------------

Assignment Guidelines: Assignments must be submitted on the day they are due. Points will be deducted for each day an assignment is late. If the late assignment is not completed within one week, a grade of zero (0) will be assigned. All assignments must be produced using a word processing computer program, 12-point font, and double-spacing. Points will be deducted for spelling, punctuation, and grammatical errors for all written work.

In order to be eligible to earn a grade of "A" for the course, students must complete and submit all required assignments, quizzes, and tests.

Note: As the instructor of this course I reserve the right to add or delete objectives and assignments depending upon the progress made by the class.

Letter grades will be determined by the following scale:

A 93-100%

B 85-92%

C 75-84%

D 65-74%

F 64% and below

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures: Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:
FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

STUDENTSUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. We provide free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of our services.

StudentSuccess Centerphone number 229-333-7570

StudentSuccess Centeremail ssc@valdosta.edu.

INSTRUCTOR

Name

Office Number

Telephone Numbers

E-Mail

Office Hours

RECEIVED

NOV 24 2009

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE Valdosta State University		
Date of Submission: 09/22/09 (mm/dd/yyyy)		
Department Initiating Request: ECSE	Faculty Member Requesting: Kelly Heckaman	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) SERD 6060	Proposed New Course Title: Problems in Learning to Read: Comprehension Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Learning to Read: Comprehen	
Semester/Year to be Effective: Spring 2010	Estimated Frequency of Course Offering: spring semester	
Indicate if Course will be : <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective		
Lecture Hours: 3	Lab Hours: 1	Credit Hours: 3
Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) An introduction to methods of teaching children to read with an emphasis on balanced reading instruction and evidence-based reading strategies. Major topics include building a literacy foundation, phonics and contextual analysis, comprehension instruction, and guided reading instruction.		
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.		
<input type="checkbox"/> Improving student learning outcomes:		
<input type="checkbox"/> Adopting current best practice(s) in field:		
<input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: reading course required for initial certification		
<input type="checkbox"/> Other:		
Plans for assessing the effectiveness of the course: quizzes, discussion board postings, video analyses, final exam.		

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head:	<i>Lynn C. Mena</i>	Date: <i>11-24-09</i>
College/Division Exec. Comm.:	<i>Julia M. Giffey</i>	Date: <i>11-24-09</i>
Dean/Director:	<i>Julia M. Giffey for PLG</i>	Date: <i>11-24-09</i>
Graduate Exec. Comm.: (for graduate course):	<i>Karla M Hull</i>	Date: <i>12-4-09</i>
Graduate Dean: (for graduate course):	<i>Karla M Hull</i>	Date: <i>12-4-09</i>
Academic Committee:		Date:

Form last updated: August 6, 2009

SERD 6060: Problems in Learning to Read: Comprehension
Instructor: Dr. Shannon Howrey, Assistant Professor, Department of Early Childhood/SPED; North Georgia College & State University

Course Description:

The purpose of this course is to enable teachers to effectively diagnose, remediate and manage varying reading comprehension competences in transitional readers. SERD 6030 or SERD 6040 are recommended prerequisites.

On WebCT, you will see a module for each week with that week's assignment(s), a separate resources area, a case study posting area, and a final exam area.

Course Texts:

Jennings, J. H. , Caldwell, J. & Lerner, J. W. (2006). *Reading Problems: Assessment and Teaching Strategies, 5th ed.* New York: Pearson

Klingner, J.K., Vaughn, S. & Boardman, A.(2007). *Teaching Reading Comprehension to Students with Learning Difficulties.* Guilford Press.

Course Guidelines – READ CAREFULLY:

All assignments will be set up in WebCT. There will be weekly module assignments, a case study project, and a timed final exam. The due dates will be Sunday at midnight. The final exam is the exception – this will be due on Tuesday of finals week (which will give you an extra few days to study).

Due to anticipated difficulties in attaining textbooks and late registration, the due dates on the first four modules will be the last Sunday of the fourth module. These assignments will not be considered late.

All assignments should be submitted via WebCT, through Word documents, with a “.doc” suffix. If you are using a Mac computer, you will need to change the “docx” to “doc.” Any assignments with suffixes other than .doc will not be accepted. You will NOT be given another chance to change them once they are submitted.

Please note: Emailed assignments will NOT be accepted. Late assignments (after the fourth module) will NOT be accepted.

Jennings Quizzes need to be answered on a separate Word document, with the ANSWERS ONLY, numbered from one to ten, and then from one to five for the short answers. Quizzes not in this format will not be accepted.

Any technical difficulties should be resolved with the IT department, not the instructor.

