

# **VALDOSTA STATE UNIVERSITY**

## **ACADEMIC COMMITTEE PACKET**

### **ACADEMIC COMMITTEE**

**MONDAY,  
November 16, 2009**

**2:30 p.m.**

**Executive Dining Room  
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE  
AGENDA  
November 16, 2009

1. Minutes of the October 12, 2009 meeting. (pages 1-2) approved by email October 15, 2009
2. **COLLEGE OF BUSINESS**
  - a. Deactivation of ACCT 3700, 3900, and 4220 (pages 3-4)
3. **COLLEGE OF NURSING**
  - a. Revised credit hours, prerequisites, and course description NUTR 4950 (pages 5-10)
  - b. Revised prerequisite, and course description NUTR 4000 (pages 11-16)
  - c. Revised prerequisite, and course description NUTR 3350 (pages 17-22)
4. **COLLEGE OF ARTS AND SCIENCES**
  - a. Revised prerequisite and co-requisite MFTH 7600 (pages 23-25)
  - b. New course CS 4800 (pages 26-28)
  - c. Revised course prerequisite MATH 5600 (pages 29-30)
  - d. Revised senior college curriculum for the BS in Computer Science (pages 31-32)
  - e. Revised senior college curriculum for the BS in Computer Information Systems (pages 33-34)
  - f. Revised requirements for the minor in Computer Science (pages 35-36)
5. **COLLEGE OF EDUCATION**
  - a. Revised senior college curriculum for the BSED in Early Childhood Education (pages 37-39)
  - b. Revised credit hours, title, prerequisite and course description ECED 3190 (pages 40-48)
  - c. Revised course description ECSE 3010 (pages 49-57)
  - d. Revised course description ECSE 3210 (pages 58-67)
  - e. Revised prerequisite/co-requisite LITR 3110 (pages 68-77)
  - f. Revised title, and course description ECED 3300 (pages 78-86)
  - g. Revised credit hours, title, prerequisite, and course description ECED 3690 (pages 87-95)
  - h. Revised course description ECSE 3020 (pages 96-105)
  - i. Revised course description LITR 3120 (pages 106-114)
  - j. Revised course description LITR 3130 (pages 115-123)
  - k. Revised title, and course description ECED 4400 (pages 124-131)
  - l. New course ECED 4500 (pages 132-140)
  - m. Revised credit hours, title, prerequisite, and course description ECED 4690 (pages 141-149)
  - n. Revised course description ECSE 4010 (pages 150-159)
  - o. Revised credit hours, title, prerequisite, and co-requisite ECED 4790 (pages 160-169)
  - p. Revised prerequisite, and co-requisite ECSE 4420 (pages 170-178)
6. **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 BSAT in Athletic Training.
  - c. BA in Transatlantic Studies Program

VALDOSTA STATE UNIVERSITY  
ACADEMIC COMMITTEE MINUTES  
October 12, 2009

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, October 12, 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, Dr. Deborah Weaver, Ms. Laura Wright, Dr. William Faux, Dr. Linda Jurczak, Dr. Frank Flaherty, Dr. Kathe Lowney, Dr. Ray Elson, Ms. Donna Cunningham, Dr. James Ernest, Dr. Iris Ellis, Dr. Melissa Benton, Dr. Mike Meacham, and Ms. Deborah VanPetten.

Members Absent: Dr. James Humphrey.

Visitors Present: Dr. Ofelia Nikolov, Dr. James Shrader, Mr. Mike Savoie, Dr. Wayne Plumly, Dr. Lyle Indergaard, Dr. Cheri Tillman, Dr. Chere Peguesse, and Mr. Lee Bradley.

The Minutes of the September 14, 2009 meeting were approved by email on September 22, 2009. (pages 1-2).

**A. College of Nursing**

1. Revised course description and credit hours, Nursing (NURS) 7463, "Thesis", (THESIS – 3-6 credit hours, 3-6 lecture hours, 0 lab hours, and 3-6 contact hours), was approved effective Spring Semester 2010 with the effective term changed to Spring 2010. (pages 3-10).

**B. College of the Arts**

1. New course, Music (MUSC) 1211, "Secondary Class Piano", (SECONDARY CLASS PIANO – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Spring Semester 2010 with the description changed to read ...performance class that includes...skills, piano techniques and solo...classical piano playing. May be repeated for credit.. (pages 11-15).
2. New course, Music (MUSC) 1411, "Secondary Class Voice", (SECONDARY CLASS VOICE – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Spring Semester 2010 with the description changed to read ...class that includes the basic skills of singing, vocal technique and solo performance; and the appreciation of the classical vocal artistry. May be repeated for credit.. (pages 16-21).

**C. College of Business**

1. Revised admission requirements for the College of Business were approved effective Fall Semester 2010 with the effective term with the effective term changed to Fall 2010. (pages 22-24).
2. New course, Economics (ECON) 3450, "Sports Economics", (SPORTS ECONOMICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2010 with the description changed to read ...Applications of microeconomic principles to the sports industry. The course emphasizes the industrial organization, public finance, and labor market outcomes of the sports industry. Topics include profit-maximization of sports franchises, broadcasting rights, competitive balance, the value of talent, and sports in the not-for-profit sector. (pages 25-31).
3. Revised course title and description, Marketing (MKTG) 4770, "Electronic Business", (ELECTRONIC BUSINESS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2010 with the description changed to read ...3050. Introduction to the world of electronic...modern information technologies. (pages 32-34).

**D. College of Arts and Sciences**

1. Revised course title, VSU Freshman Orientation (VSU) 1101, "Keys to College Success", (KEYS TO COLLEGE SUCCESS – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Spring Semester 2010. (pages 35-37).
2. Revised course title and description, VSU Freshman Orientation (VSU) 1102, "Effective Leadership Skills",

(EFFECTIVE LEADERSHIP SKILLS – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Spring Semester 2010 with the description changed to read ...program. Empowering students...in life. The course includes practical...growth and change, computer information.... (pages 38-41).

3. Revised course description, Women's and Gender Studies (WGST) 3100, "Feminist Theory", (FEMINIST THEORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Spring Semester 2010. (pages 42-44).
4. New course, Perspective (PERS) 2160H, "Honors Perspectives on Leadership", (HONORS PERSP ON LEADERSHIP – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Spring Semester 2010. (pages 45-57).

Respectfully submitted,

Stanley Jones  
Interim Registrar

# REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

**Date of Submission:** 10/23/2009

**Department Initiating Deactivation:**  
Department of Accounting & Finance

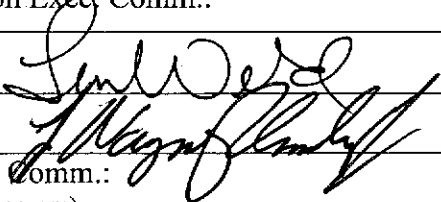
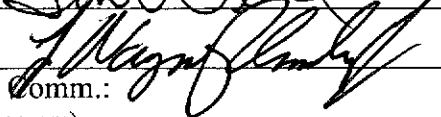
**Semester & Year to be Effective:**  
Summer 2009

**List of courses (or the program or track) to be deactivated:** ACCT 3700 Internal Auditing, ACCT 3900 Not-For-Profit Accounting, ACCT 4220 Advanced Accounting.

**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 course changes are due to the BOR approval of the Masters of Accountancy degree. ACCT 3700 will be replaced by ACCT 4800 Internal Auditing. ACCT 3900 and 4220 will migrate to the graduate level with new graduate level material.

RECEIVED  
OCT 27 2009  
OFFICE OF THE REGISTRAR  
VALDOSTA STATE UNIVERSITY

Approvals:	
College/Division Exec. Comm.:	Date:
Dept. Head: 	Date: 10/23/09
Dean/Director: 	Date: 10/23/09
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

## REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 08/31/2009 (mm/dd/yyyy)

**Department Initiating Revision:**

College of Nursing

**Faculty Member Requesting Revision:**

Melissa J. Benton, PhD, RN, CNS

**Current Course Prefix, Title, & Number:**

(See course description abbreviations in the catalog for approved prefixes)

NUTR 4950 - Community Nutrition and Health

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

**Current:**

Course Prefix and Number:

Credit Hours: 2-2-3

Course Title:

Prerequisites: PERS 2430 or NUTR 3100,  
NURS 3220 or NURS 3250, or permission of  
instructor

Co-requisites:

Course Description: Focus is on involvement  
in community health and nutritional programs  
and problems. The course emphasizes  
application and utilization of tools to assess,  
analyze, and design programs to meet the  
nutritional and health needs of multicultural  
communities. It also explores the roles of  
research and government as they impact  
nutritional, health, and wellness programs.

**Requested:**

Course Prefix and Number:

Credit Hours: 3-0-3

Course Title:

Prerequisites: Prior nutrition course or  
permission of instructor

Co-requisites:

Course Description: Focus on the role of  
nutrition policy and research in community  
health and nutrition programs. Emphasis is  
placed on application and utilization of tools to  
assess, analyze, and develop programs to meet  
the nutrition and health needs of communities.

**Semester/Year to be Effective:**

Spring 2010

**Estimated Frequency of Course Offering:**

Bi-annual

**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: Change in Prerequisites: Community Nutrition and Health does not need community clinical hours. Although students may complete projects in the community the course content is appropriately delivered in a classroom (didactic) setting. Also, simplification of the

prerequisites will increase student access to the nutrition elective courses by allowing more students to meet the requirements and enroll in the course. Change in Course Description: The description has been changed to be more in keeping with the title of the course and teaching content.

**Plans for assessing the effectiveness of the course:** Students will be evaluated by written exams, written papers and oral presentations.



<b>Approvals:</b>	
Dept. Head: <i>Orlean J. Wild, NAC Chair</i>	Date: <i>10/2/09</i>
College/Division Exec. Comm.:	Date:
Dean/Director: <i>Al Hufft</i>	Date: <i>10/6/09</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

**VALDOSTA STATE UNIVERSITY  
COLLEGE OF NURSING  
BACCALAUREATE PROGRAM**

**COURSE SYLLABUS**

<b><u>COURSE NUMBER</u></b>	NUTR 4950
<b><u>COURSE TITLE</u></b>	Community Nutrition and Health
<b><u>COURSE CREDITS</u></b>	3-0-3
<b><u>CONTACT HOURS</u></b>	3 lecture hours x 15 weeks = 45 hours
<b><u>PLACEMENT IN CURRICULUM</u></b>	Undergraduate Elective
<b><u>PREREQUISITES AND/OR COREQUISITES</u></b>	None

**FACULTY**

Melissa Benton, PhD, RN, CNS  
Martin Hall Room 250  
Office Phone: 229-245-3775  
Cell Phone: 480-390-0859  
Office Hours: Posted weekly and by appointment  
E-mail: [mjbenton@valdosta.edu](mailto:mjbenton@valdosta.edu)

**CATALOG DESCRIPTION**

Focus is on the role of nutrition policy and research in community health and nutrition programs. Emphasis is placed on application and utilization of tools to assess, analyze, and develop programs to meet the nutrition and health needs of communities.

**COURSE OBJECTIVES**

Upon completion of this course, students will be able to:

1. describe the significance of nutrition to health in the community;
2. explain how research interacts with government policies and programs to influence community nutrition and health;
3. utilize technology to obtain data related to community health and nutrition;
4. assess and analyze the health and nutritional needs of a community;
5. apply principles of teaching/learning, marketing, and program design to improve public health and nutrition.

## **TOPICAL OUTLINE**

- I. Introduction to nutrition in community health
- II. Trends affecting nutrition and health care
  - a. Government policy
  - b. Research
  - c. Monitoring and surveillance
- III. Community nutrition and health needs assessment
- IV. Program planning and evaluation
  - a. Marketing nutrition and health promotion
- V. Current program delivery systems
  - a. Domestic hunger
  - b. Assistance programs
    - i. Women, Infants, and Children (WIC)
    - ii. Child and adolescent programs
    - iii. Programs for older adults
  - c. International awareness

## **TEACHING STRATEGIES**

Lecture, class discussion, experiential activities, assigned readings, audio-visual aids, small group work, simulation, role playing, demonstrations, computer assisted instruction, student presentations and clinical application may be utilized to meet the course objectives.

## **REQUIRED TEXT**

Nnakwe, N.E. (2009). *Community Nutrition: Planning Health Promotion and Disease Prevention*. Boston: Jones and Barlett.

Other readings as assigned.

## **EVALUATION METHODS**

Students will be evaluated in a variety of ways, as appropriate to the course level and type. Evaluation methods may be selected from the following possibilities: class participations, group discussion, independent study projects, oral presentations, debates, annotated bibliographies, guided computer assignments, essays, research projects, formal papers, journals, written examinations and peer evaluations.

## **GRADING CRITERIA**

Written exams	300 points
Individual projects	100 points
Oral presentations	50 points
Class participation/attendance	<u>100 points</u>
Total	550 points

### **GRADING SCALE**

A	90 – 100%
B	80 – 89%
C	74 – 79%
D	66 – 73%
F	≤ 65%

### **ATTENDANCE POLICY**

Since class content, including lectures and class discussions, is essential for a thorough understanding of course material, attendance and active participation during all class meetings is essential. If you cannot attend a meeting it is your responsibility to contact the instructor and obtain any class content you missed. Points may be taken from the class participation/attendance part of your grade for absences.

### **TESTING POLICY**

All students are expected to take the scheduled exams at the regularly scheduled times. There will be no makeup tests given unless previous arrangements have been made with the instructor prior to the date of the scheduled exam. If you miss an exam you will receive no credit for that exam.

### **WORK SUBMITTED AFTER THE DUE DATE**

All assigned class work must be submitted at the beginning of class on the date due. 10% of the grade will be deducted for the first day that assignments are late and an additional 2% will be deducted for every additional day until the assignment is submitted.

**PLEASE BRING A CALCULATOR WITH YOU TO CLASS AND TO ALL EXAMS.**

### **ADA 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).

### **HIPAA STATEMENT:**

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) requires health care providers to abide by the regulations for privacy and confidentiality of protected health information and covers all individually identifiable health information whether the information is electronic, paper or spoken. All students are provided HIPAA guidelines and instructions for conduct regarding protection of patient/client information in each course and are responsible for implementing HIPAA standards and procedures as specified in each clinical setting in which students are placed. Violation of HIPAA may result in dismissal for the nursing program.

## REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 08/31/2009 (mm/dd/yyyy)

**Department Initiating Revision:**

College of Nursing

**Faculty Member Requesting Revision:**

Melissa J. Benton, PhD, RN, CNS

**Current Course Prefix, Title, & Number:**

(See course description abbreviations in the catalog for approved prefixes)

NUTR 4000 - Advanced Nutritional Therapy

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

**Current:**

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: NUTR 3100 or PERS 2430.

Co-requisites:

Course Description: Explores physiological responses at the cellular level to inadequate and excessive nutrients in culturally diverse clients throughout the lifespan. Incorporates advanced nutritional assessment. Emphasis is on providing nutritional support and dietary modifications for primary, secondary, and tertiary prevention, consistent with the cultural milieu.

**Requested:**

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: NUTR 3100 or permission of instructor.

Co-requisites:

Course Description: Focus on nutritional assessment and interventions for health management in hospital and community settings. Emphasis is on therapeutic diets and physiologic responses to individual nutrients in the treatment of acute and chronic disease.

**Semester/Year to be Effective:**

Spring 2010

**Estimated Frequency of Course Offering:**

Annual

**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: Change in Prerequisites: The content of this course requires a strong knowledge base in nutritional science. PERS 2430 does not provide the level of knowledge needed to ensure student success in this course. Change in Course Description: The description has been changed to be more in keeping with the title of the course and teaching content.

**Plans for assessing the effectiveness of the course:** Students will be evaluated by written exams, class participation/attendance, group discussion, individual projects, written papers and oral presentations.

<b>Approvals:</b>	
Dept. Head: <i>Thomas J. Wald, NAC Chair</i>	Date: <i>10/2/09</i>
College/Division Exec. Comm.:	Date:
Dean/Director: <i>Ally Hufft</i>	Date: <i>10/6/09</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

**VALDOSTA STATE UNIVERSITY  
COLLEGE OF NURSING  
BACCALAUREATE PROGRAM**

<b><u>COURSE NUMBER</u></b>	NUTR 4000
<b><u>COURSE TITLE</u></b>	ADVANCED NUTRITIONAL THERAPY
<b><u>COURSE CREDIT</u></b>	3-0-3
<b><u>CONTACT HOURS</u></b>	3 hours of lecture X 15 weeks = 45 hours
<b><u>PLACEMENT IN CURRICULUM</u></b>	Undergraduate Elective
<b><u>PREREQUISITES</u></b>	NUTR 3100 or permission of instructor

**CATALOG DESCRIPTION**

Focus on nutritional assessment and interventions for health management in hospital and community settings. Emphasis is on therapeutic diets and physiologic responses to individual nutrients in the treatment of acute and chronic disease.

**COURSE FACULTY**

Melissa Benton, PhD, MSN, RN  
Martin Hall Room 250  
Phone: 229-245-3775  
Office Hours: Posted weekly and by appointment  
Email: [mjbenton@valdosta.edu](mailto:mjbenton@valdosta.edu)

**COURSE OBJECTIVES**

Upon completion of this course, students will be able to:

1. describe the nutrients and their sources that are needed for prevention and treatment of various alterations in health and illness;
2. utilize advanced nutritional assessment to identify nutritional problems of individuals with acute or chronic diseases;
3. recommend dietary modifications required to meet the nutritional needs of individuals with acute or chronic diseases;
4. develop an individualized plan of care to meet nutritional needs;
5. describe alternative methods of providing nutritional support to clients;



## **TOPICAL OUTLINE**

- Health and nutritional needs
- Advanced nutritional assessment and care
- Drug-nutrient interactions
- Guidelines for enteral and parenteral nutrition
- Nutrition and chronic diseases
  - Gastrointestinal Disease
  - Metabolic disease – diabetes and obesity
  - Cardiovascular disease
  - Urinary tract disease
  - Cancer
  - HIV/AIDS
- Dietary modifications based on Medical Nutrition Therapy
  - Consistency, texture and number of meals
  - Caloric requirements
  - Modified carbohydrate needs
  - Fat restricted diets
  - Protein restricted diets
  - Mineral and fluid modifications

## **TEACHING STRATEGIES**

Lecture, assigned reading, class discussion, small group work, individual projects, self-evaluation and problem-solving.

## **REQUIRED TEXTS**

DeBruyne, L. K., Pinna K., & Whitney, E. (2008). *Nutrition & diet therapy* (7<sup>th</sup> ed.). Belmont, CA: Thomson Wadsworth.

Other readings as assigned.

## **EVALUATION METHODS**

Students will be evaluated in a variety of ways, as appropriate to the course level and type. Evaluation methods may be selected from the following possibilities: class participation, group discussions, independent group projects, oral presentations, debates, annotated bibliographies, guided computer assignments, essays, research projects, formal papers, journals, written examinations and peer evaluations.