Students who are successful in on-line courses are self-motivated and independent learners. To be successful in this class: read the syllabus, do the assignments, and turn them in on time. Read for understanding and take notes. Go over your notes and save them to use for studying for the final. Set aside 3 to 6 hours per week for this class. Do not get behind. Incompletes at the end of the course date will not be given.

Course Objectives:

Students will:

Understand the comprehension skills and apply related teaching strategies under the five cognitive dimensions of reading, according to the 2009 NAEP report: preparing for reading, locating and recalling, integrating and interpreting, critiquing and evaluating, and monitoring understanding. (GSTEPP 1, 2b, 5c; IRA 2.2)

(formative assessments= NAEP webquest, chapter quizzes and constructed response questions; summative assessment: final exam)

Assess, diagnose, and plan for comprehension instruction using research-based comprehension strategies (GSTEPP 4e; IRA 1.4, 3.1, 3.2, 3.3, 4.1.)

(formative assessments: readability assignment, video analyses; summative assessment: case study)

Use a teaching protocol that includes direct instruction on comprehension with gradual release of responsibility. (GSTEPP 6a; IRA 2.2)

(summative assessment= case study)

Course Requirements:

Module	Topic	Readings	Activities
Module 1 – preferred date Jan. 18, WebCT due date Feb 8	Overview of Reading Comprehension	Klingner Chapter 1	K Ch1 Questions NAEP webquest
Module 2 – preferred date Jan. 25, WebCT due date Feb 8	Reading Comprehension Assessments	Klingner chapter 2	K Ch2 Questions Readability assignment
Module 3- preferred date Feb.1, WebCT due date Feb. 8	Language, listening, and vocabulary	Jennings Chapter 10	J Ch 10 Quiz Discussion

Module 4- Feb. 8	Vocabulary	Klingner Chapter 3	K Ch3 Questions Video Analysis : Reading in the Content Areas
Module 5- Feb. 15	Comprehension of Narrative Text	Jennings Chapter 11	J Ch. 11 Quiz Discussion
Module 6- Feb. 22	Comprehension of Informational Text	Jennings Chapter 12	J Ch12 Quiz Discussion
Module 7- Mar. 1	Text structure	Klingner Chapter 4	K Ch 2 Questions Video Analysis: Comprehension and Response
Module 8- Mar. 8	Strategies for reading comprehension	Klinger Chapter 5	K Ch 5 Questions Video analysis: Building Comprehension Case Study Part 1
Module 9- Mar. 21	Strategies for reading comprehension	Klingner Chapter 6 <i>Article: Using Think-Alouds to Improve Reading Comprehension</i>	K Ch. 6 Questions Video Analysis: William Finds His Base
Module 11- Mar. 30	Integrating Reading and Writing	Jennings Chapter 13	J. Ch. 13 quiz Video Analysis: Writing Across the Curriculum
Module 12- Apr 5	Literacy for Diverse populations	Jennings Chapter 14	J Ch. 14 quiz Discussion Case Study 2
Module 13- Apr 12	Special needs	Jennings chapter 15	J. Ch. 15 quiz

	instruction		Discussion
Module 14- Apr 19	Collaborative Instruction	Jennings chapter 16	J. Ch. 16 quiz Discussion
Final Exam- May 5			

Total of 730 points possible:

A= 90%

B= 80%

C= 70%

F= below 70%

Grade Calculation:

- NAEP Exploration = 20 points
 - *This assignment will help you to better analyze the meaning of "reading comprehension" and what is required of students to comprehend successfully.*
- Jennings Quizzes (7 @20 points each) = 140 points
 - *These should be answered on a separate Word document with the answers only. Number from 1-10 for the multiple choice questions, then 1-5 for the short answer questions.*
- Jennings discussions postings(5 @ 10 points each) – 60 points
 - *Be sure to both respond to the posting and respond to one other person's posting.*
 - *Both your responses should be detailed, at least one paragraph of 7-10 sentences long each.*
- Klingner questions (6 @ 20 points each)= 120 points
 - *You can use the test document for the answers, if desired. Answers should be thorough – at least one paragraph of 7-10 sentences each.*
- Readability assignment (20 points) = 20 points
 - *You will practice determining readability of texts using the Fry Readability index (on the resources page)*
- Video Analyses (5 @ 20 points each) = 120 points
 - *Video analyses will require a combination of case study analysis, overviews of comprehension and assessment by experts in the area, and classroom application analysis.*
- Final Exam (timed) – 100 points
 - *This will be over the main ideas of the Klingner and Jennings texts. The best way to study for this exam is to go over your questions/quizzes and any notes you have taken while reading. You won't have time to look in your book or notes for the answers, so you'll need to do some studying*

over the course of the class. The final will be a combination of multiple choice and constructed response.