## GRADING CRITERIA

Written exams	300 points
Individual projects	100 points
Oral presentations	50 points
24-hour diet analysis	25 points
Class participation/attendance	<u>75 points</u>
Total	550 points

## GRADING SCALE

A	90 – 100%
B	80 – 89%
C	74 – 79%
D	66 – 73%
F	≤ 65%

### **ADA 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).**

### **ATTENDANCE POLICY**

Since class content, including lectures and class discussions, is essential for a thorough understanding of course material, attendance and active participation during all class meetings is mandatory. If you cannot attend a meeting it is your responsibility to contact the instructor and obtain any class content you missed. Points may be taken from the class participation/attendance part of your grade for absences.

### **TESTING POLICY**

All students are expected to take the scheduled exams at the regularly scheduled times. There will be **no makeup tests** given unless previous arrangements have been made with the instructor prior to the date of the scheduled exam. If you miss an exam you will receive no credit for that exam.

### **WORK SUBMITTED AFTER THE DUE DATE**

All assigned class work must be submitted at the beginning of class on the date due. 10% of the grade will be deducted for the first day that assignments are late and an additional 2% will be deducted for every additional day until the assignment is submitted.

**PLEASE BRING A CALCULATOR WITH YOU TO CLASS AND TO ALL EXAMS.**

## REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 08/31/2009 (mm/dd/yyyy)

**Department Initiating Revision:**

College of Nursing

**Faculty Member Requesting Revision:**

Melissa J. Benton, PhD, RN, CNS

**Current Course Prefix, Title, & Number:**

(See course description abbreviations in the catalog for approved prefixes)

NUTR 3350 - Weight Management and Behavior

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

**Current:**

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: PSYC 2500, PERS 2430, or  
NUTR 3100 or NUTR 3300, or permission of  
instructor

Co-requisites:

Course Description: An integrative approach  
dealing with issues related to the prevention of  
obesity in children and adults. The course  
focuses on assessment of factors that affect  
weight management (eating behaviors, self-  
esteem, self-image, stress, nutrition and  
activity needs, and environment) and a variety  
of intervention strategies for weight  
management (behavioral, non-behavioral, and  
non-traditional approaches).

**Requested:**

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites: None.

Co-requisites:

Course Description: Focus on assessment and  
interventions for management of unhealthy  
weights. Emphasis is on the relationship  
between weight and health problems. The role  
of behavior change and nutritional strategies in  
health promotion will be discussed.

**Semester/Year to be Effective:**

Spring 2010

**Estimated Frequency of Course Offering:**

Bi-annual

**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: Although obesity (unhealthy excess weight) increases risks of chronic disease, eating disorders (unhealthy low weight) present greater acute health risks and should also be included in course content.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

**Other: Change in Prerequisites:** The study of obesity and weight management does not necessitate prior coursework in nutrition or psychology. Basic concepts can be effectively integrated into class discussions. Also, simplification of the prerequisites will increase student access to the nutrition elective courses by allowing more students to meet the requirements and enroll in the course. **Change in Course Description:** The description has been changed to be more in keeping with the title of the course and teaching content.

**Plans for assessing the effectiveness of the course:** Students will be evaluated by written exams, class participation/attendance, group discussion, individual projects, written papers and oral presentations.

<b>Approvals:</b>	
Dept. Head: <i>Dwain J. Wild, NAC Chair</i>	Date: <i>10/2/09</i>
College/Division Exec. Comm.:	Date:
Dean/Director: <i>AK Hufft</i>	Date: <i>10/2/09</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

**VALDOSTA STATE UNIVERSITY  
COLLEGE OF NURSING  
BACCALAUREATE PROGRAM**

**COURSE SYLLABUS**

<b><u>COURSE NUMBER</u></b>	NUTR 3350
<b><u>COURSE TITLE</u></b>	Weight Management and Behavior
<b><u>COURSE CREDITS</u></b>	3-0-3
<b><u>CONTACT HOURS</u></b>	3 lecture hours x 15 weeks = 45 hours
<b><u>PLACEMENT IN THE CURRICULUM</u></b>	Undergraduate Elective
<b><u>PREREQUISITES AND/OR CO-REQUISITES</u></b>	None

**COURSE DESCRIPTION**

Focus on assessment and interventions for management of unhealthy weights. Emphasis is on the relationship between weight and health problems. The role of behavior change and nutritional strategies in health promotion will be discussed.

**COURSE FACULTY**

Melissa Benton, PhD, RN, CNS  
Office: Martin Hall, Room 250  
Office Phone: 229-245-3775  
Cell Phone: 480-390-0859  
Office Hours: Mon/Tues 3:00-4:00 pm and by appointment  
E-mail: [mjbenton@valdosta.edu](mailto:mjbenton@valdosta.edu)

**COURSE OBJECTIVES**

Upon completion of this course, students will be able to:

1. describe multiple factors that affect weight and weight management;
2. explain the benefits of maintaining a healthy weight;
3. discuss current psychological concepts, principles, and behavior theories utilized in weight control;
4. compare individual differences in nutrient and activity needs for weight management;
5. discuss issues surrounding the impact of obesity in the United States;
6. evaluate differences among various weight management strategies;

## TOPICAL OUTLINE

- Introduction to weight management
- The role of genetics in weight maintenance
- The health impact of disordered eating
- Weight and morbidity/mortality
- Weight Management - Obesity:
  - Societal Impact
  - National Treatment Guidelines
- Long-term weight management strategies

## TEACHING/LEARNING STRATEGIES

Lecture, assigned reading, class discussion, small group work, individual projects, self-evaluation and problem-solving; oral presentations

## REQUIRED TEXTS

Thompson, J. L., Manore, M. M., & Vaughan, L. A. (2008). *The science of nutrition*. San Francisco: Pearson Benjamin Cummings.

NHLBI. (2002) *The practical guide: Identification, evaluation, and treatment of overweight and obesity in adult*, (NIH Publication No. 02-4084).

Can be retrieved from [http://www.nhlbi.nih.gov/guidelines/obesity/ob\\_home.htm](http://www.nhlbi.nih.gov/guidelines/obesity/ob_home.htm)

Other readings as assigned.

## EVALUATION METHODS

Students will be evaluated in a variety of ways: written examination, class participation/attendance, group discussion, individual projects and oral presentations.

## GRADING CRITERIA

Written exams	300 points
Individual projects	100 points
Oral presentations	50 points
Class participation/attendance	<u>100 points</u>
Total	550 points

## **GRADING SCALE**

A	90 – 100%
B	80 – 89%
C	74 – 79%
D	66 – 73%
F	≤ 65%

## **ATTENDANCE POLICY**

Since class content, including lectures and class discussions, is essential for a thorough understanding of course material, attendance and active participation during all class meetings is mandatory. If you cannot attend a meeting it is your responsibility to contact the instructor and obtain any class content you missed. Points may be taken from the class participation/attendance part of your grade for absences.

## **TESTING POLICY**

All students are expected to take the scheduled exams at the regularly scheduled times. There will be **no make up tests** given unless previous arrangements have been made with the instructor prior to the date of the scheduled exam. If you miss an exam you will receive no credit for that exam.

## **WORK SUBMITTED AFTER THE DUE DATE**

All assigned class work must be submitted at the beginning of class on the date due. 10% of the grade will be deducted for the first day that assignments are late and an additional 2% will be deducted for every additional day until the assignment is submitted.

**PLEASE BRING A CALCULATOR WITH YOU TO CLASS AND TO ALL EXAMS.**

### **ADA STATEMENT**

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

### **HIPAA STATEMENT:**

**The Health Insurance Portability and Accountability Act of 1996 (HIPAA) requires health care providers to abide by the regulations for privacy and confidentiality of protected health information and covers all individually identifiable health information whether the information is electronic, paper or spoken. All students are provided HIPAA guidelines and instructions for conduct regarding protection of patient/client information in each course and are responsible for implementing HIPAA standards and procedures as specified in each clinical setting in which student are placed. Violation of HIPAA may result in dismissal for the nursing program.**



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VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**REQUEST FOR A REVISED COURSE**

Valdosta State University

**Date of Submission:** 10/13/2009 (mm/dd/yyyy)

**Department Initiating Revision:**

Soc/Anth/CJ/MFTH

**Faculty Member Requesting Revision:**

Kate Warner

**Current Course Prefix, Title, & Number:**

(See course description abbreviations in the catalog for approved prefixes)

MFTH 7600, Practicum in Marriage and Family Therapy

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

**Current:**

Course Prefix and Number: MFTH 7600

Credit Hours: 6

Course Title: Practicum in Marriage and Family Therapy

Prerequisites: MFTH 7102 and faculty approval

Co-requisites:

Course Description: Practicum in Marriage and Family Therapy

**Requested:**

Course Prefix and Number: MFTH 7600

Credit Hours: 6

Course Title: Practicum in Marriage and Family Therapy

Prerequisites: MFTH 7102, 7350, and faculty approval

Co-requisites: MFTH 7350

Course Description: Practicum in Marriage and Family Therapy

**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:

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**Plans for assessing the effectiveness of the course:** Adding the pre- or co-requisite of MFTH 7350 will ensure that students will be prepared to employ the highest ethical standards during the phase of their clinical training that first brings them into direct therapeutic engagement with clients. MFTH 7350: Legal Issues in MFT discusses in detail the legal responsibilities and liabilities in the practice of family therapy. The course addresses issues regarding confidentiality, therapist liability, and client privilege. In addition, MFTH 7350 prepares students to work with the legal system and understand the relevant aspects of family law. This class imparts critical material about the legal and ethical guidelines of Marriage & Family Therapy, which are essential to the legal and ethical practice of psychotherapy. Adding this pre-requisite is necessary to ensure that students are prepared to practice family therapy in an ethical and legal manner. Because the MFT faculty rigorously protects both students and the people who may become their clients during internship or practicum, we have never allowed a student to enroll in MFTH 7600: Practicum in Marriage and Family Therapy without first or simultaneously taking MFTH 7350: Legal Issues in MFT. This course revision codifies our current practice.

Approvals:		
Dept. Head:	<i>M. Case</i>	Date: 10/13/09
College/Division Exec. Comm.:	<i>Conni Richards</i>	Date: 10/15/09
Dean/Director:	<i>Conni Richards</i>	Date: 10/15/09
Graduate Exec. Comm.: (for graduate course)	<i>Kae Hue</i>	Date: 10/30/09
Graduate Dean: (for graduate course)	<i>Kae Hue</i>	Date: 10/30/09
Academic Committee:		Date:

Form last updated: August 6, 2009

# REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 9/9/2009 (mm/dd/yyyy)

**Department Initiating Request:**

Math/CS

**Faculty Member Requesting:**

Dr. Chunlei Liu

**Proposed New Course Prefix & Number:**

(See course description abbreviations in the catalog for approved prefixes)

CS 4800

**Proposed New Course Title:**

Internship in Computer Science

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)

Internship in CS

**Semester/Year to be Effective:**

Summer 2010

**Estimated Frequency of Course Offering:**

As needed

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

**Lecture Hours:** 0

**Lab Hours:** 0

**Credit Hours:** 3 or 6

**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.)

Prerequisites: Junior or senior standing, a 2.5 GPA, and permission of the internship coordinator and department head.

Active participation in research or development in computer science or in a field of science closely allied with computer science. A daily log of activities, a report on the work done, a student report on the internship experience, and/or a research paper relating the work done to the field of computer science are required. Graded "Satisfactory" or "Unsatisfactory."

**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: Allowing students to participate in internships will help students to apply their classroom learning and to learn industrial practices.

Adopting current best practice(s) in field: Computer Science

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

**Plans for assessing the effectiveness of the course:** A faculty member will be assigned to specify academic requirements and supervise the activities of the internship according to university internship guidelines. A daily log of activities, a written evaluation from the site supervisor, a student report on the internship experience, and/or a research paper will be used to assess whether the internship is satisfactory or not.

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26

Valdosta State University, Department of Mathematics and Computer Science

CS 4800: Internship in Computer Science

Sample Syllabus

Credit Hours	Varied from 3 to 6 credit hours depending on work load.	
Instructor	TBD	
Course Prerequisites	Junior or senior standing, a 2.5 GPA, and permission of advisor and department head.	
Course Description	Active participation research or development in computer science or in a field of science closely allied with computer science. A daily log of activities, a report on the work done, a student report on the internship experience, and/or a research paper relating the work done to the field of computer science are required. Graded "Satisfactory" or Unsatisfactory."	
Course Objectives and Outcomes	<p>This internship is intended to provide students interested in gaining practical experience in the working world while receiving guidance, feedback, and prodding from their academic advocates. This experiential learning program is designed to produce the following outcomes. Students will</p> <ul style="list-style-type: none"><li>• Apply computer science knowledge and skills in a work setting.</li><li>• Gain firsthand experiences associated with research, development and/or management roles and procedures in an industrial setting.</li><li>• Develop and refine problem solving techniques.</li><li>• Refine written and oral communications skills with subordinates, peers, and superiors.</li></ul> <p>This internship should also aid the student to develop:</p> <ul style="list-style-type: none"><li>○ Self-confidence</li><li>○ Responsibility</li><li>○ Better understanding of career options</li><li>○ A realistic appraisal of strengths and weakness to his/her career choice</li><li>○ Job seeking skills</li></ul>	
Grading Policy	Three meetings with internship director	15%
	Daily activity log	15%
	Midterm and final evaluations by field coordinator	20%
	Midterm and final evaluations by internship director	20%
	Research paper or report on the internship experience	30%
	Letter Grade	
	S (Satisfactory)	70-100%
	U (Unsatisfactory)	0-69%

<b>Approvals:</b>	
Dept. Head: <i>Mylan Ledford</i>	Date: <i>10/13/09</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>10/15/09</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>10/15/09</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

# REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 10/02/2009 (mm/dd/yyyy)

**Department Initiating Revision:**  
Mathematics and Computer Science

**Faculty Member Requesting Revision:**  
Dr. Andreas Lazari

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
Math 5600, Probability and Statistics

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

**Current:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Prerequisites: MATH 2261  
Co-requisites:  
Course Description:

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Prerequisites: MATH 2262 or MATH 1262,  
with a grade of "C" or higher  
Co-requisites:  
Course Description:

**Semester/Year to be Effective:**  
Spring 2010

**Estimated Frequency of Course Offering:**  
Twice a year

**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: Students will better understand concepts covered.
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: To match the prerequisites of Math 3600. The course is offered as Math 3600/5600.

**Plans for assessing the effectiveness of the course:** No change to current assessment plan

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<b>Approvals:</b>	
Dept. Head: <i>Mylan Redfern</i>	Date: <i>10/6/09</i>
College/Division Exec. Comm.: <i>Lonnie Richard</i>	Date: <i>10/15/09</i>
Dean/Director: <i>Lonnie Richard</i>	Date: <i>10/15/09</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009



# 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:**  
146

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

**Degree & Program Name:**  
(e.g., BFA, Art): BS, CS

**Present Requirements:**

Additional 3000-level or 4000-level courses in CS ..... 3 hours  
Additional 4000-level courses in CS ..... 3 hours

**Proposed Requirements (Underline changes after printing this form:**

Additional 3000-level or 4000-level courses in CS  
except CS 4800..... 3 hours  
Additional 4000-level courses in CS except CS 4800 ..... 3 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: The change is needed for a newly added CS internship course (CS 4800). The internship course will not count toward Courses Required for the Major.

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Plan for assessing the effectiveness of the proposed change: Not applicable.

**Approvals:**

Department Head: *Mylan Ledfern* Date: *10/5/09*

College/Division Exec. Committee: *Lonnie Richards* Date: *10/15/09*

Dean(s)/Director(s): *Lonnie Richards* Date: *10/15/09*

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 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:**  
147

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

**Degree & Program Name:**  
(e.g., BFA, Art): BS, CIS

**Present Requirements:**

Two of any 3000-level or 4000-level course not required above (excluding CS 3000 and CS 3001) ..... 6 hours  
One of any CS 4000-level course not required above ..... 3 hours

**Proposed Requirements (Underline changes after printing this form:**

Two of any 3000-level or 4000-level course not required above (excluding CS 3000, CS 3001 and CS 4800) ..... 6 hours  
One of any CS 4000-level course not required above (excluding CS 4800) ..... 3 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: The change is needed for a newly added CS internship course (CS 4800). The internship course will not count toward Courses Required for the Major.

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Plan for assessing the effectiveness of the proposed change: Not applicable.

**Approvals:**

Department Head:

*Mylan Redfern*

Date:

*10/5/09*

College/Division Exec. Committee:

*Lorrie Richards*

Date:

*10/15/09*

Dean(s)/Director(s):

*Lorrie Richards*

Date:

*10/15/09*

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 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:**  
150

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

**Degree & Program Name:**  
(e.g., BFA, Art): minor, CS

**Present Requirements:**

The Minor in Computer Science may be earned by completing the following courses with grades of "C" or better. CS 1301 (Principles of Computer Programming I), CS 1302 (Principles of Computer Programming II), CS 3101 (Computer Organization), CS 3410 (Data Structures), plus three additional credits of Computer Science at the 3000-level or above

**Proposed Requirements (Underline changes after printing this form:**

The Minor in Computer Science may be earned by completing the following courses with grades of "C" or better. CS 1301 (Principles of Computer Programming I), CS 1302 (Principles of Computer Programming II), CS 3101 (Computer Organization), CS 3410 (Data Structures), plus three additional credits of Computer Science at the 3000-level or above (excluding CS 4800).

**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: The change is needed for a newly added CS internship course (CS 4800). The internship course will not count toward Courses Required for the Minor.

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Plan for assessing the effectiveness of the proposed change: Not applicable.