- Case Study- 150 points
 - *The case study is a microcosm of differentiated instruction for comprehension. Students should practice comprehension skills with text that is on their independent reading level and that they are interested in.*

Directions for Case Study: Choose a student with basic reading skills (at least first-grade level) who has difficulty with comprehension. This can be a student of any age. You may choose somebody in your classroom, at your school, your own child, or a neighbor's child. You will need to have about 30 minutes access to this child on six occasions.

Part I. Assess Student Interest, Reading Level and Comprehension Needs (90 points)

1. You will need to choose materials for tutoring that reflect the student's reading level and interests. That way you only have to focus on comprehension and not on helping the student decode or keeping his/her attention. Everything you need is located in the Resources module. Give the student the Reading Interest Survey (located in Resources). Include a ½ page summary of what you found out. Scan and post in the Case Study module.

2. Find the student's independent reading level. This is the level at which he/she is able to correctly read 95% or more of the words. We practiced this is 6030, but if you were not in 6030 or don't remember, here are the steps:

a. Give the word list at the student's current grade level. "Pre-primer" is the same as kindergarten, and "Primer" means first grade. These word lists are in the Resources module under Student Reading Level. The student should get 95% or more of the words correct. If not, keep going down in grade level until you find the level at which the student gets 95% correct. Scan and post.

b. Once you find the student's independent reading level, have him/her read that grade-level passage out loud to you. Grade-level passages are in the Resources file called Student Reading Level. Mark the words the student gets correct. This is the only thing you need to calculate. If they have scored 95% or above of words correct, you have ensured that this is indeed the student's decoding level. If it's below, then you will need to give the passage the next level down. Scan and post.

3. Use what you found about the student's reading level and interests to choose materials for tutoring.

If you are fortunate enough to have access to leveled readers, then you can copy materials from those (if they reflect the student's interests). There are also some leveled passages in the Time for Kids URL in Resources, and you can search for these by topic. Or, you can choose any text and apply the Fry Readability formula (that you did in Module 2) to ensure that it is the correct level. Describe the material you will be using in a ½ page paragraph that includes the level, the topic, and why it is appropriate for your student.

4. Diagnose the student's comprehension needs.

a. Ask the student the comprehension questions at the end of the passage. Scan and post his/her answers.

b. Choose two additional informal comprehension assessments from Chapter 2 of the Klingner book (interview, observation, retelling, think-aloud). Scan and post the results.

c. Based on what you found in a) and b), describe what comprehension skills the student was proficient on and where he/she was lacking (1/2 to 1 page). Begin by noting if the student had more difficulty in literal or inferential questions or both. Then decide what kind of question in particular the student had difficulty with. You may want to refer to the Framework of Comprehension Skills, which is located in the Resources.

Case Study Part II Remediate and Reflect (60 points)

1. Create three lessons to teach ONE comprehension skill that the student is struggling with. You can google "previewing lessons" or whatever comprehension skill you are working on, and find many ideas. One of my favorite resources for lesson plans is ReadWriteThink.org.

Use the Lesson Plan Framework, located in Resources. **Every lesson must have a part what you think-aloud as you demonstrate and walk them through the process. Then there should be a part you do together. Finally, they need to show you that they can do this independently.** Scan and post.

2. Teach the lessons. Scan completed and graded student work.

3. Reflect on your lessons and what you would do again or what you would change. Explain what your recommended next steps would be with this child (about one typed page). What's important is that he/she made progress, even if

he/she is not perfectly proficient on the skill at this point, and that you learned something. Post.

Course Development Resources (in addition to textbooks):

Annenberg Foundation: www.annenberg.org

Gunning, T. G. (2008). *Developing higher-level literacy in all students: building reading, reasoning, and responding*. New York: Pearson Education

Harvey, S. & Goudis, A. (2007). *Strategies That Work*. Heinemann.

International Reading Association. (2007). *Teaching Reading Well*. International Reading Association.

International Reading association (2003) IRA reading standards for classroom teachers.

Tracey, D. H. & Morrow, L. M. (2006). *Lenses on reading: An introduction to theories and models*. New York: Guilford Press.

http://www.nagb.org/frameworks/reading_07 - "Reading Framework for the 2007 National Assessment of Educational Progress" retrieved July 29, 2008. Offers support for teaching the comprehension skills in this way.

National Reading Panel

U.S. Department of Education (2008). Reading Rockets.