**Approvals:**

Department Head: *Mylan Redfern* Date: *10/5/09*

College/Division Exec. Committee: *Connie Richard* Date: *10/15/09*

Dean(s)/Director(s): *Connie Richard* Date: *10/15/09*

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 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:**  
215

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

**Degree & Program Name:**  
(e.g., BFA, Art): BSED

**Present Requirements:**  
 SPEC 3000 Serving Student w/ Diverse Needs...3  
**Professional Semester 1**  
 MATH 3161.....3  
 PSYC 3120.....3  
 ECED 3000.....3  
 ECED 3400.....3  
 READ 3200.....3  
 ECED 3190.....1  
**Professional Semester 2**  
 ISCI 3000.....3  
 MATH 3162.....3  
 KSPE 3330.....3  
 ECED 3300.....3  
 READ 3500.....3  
 ECED 3690.....1  
**Professional Semester 3**  
 MATH 4161.....3  
 READ 4100.....3  
 ECED 4300.....3  
 ECED 4400.....3  
 READ 4200.....3  
 ECED 4690.....1  
**Professional Semester 4**  
 ECED.....12  
**Total hours for the Senior Curriculum.....63**  
**Total hours required for the degree.....129**

**Proposed Requirements (Underline changes after printing this form):**  
**Professional Semester 1**  
 ECED 3190.....2  
 ECSE 3010.....3  
 ECSE 3210.....3  
 LITR 3110.....3  
 MATH 3161.....3  
 SPEC 3000.....3  
**Professional Semester 2**  
 ECED 3300.....3  
 ECED 3690.....2  
 ECSE 3020.....3  
 LITR 3120.....3  
 LITR 3130.....3  
 MATH 3162.....3  
**Professional Semester 3**  
 ECED 4400.....3  
 ECED 4500.....3  
 ECED 4690.....2  
 ECSE 4010.....3  
 LITR 4120.....3  
 MATH 4161.....3  
**Professional Semester 4**  
 ECED 4790.....9  
 ECSE 4420.....3  
**Total hours for the senior curriculum.....63**  
**Total hours required for the degree.....129**

**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: Decisions for course revisions were based on program and unit assessment data (e.g., ESPI and GSPI results regarding classroom management, GSPI results regarding IEP development, TWS results regarding developing and interpreting assessments).  
 Adopting current best practice(s) in field: Several of the new courses developed for the Early Childhood program and the Early Childhood Special Education General Curriculum program are based on

current best practices in schools, such as the addition of course objectives and activities to address Response to Intervention (RTI). Furthermore, a team of school and parent partners were directly involved in the development and approval of these revised courses to ensure we included current best practices in the field.

Meeting mandates of state/federal/outside accrediting agencies: Some of these changes are a direct result of the revisions made to Area F (ISCI 2001, ISCI 2002, EDUC 2130) as a mandate from the Board of Regents. Some of the content that was previous taught in the senior curriculum is now being offered in Area F; therefore, we revised existing courses and added methods courses in place of the content courses that are now being offered in Area F. All of the program assessments that were previously approved by NCATE, PSC, and ACEI will remain.

Other: The prefix for the early childhood and special education courses has been changed from SEEC to ECSE, and the prefix for the reading methods courses has been changed from READ to LITR to denote courses available in the new programs. The ECSE and LITR courses have already been approved for the new 4-year BSED program in Early Childhood Special Education General Curriculum. These two programs have shared courses since the adoption of the Early Childhood Special Education General Curriculum program. Therefore, the revisions to the Early Childhood program reflect the courses that will continue to offered in both programs. Offering courses in both programs gives the teacher candidates in the different programs opportunities to collaborate, and it also allows the department to utilize resources to its full advantage.

Transition Plan: Candidates who have already begun taking courses in the major prior to Fall 2010 will continue with the old program of study. The only exception to this will be candidates enrolled in the second professional semester during Fall 2010. These candidates will have already taken ISCI 2001 and ISCI 2002; therefore, they will be advised to take ECED 4500 in place of ISCI 3000. Candidates who begin their first professional semester in Fall 2010 or after will follow the new program of study.

**Plan for assessing the effectiveness of the proposed change:** Program assessments already approved by NCATE, PSC, and ACEI will be used.  
Course Evaluations

**Approvals:**

Department Head: <i>Lynn C. Muma</i>	Date: <i>10-30-09</i>
College/Division Exec. Committee: <i>Jocia M. Bigger</i>	Date: <i>11-2-09</i>
Dean(s)/Director(s): <i>Jocia M. Bigger</i>	Date: <i>11-2-09</i>
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 REVISED COURSE

Valdosta State University

**Date of Submission:** 09/24/2009 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Lynn C. Minor

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ECED 3190

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

**Current:**

Course Prefix and Number:

Credit Hours: 1

Course Title: Practicum I: Classroom Management and Environmental Design PreK-K

Prerequisites: ECED 2999

Co-requisites:

Course Description: Supervised classroom experience in selected pre-kindergarten and kindergarten classrooms. Students work under the supervision of mentor teachers and university supervisors. Emphasis will be on principles of classroom management and the arranged environment.

**Requested:**

Course Prefix and Number:

Credit Hours: 2

Course Title: Early Childhood Practicum and Seminar: PreK-K

Prerequisites: ECED 2999, 2.5 GPA

Co-requisites:

Course Description: Graded "Satisfactory" or "Unsatisfactory". Supervised classroom experiences in pre-kindergarten and kindergarten classrooms. Teacher candidates work under the supervision of mentor teachers and university supervisors for a minimum of 100 hours. Teacher candidates will also participate in debriefing seminars focused on the implementation of developmentally appropriate content areas/strands, appropriate teaching formats and strategies, and professional behavior. Teacher candidates will be observed implementing appropriate teaching and management strategies for all students in their pre-kindergarten or kindergarten classroom.

**Semester/Year to be Effective:**  
Fall/2010

**Estimated Frequency of Course Offering:**  
Fall/Spring

**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: Decisions for course revisions were based on program and unit assessment data (e.g., ESPI and GSPI results regarding classroom management, GSPI results regarding IEP development, TWS results regarding developing and interpreting assessments).

Adopting current best practice(s) in field: A team of school and parent partners were directly involved in the development and approval of these revised courses to ensure we included current best practices in the field.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Changing the practicum from one hour to two hours will allow time to provide additional content-specific seminars on strategies and practices appropriate for each developmental level for the students with whom the teacher candidates will be working. These content-specific seminars will be scheduled in addition to the 100 hours the students are required to observe and teach in the schools. Additionally, the faculty contact hours are more accurately reflected by the 2 hour credit.

**Plans for assessing the effectiveness of the course:**

Course Evaluations

Program Assessments approved by NCATE, PSC, and ACEI

<b>Approvals:</b>	
Dept. Head: <i>Lynn C. Mini</i>	Date: 10-30-09
College/Division Exec. Comm.: <i>Julia M. Giffey</i>	Date: 11-2-09
Dean/Director: <i>Julia M. Giffey</i>	Date: 11-2-09
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

ECED 3190  
**Early Childhood Practicum and Seminar: PreK-K**  
2 SEMESTER HOURS

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**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 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**

Evertson, C., Emmer, E. T., & Worsham, M. E. (2009). *Classroom management for elementary teachers*. Boston: Allyn and Bacon.

LiveText Inc. (2004). *College LiveText edu solutions*. La Grange, IL: United Learning Inc.

*Practica handbook: Early childhood and special education*. Valdosta, GA: Valdosta State University.

## **COURSE DESCRIPTION**

**Prerequisite: Appropriate 2999 course, 2.5 GPA. Graded “Satisfactory” or “Unsatisfactory”.** Supervised classroom experiences in pre-kindergarten and kindergarten classrooms. Teacher candidates work under the supervision of mentor teachers and university supervisors for a minimum of 100 hours. Teacher candidates will also participate in debriefing seminars focused on the implementation of developmentally appropriate content areas/strands, appropriate teaching formats and strategies, and professional behavior. Teacher candidates will be observed implementing appropriate teaching and management strategies for all students in their pre-kindergarten or kindergarten classroom.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) that is 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.

## **GENERAL EDUCATION OUTCOMES (GEO)**

2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.

7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

### **COURSE OBJECTIVES (CO):**

The teacher candidate will:

1. Observe and reflectively analyze the instruction of early childhood education teachers and the behavior of early childhood pupils in assigned pre-k-k classrooms in regard to developmentally appropriate practice. (CFS II, V, VI; GEO 2, 3, 4, 7)
2. Demonstrate skill in planning for appropriate pupil learning by developing individual and integrated lesson plans using state (Georgia Performance Standards) and local (textbook, curriculum guides) curriculum resources. (CFS I, IV, V; GEO 2, 3, 4, 7)
3. Demonstrate skill in implementing plans. (CFS I, II, III, IV, V; GEO 2, 3, 4, 7))
4. Demonstrate teaching competence with various pupil compositions – individual, small groups, and whole class. (CFS I, II, III, IV, V; GEO 2, 3, 4, 7)
5. Examine research-based strategies for PreK-K (e.g., identifying similarities and differences, practices, setting objectives, providing feedback, cues, questions, and advance organizers) through participation in content-specific seminars. (CFS I, IV, V, VI; GEO 3, 4, 7)

### **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

1. Time Sheet documentation, demonstrating a minimum of 100 hours in the classroom
2. Teaching observed and assessed using the COE Observation Instrument by University Supervisor, Mentor Teacher, Peer, and Self (CO 2, 3, 4)
3. Reflective Journal Entries (as assigned by the University Supervisor) (CO 1, 2, 3, 4)
4. Final Evaluation of the Practicum Student by the Mentor Teacher (CO 1, 2, 3, 4)
5. Letter of Appreciation (CO 1)
6. Dispositions and Participation Evaluations (by University Supervisor, Mentor Teacher, and Self) (CO 1)
7. LiveText ECED Initial Program Portfolio entries (CO 1, 2, 3, 4)
8. Manuscript and Cursive handwriting course lessons (as assigned) (CO 1)
9. Seminar attendance and active participation (Seminar topics to include Academic Advising, the Arts, Health, LiveText, Physical Education, Professional Ethics, Professional Expectations, Safety, Technology Integration, etc.) (CO 5)

## **COURSE EVALUATION**

### **Final Grading Scale**

Satisfactory completion of all assigned activities will be required in order to receive a grade of Satisfactory (S). Failure to fulfill hours or participation requirements in a satisfactory manner will result in an Unsatisfactory (U) grade.

## **ATTENDANCE POLICY**

### **Field Experience**

Practicum students must be in the school each day for the hours scheduled. Practicum students who arrive late, leave early, or are absent without prior notification are subject to removal from the school setting. Practicum students will document attendance on a time sheet that will be verified and signed by the mentor teacher and submitted to the university supervisor at the conclusion of the field experience. There should be no absences during the field experience. If absences are necessary due to emergencies or illness, both the school/mentor teacher and the university supervisor must be notified at the earliest possible time. The practicum student should schedule appointments or other business so as not to interfere with regularly scheduled practicum hours.

### **Content and Methods Seminars**

The debriefing seminars will follow the accepted VSU policy for attendance. "The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination....A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (Valdosta State University Undergraduate Catalog)

## **PROFESSIONALISM**

As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators which can be found on the following URL <http://www.gapsc.com/Ethics/NEthics.asp>. Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education Concern Form process.

## **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 because of a documented disability must contact the Access Office for Students with Disabilities located in Farber Hall. The phone numbers are (229) 245-2498 (V/VP) and (229) 219-1348 (TTY).

**INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

## REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 09/24/2009 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Lynn C. Minor

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ECSE 3010

**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: Prerequisite: Appropriate 2999 course. Introduction to evidence-based practices and theories of learning and development that underlie the teaching and learning processes related to assessment, planning, and instruction across multiple grade levels, with a focus on pre-kindergarten and kindergarten levels and the curricular disciplines. A field experience, as prescribed by the instructor, is required for this course.

**Requested:**

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Prerequisite: Appropriate 2999 course. Introduction to evidence-based practices and theories of learning and development that underlie the teaching and learning processes related to assessment, planning, and instruction across multiple grade levels, with a focus on pre-kindergarten and kindergarten levels and the curricular disciplines. ECSE 3390, ECED 3190, or a practicum placement approved at the program level, is required as a corequisite of this course.

**Semester/Year to be Effective:**  
Fall/2010

**Estimated Frequency of Course Offering:**  
Fall/Spring

**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: Changing the last statement in the course description more clearly states the

practicum requirement for this course.

**Plans for assessing the effectiveness of the course:**

Course Evaluations

Program Assessments approved by NCATE, PSC, and ACEI

Approvals:	
Dept. Head: <i>Lynne C. Minni</i>	Date: <i>10-30-09</i>
College/Division Exec. Comm.: <i>Julia M. Beffer</i>	Date: <i>11-2-09</i>
Dean/Director: <i>Julia M. Beffer</i>	Date: <i>11-2-09</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

**ECSE 3010**  
**Introduction to Integrated Assessment, Planning & Instruction**  
**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 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**

Copple, C., & Bredekamp, S. (editors) (2009). *Developmentally appropriate practice in early childhood programs (3<sup>rd</sup> ed.)*. Washington, DC: National Association for the Education of Young Children.

Wiggins, G. P. & McTighe, J. (2005) *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G. P. & McTighe, J. (2005) *Understanding by design: Professional development workbook*. Alexandria, VA: Association for Supervision and Curriculum Development.

## **COURSE DESCRIPTION**

**Prerequisite: Appropriate 2999 course.** Introduction to evidence-based practices and theories of learning and development that underlie the teaching and learning processes related to assessment, planning, and instruction across multiple grade levels, with a focus on pre-kindergarten and kindergarten levels and the curricular disciplines. ECSE 3390, ECED 3190, or a practicum placement approved at the program level, is required as a corequisite of this course.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) that is 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.

## **GENERAL EDUCATION OUTCOMES (GEO)**

2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

## **COURSE OBJECTIVES (CO):**

The teacher candidates will demonstrate the following objectives within and across the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology with a focus on pre-kindergarten and kindergarten levels:

1. Identify the components of the Understanding by Design process for planning. (CFS I, IV, V; GEO 4, 7)
2. Demonstrate skills in direct instruction, developing centers, and providing appropriate positive and corrective feedback for responses for students in pre-kindergarten and kindergarten settings. (CFS I, II, III, IV, V; GEO 2, 3, 4, 7)
3. Identify a variety of developmentally and age appropriate assessments used to determine students' individual needs within and across the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology with a focus on pre-kindergarten and kindergarten levels. (CFS II, III, IV, V; GEO 2, 4, 7)
4. Demonstrate the use of developmentally and age appropriate assessment results to plan and evaluate teaching. (CFS II, III, IV, V; GEO 2, 4, 7)
5. Collect and review student performance data to evaluate overall instructional effectiveness as well as individual student progress across the content areas including the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education. (CFS I, II, III, IV, V; GEO 2, 3, 4, 7)
6. Use models of lesson plans and instructional activities in their lesson planning to teach across different group arrangements and content areas including the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education and technology in practicum classrooms. (CFS I, II, III, IV, V; GEO 2, 4, 7)
7. Develop problem solving, critical thinking, and reflective skills necessary for effective teaching and student learning. (CFS II, III, IV, V; GEO 2, 4, 7)
8. Identify strategies used to differentiate instruction to meet the needs of diverse learners, such as multi-level instruction. (CFS I, II, III, IV, V; GEO 2, 3, 4, 7)
9. Identify and explore the use of the technology in assessment, planning, and instruction in our global and digital society. (CFS V; GEO 2, 3, 4, 7)

### **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

*Variety of Guided Practice Activities: Activities will include: interpreting assessment, problem-solving, lesson planning, and instruction. (CO 1, 2, 3, 4, 5, 6, 7)*



1. **Assessment Activity:** This group activity will include case studies that provide information and examples for candidates to interpret student assessment data and use the data to problem-solve appropriate instructional strategies in the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology. (CO 1, 2, 3, 4, 5, 7)
2. **Planning for Technology Integration:** Candidates will use a technology survey to gather data from the practicum school mentor teacher, special education teacher, media specialist, etc. This survey should include technology/digital tools (i.e., computers, SMARTboards, assistive technology, cameras, etc.) and digital resources (i.e., software, programs to assist students with special needs). The information from the technology survey will assist in lesson and instructional planning. (CO 1, 3, 4, 6, 7)
3. **Lesson Planning Activity:** Independent small group activity that will address different content areas, integrating across the content areas, planning for assistive technology, and incorporating the arts, health, and physical activity. Each group will be assigned one or more content area in the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies. The lesson plans will be shared across groups. This lesson plan activity will include the following areas of the ECSE lesson plan format: General Information, Title of Lesson, Primary Learning Outcome(s), Related Georgia Performance Standard(s) (K-12) or Bright from the Start Standards (Pre-K), Materials and Equipment, Technology Connection, Procedures (Teaching), Assessing the Primary Learning Outcome(s), Plan for Early Finishers, Accommodation, and Contextual Factors for Block I. (CO 1, 2, 3, 4, 6, 7)
4. **Instruction Activity:** This is an independent practice activity of micro-teaching that will demonstrate basic skill knowledge of the development of centers that will include direct instruction, problem solving, and critical thinking, and candidates will also demonstrate appropriate positive and corrective feedback for students' responses. (CO 1, 2, 3, 4, 5, 6, 7)
5. **Final Assessment, Planning, and Instruction Activity:** This independent final activity will focus on analyzing and synthesizing assessment information, planning a portion of a lesson, and determining an appropriate instructional strategy based on information provided in a case study. This assignment could be completed within the context of case studies. (CO 1, 2, 3, 4, 5, 6, 7)

## **COURSE EVALUATION**

Each of the assignments listed below corresponds to the same number assignment and course objectives listed in the Activities/Assignments/Requirements section. Point values for all assessments are listed below.

<u>Assignment</u>	<u>Point Value</u>
1. Assessment Activity	100
2. Planning for Technology Integration Activity	100
3. Lesson Planning Activity	200
5. Instruction Activity	250
6. Final (Assessment, Planning & Instruction) Activity	<u>350</u>
Total Possible Points	1000

### **GRADES**

A = 90-100% of total points possible for course

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

### **ATTENDANCE POLICY**

You are expected to attend all class meetings. As per VSU policy for attendance. "The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination....A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (Valdosta State University Undergraduate Catalog)

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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**

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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**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

## REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 09/24/2009 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Lynn C. Minor

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ECSE 3210

**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: 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 classrooms. In addition to the general classroom management principles, course content will include basic behavior management principles and developmentally appropriate strategies for pre-kindergarten and kindergarten students. A field experience, as prescribed by the instructor, is required for this course.

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Prerequisites:  
Co-requisites:  
Course Description: 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 classrooms. In addition to the general classroom management principles, course content will include basic behavior management principles and developmentally appropriate strategies for pre-kindergarten and kindergarten students. ECSE 3390, ECED 3190, or a practicum approved at the program level, is required as a corequisite of this course.

**Semester/Year to be Effective:**  
Fall/2010

**Estimated Frequency of Course Offering:**  
Fall/Spring

**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: Changing the last statement in the course description more clearly states the practicum requirement for this course.

**Plans for assessing the effectiveness of the course:**

Course Evaluations

Program Assessments approved by NCATE, PSC, and ACEI

<b>Approvals:</b>	
Dept. Head: <i>Lynn C. Myron</i>	Date: <i>10-30-09</i>
College/Division Exec. Comm.: <i>Julia M. Ruffee</i>	Date: <i>11-2-09</i>
Dean/Director: <i>Julia M. Ruffee</i>	Date: <i>11-2-09</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

**ECSE 3210**  
**Introduction to the Management of Learning Environments**  
**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 TEXTBOOKS**

Evertson, C., & Emmer, E.T. (2009). *Classroom management for elementary teachers*. (8<sup>th</sup> ed.) Boston: Allyn Bacon

Copple, C. & Bredekamp, S. (2009). *Developmentally appropriate practice in early childhood programs*. Washington, DC: NAEYC.

Selected Readings and Assignments from the following:

The Online Academy at The University of Kansas Center for Research on Learning.  
<http://www.onlineacademy.org/> Specific topics to include:

- Creating positive lifestyles.
- Foundations of positive behavioral support.
- Redesigning environmental systems.

IRIS Center Special Education Resources for Inclusion, Scientifically-Validated and Evidenced-Based Instructional Strategies at Vanderbilt University. <http://iris.peabody.vanderbilt.edu/>  
Specific topics to include:

- Accommodations to the Physical Environment: Setting up a Classroom for Students with Visual Disabilities.
- Norms and expectations.
- Effective room arrangement.
- Encouraging appropriate behavior.

Georgia Department of Education. Special Education Services and Supports.  
[http://www.doe.k12.ga.us/ci\\_exceptional.aspx](http://www.doe.k12.ga.us/ci_exceptional.aspx) Topics to include:

- Discipline
- Due Process
- Procedural safeguards

## **COURSE DESCRIPTION**

**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 classrooms. In addition to the general classroom management principles, course content will include basic behavior management principles and developmentally appropriate strategies for pre-kindergarten and kindergarten students. ECSE 3390, ECED 3190, or a practicum approved at the program level, is required as a corequisite of this course.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

- 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.

### **GENERAL EDUCATION OUTCOMES (GEO)**

2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

### **COURSE OBJECTIVES (CO):**

The teacher candidates will:

1. Identify the environmental considerations, including classroom organization for visibility, distractibility, and accessibility; and appropriate assistive technology for the facilitation of development and learning in prekindergarten and kindergarten students. (CFS II, III, V; GEO 3, 4, 7)
2. Compare and contrast different teaching formats including teacher-led whole group, small group, and center-based; and hierarchy of interventions (e.g., eye contact, proximity, redirection) that result in development and learning in prekindergarten and kindergarten students. (CFS II, III, V; GEO 3, 4, 7)
3. Describe the use of developmentally appropriate practice (individually, age, and culturally appropriate) for designing and managing learning environments for prekindergarten and kindergarten students. (CFS II, III, IV, V; GEO 1, 2, 4, 7, 8)
4. Collect and use teacher candidate performance, student behavior, and student learning data to plan and manage an effective learning environment for prekindergarten and kindergarten students. (CFS II, III, IV, V, VI; GEO 4, 7, 8)
5. Examine legal and PSC ethical foundations, including procedural safeguards, due process, and discipline, of planning and managing an effective learning environment for prekindergarten and kindergarten students. (CFS I, II, III, IV, V, VI; GEO 1, 2, 3, 4, 7, 8)

6. Plan for differentiating instruction and modifying the classroom environment (e.g., High vs. Low classroom structure, Physical Arrangement, etc.) for students with diverse developmental and learning needs. (CFS I, II, III, IV, V, VI; GEO 2, 3, 4, 7, 8)
7. Examine components of Positive Behavior Supports (PBS; Creating Positive Lifestyles, Foundations of Positive Behavioral Support, and Redesigning Environmental Systems) that address individual student behaviors. (CFS II, III, IV, V; GEO 2, 4, 7, 8)

### **COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS**

1. Classroom Environment Photostory: Teacher candidates will develop a photostory (pictures with written and verbal narrative) that illustrates the issues discussed in Evertson Chapters 1 and 2, particularly visibility, distractibility, and accessibility. Discuss these issues as you show the areas of the room which are related to your comments. For example, you may show a picture of the waste basket which is close to the students and accessible to all as you talk about how accessible it is, but it is also distracting to the students who are sitting next to it. (CO 1, 2, 3)
2. Data Collection Assignments: Collection of data related to social and academic behaviors of students (for example, task completion, latency to response, and student engagement) and teaching behaviors (for example, frequency and latency of teacher feedback, group alerting, or formative assessment ) based on videos provided by the instructor. Teacher candidates will identify appropriate methods to collect and analyze student and teacher behaviors related to facilitating a safe learning environment. Teacher candidates will identify management strategies which positively impact these behaviors. (CO 1, 2, 3, 5)
3. Complete a classroom management reflection that focuses on teacher transitions, whole group instruction, and independent practice related to their practicum experiences. (CO 1, 2, 3, 4, 5, 6)
4. Complete as group project: Classroom Management Checklist that addresses all areas of classroom management to be addressed in planning a lesson. (CO 1, 2, 3, 4, 7, 8) (Checklist is Part 1 of Classroom Management Program Evaluation)
5. Group project/presentation: Using the Georgia standards for prekindergarten and kindergarten curricula and case studies of inclusive classrooms, small groups will develop and present to the class a DAP activity. The activity will identify an appropriate teaching format, behavior management expectations and strategies, positive learning and social outcomes, universal design components, understanding by design, and accommodations related to case study information on children with special needs/IEPs. Each group will be responsible for targeting a specific content area and indicating how the management of the activity would lead to meeting appropriate standards across the content areas (CO 1, 2, 3, 5, 7)
6. Introductory Positive Behavioral Support online modules: Complete Modules 1, 6, & 7 assignments. (CO 2, 6, 8). After reading online materials related to positive lifestyles, foundations of Positive Behavioral Support, and environmental systems, the teacher candidates will complete multiple choice quizzes for each module. Teacher candidates will prepare one discussion question to facilitate discussion in class. (CO 6, 7, 8)

7. Website: Create a website for teachers on discipline, including information on legal requirements, Georgia Professional Standards Commission Code of Ethics, philosophy and standards of professional organizations in special education and early childhood, management strategies, Positive Behavioral Support, and resources. (CO 1, 4, 6)

8. Quizzes: Five multiple choice / short answer tests and quizzes (CO 1, 2, 3, 4, 5, 6, 8)

### **COURSE EVALUATION**

Assignment	Points
1. Classroom Environment Photostory	100
2. Data collection assignment	125
3. Classroom Reflection	100
4. Classroom Management Checklist	125
5. DAP Activity Presentation	200
6. On-line Modules	100
7. Website	200
8. Quizzes – 5 x 10pts	50
Total Points	1000

#### Grade Scale:

A = 90-100% of total points possible for course

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

### **ATTENDANCE POLICY**

Students are expected to arrive promptly for every class and to call or email me in the case of an emergency. Come to class prepared to contribute to discussions, ask appropriate questions, and participate in class activities. Roll is taken at the beginning of each class. Please see me if you come in tardy to ensure that I indicate your attendance in my records. If it is necessary for you to miss a class, you should arrange for a classmate to take notes and pick up handouts for you. You are responsible for the content of classes that are missed. Missing class or part of a class will affect your grade. Incompletes will only be given under special circumstances. See me as soon as possible if you think we need to discuss this. "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (*VSU Undergraduate Catalog*)

### **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 the *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**

Name:

Office address: Dewar College of Education

Office phone: 333-5929 (dept. office); (instructor's office)

E-mail address:

Office hours:

Website:

## REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 09/24/2009 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Lynn C. Minor

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
LITR 3110

**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: Prerequisite: Appropriate 2999 course. Introduction to children's emergent literacy, including reading and writing development. Through a developmental approach, this course is an investigation of instructional methods that foster young children's phonological awareness, phonemic awareness, concepts about print, oral language development, listening and speaking development, and developmental writing. Teacher candidates are expected to plan and implement learned skills and knowledge in the field. A field experience, as prescribed by the instructor, is required for this course.

**Requested:**

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: Prerequisite: Appropriate 2999 course. Introduction to children's emergent literacy, including reading and writing development. Through a developmental approach, this course is an investigation of instructional methods that foster young children's phonological awareness, phonemic awareness, concepts about print, oral language development, listening and speaking development, and developmental writing. Teacher candidates are expected to plan and implement learned skills and knowledge in the field. ECSE 3390, ECED 3190, or a practicum approved at the program level, is required as a corequisite of this course.

**Semester/Year to be Effective:**  
Fall/2010

**Estimated Frequency of Course Offering:**  
Fall/Spring

**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: Changing the last statement in the course description more clearly states the practicum requirement for this course.

**Plans for assessing the effectiveness of the course:**

Course Evaluations

Program Assessments approved by NCATE, PSC, and ACEI

<b>Approvals:</b>	
Dept. Head: <i>Lynn C. Minor</i>	Date: 10-30-09
College/Division Exec. Comm.: <i>Julia M. Beffer</i>	Date: 11-2-09
Dean/Director: <i>Julia M. Beffer</i>	Date: 11-2-09
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009



**LITR 3110**  
**Emergent Literacy**  
**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 TEXTBOOKS**

Textbook under consideration:

Chrisie, J. F., Enz, B. J., & Vukelich, C. (2007). *Teaching language and literacy: Preschool through the elementary grades* (3<sup>rd</sup> ed). Boston: Pearson.

LiveText Inc. (2007). College LiveText edu solutions. La Grange, IL: United Learning Inc.

Self-selected picture books representing various genres

Additional readings may be provided by the instructor throughout the semester.

## **COURSE DESCRIPTION**

**Prerequisite: Appropriate 2999 course.** Introduction to children's emergent literacy, including reading and writing development. Through a developmental approach, this course is an investigation of instructional methods that foster young children's phonological awareness, phonemic awareness, concepts about print, oral language development, listening and speaking development, and developmental writing. Teacher candidates are expected to plan and implement learned skills and knowledge in the field. ECSE 3390, ECED 3190, or a practicum approved at the program level, is required as a corequisite of this course.

## **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.
- 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.
- VII. **INDIVIDUALIZED INSTRUCTION:** Teachers plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

## **GENERAL EDUCATION OUTCOMES (GEO)**

2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

## **COURSE OBJECTIVES (CO)**

The teacher candidates will:

1. Compose a detailed analysis of personal background experiences and development in literacy as well as their perspectives, practices, and attitudes towards literacy and their importance. (CFS I, II, V, VII; GEO 4)
2. Identify stages of the reading and writing processes and factors that affect children's learning of reading and writing, such as language, intelligence, culture, and emotion. (CFS I, II; GEO 2)
3. Demonstrate an understanding of the role of children's response to literature in the teaching of reading from the perspectives of child development and schema theory. (CFS I,I; GEO 2, 4, 7)
4. Identify the works of major authors and illustrators of children's literature and identify children's book awards. (CFS I,III; GEO 3, 4, 7)
5. Read a wide variety of children's books and identify classroom applications. (CFS I,II, III; GEO 4, 7)
6. Demonstrate effective read-aloud procedures and explain the importance of including read-alouds in the PK-5 curriculum. (CFS I,II,III,V, VI, VII; GEO 4)
7. Develop a literacy instructional toolkit and learning centers related to standards for instruction in a Pre-K/K classroom setting. (CFS I, II,III, V, VII; GEO 2, 3, 4)
8. Develop and implement strategies for the teaching of reading that incorporate children's literature with diverse student populations. (CFS I, II,III,V, VI, VII; GEO 2, 4)
9. Utilize print and online resources to write and teach lesson plans that use children's literature to develop concepts including phonemic awareness/phonics and developmental writing. (CFS I, II, III, V, VI, VII; GEO 3, 4)

### **COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS**

1. Story of Literacy: For your Stories of Literacy assignment you need to prepare a 2-3 page, typed (double-spaced and proofread) paper that describes who you are as a reader. The goal of this activity is to help you, your classmates, and the instructor learn more about what literacy means to you. This exercise should help you think through your perceptions about literacy and assumptions about reading. Suggested topics include: early literacy memories; memories of favorite books from early and middle childhood, young adulthood, and adulthood; what you know about your literary preferences and practices; what you believe about reading and literacy; and the meaning of books in your life. Be sure to write a paper that tells a *cohesive story* about your literacy history. (CO 1)
2. Reading Bibliography/***Electronic Portfolio***

You need to familiarize yourself with the children's section of the local library and make friends with your librarian! As a part of your electronic portfolio you will use LiveText to submit a children's literature bibliography. These books will coincide with the different genre that we will study throughout the semester. Entries for each book should include: book picture and book title, the author/illustrator and copyright date (2005-2010), genre and reading/interest level, GPS/QCC standards for classroom use, book description, integrated ideas using literature and fine arts, finally rate the book (Excellent, Good, Poor). Include only those books that you read this semester and that you have not read before (*excluding your favorite childhood books*). You must have a minimum of 50 books in the specific genre categories assigned. The reading bibliography will be submitted on LiveText in your electronic portfolio at the end of the semester. (CO 3,4,5, 8)

3. Literacy Instructional Toolkit: Teacher candidates will develop an instructional toolkit that may be used as a resource for developing literature-based lessons. This toolkit will include: three books for each of seven literacy concepts (phonological awareness, phonemic awareness, concepts about print, phonics, oral language development, listening and speaking development, and developmental writing). Teacher candidates will correlate each text with standards in the development of activities that can be used to teach multiple concepts in literacy before, during, and after reading (i.e. children's responses to literature) in relation to schema theory. Teacher candidates will also develop a learning center for each of the seven literacy concepts. (CO 2, 3, 5, 7, 9)
4. Lesson Plans/*Electronic Portfolio*: Teach two lessons (at least one from the instructional toolkit) in your practicum classroom that incorporate: 1) phonemic awareness/phonics with children's literature, and 2) developmental writing with children's literature. Develop lesson plans following the ECSE format. You may write an original lesson plan or use resource books and/or online resources to help you complete this assignment. If you find a lesson plan/idea in a book or on the web, you are expected to modify it and type it in the format required; you must cite bibliographic information, including web addresses, and turn in a copy of the resource you used along with your plan. Lessons must be approved by your mentor teacher before they are taught. (CO 2, 5, 8, 9)
5. Author Study: From a list provided in class, choose one author to investigate extensively. You will read at least 5 books by that author chosen and bring copies of the books to include in your presentation. Create a brochure that highlights the author. The presentation will include a brief overview of information about the author and the reading aloud of one book or a chapter of a book if it is a chapter book. On Author Day bring brochures & books to share. Include in your brochure: A photo/facsimile of the author, titles of books written and/or illustrated by the author, awards/honors, professional/biographical information. (Have enough copies for everyone in class.) (CO 4, 5, 6)
6. Exams: Successfully complete three examinations (one of which will be comprehensive) to demonstrate knowledge of course content. Exams will include material from class sessions, assigned readings, and handouts. (CO 2, 3, 4, 5, 6):

### **COURSE EVALUATION**

<u>Assignment</u>	<u>Points</u>
1. Story of Literacy	10 points
2. Reading Bibliography	100 points
3. Literacy Instructional Toolkit	100 points
4. Lesson Plans (2@50)	100 points
5. Author Study	50 points
6. Test #1	25 points
7. Test #2	25 points
8. Test #3	50 points
Total	460 points

### **GRADES**

- A = 90-100% of total points possible for course
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

### **ATTENDANCE POLICY**

Students are expected to arrive promptly for every class and to call or email in the case of an emergency. Come to class prepared to contribute to discussions, ask appropriate questions, and participate in class activities. Roll is taken at the beginning of each class. Please see me if you come in tardy to ensure that I indicate your attendance in my records. If it is necessary for you to miss a class, you should arrange for a classmate to take notes and pick up handouts for you. You are responsible for the content of classes that are missed. Missing class or part of a class will affect your grade. Incompletes will only be given under special circumstances. See me as soon as possible if you think we need to discuss this. "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (*VSU Undergraduate Catalog*)

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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**

Name:

Office address:

Office phone:

E-mail address:

Office hours:

Website:

# REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 09/24/2009 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Lynn C. Minor

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ECED 3300

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

**Current:**  
Course Prefix and Number:  
Credit Hours:  
Course Title: Teaching Mathematics and Science to Young Children  
Prerequisites: ECED 2999  
Co-requisites:  
Course Description: Recent developments in curriculum and methods of instruction of contemporary school mathematics and science programs in grades P-5. Students will become acquainted with manipulatives, technology, and other resources essential to prospective teachers of young children.

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title: Mathematics and Technology in Early Childhood  
Prerequisites: Appropriate 2999 course  
Co-requisites:  
Course Description: This is a check-point course, and check-point requirements must be met. Recent developments in curriculum and methods of instruction of contemporary school mathematics in grades P-5. Students will become acquainted with manipulative materials, technology, and other resources essential to prospective teachers of young children. ECED 3690, or a practicum approved at the program level, is required as a co-requisite for this course.

**Semester/Year to be Effective:**  
Spring/2010

**Estimated Frequency of Course Offering:**  
Fall/Spring

**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: In the existing program, math and science methods are taught in one course. This does not allow sufficient time to teach all the evidenced-based strategies for teaching math and science. Furthermore, we previously offered one technology methods course. By integrating technology into each of the content methods courses, candidates will have more opportunities throughout the program to learn about and apply the appropriate



technology in their teaching.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Some of these changes are a direct result of the revisions made to Area F (ISCI 2001, ISCI 2002, EDUC 2130) as a mandate from the Board of Regents. Some of the content that was previous taught in the senior curriculum is now being offered in Area F; therefore, we revised existing courses and added methods courses in place of the content courses that are now being offered in Area F. All of the program assessments that were previously approved by NCATE, PSC, and ACEI will remain.

Other:

**Plans for assessing the effectiveness of the course:**

Course Evaluations

Program Assessments already approved by NCATE, PSC, and ACEI

<b>Approvals:</b>	
Dept. Head: <i>Lynn C. Mann</i>	Date: 10-30-09
College/Division Exec. Comm.: <i>Julia M. Ruffen</i>	Date: 11-2-09
Dean/Director: <i>Julia M. Ruffen</i>	Date: 11-2-09
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

ECED 3300  
**Mathematics and Technology in Early Childhood Education**  
3 SEMESTER HOURS

\*\*\*\*\*

**College of Education**  
**Valdosta State University**  
**Department of Early Childhood & 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 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**

Van De Walle, J. (2009). *Elementary and middle school mathematics: Teaching developmentally (6th ed.)*. Boston: Allyn and Bacon.

**Additional Readings:** As determined by the course instructor

**COURSE DESCRIPTION**

**Prerequisites:** Appropriate 2999 course. This is a check-point course, and check-point requirements must be met. Recent developments in curriculum and methods of instruction of contemporary school mathematics in grades P-5. Students will become acquainted with manipulative materials, technology, and other resources essential to prospective teachers of young children. ECED 3690, or a practicum approved at the program level, is required as a co-requisite for this course.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK PRINCIPLES (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.

## **GENERAL EDUCATION OUTCOMES (GEO)**

3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

## **COURSE OBJECTIVES (CO)**

Teacher candidates will demonstrate the following objectives:

1. Identify components of effective instructional programs for math with P-5 children. (I, II, IV, V) (GEO 3, 5, 7)
2. Use varied teaching resources and technologies appropriate for math instruction with P-5 children. (I, II, III, V) (GEO 3, 4, 7)
3. Utilize a variety of instructional strategies for teaching math with P-5 children. (V) (GEO 3, 4, 7)
4. Develop traditional and performance-based assessments to reflect the content and skills of a math program for P-5 children. (IV) (GEO 3, 4, 7)
5. Participate in hands-on/minds-on math activities to improve knowledge of content and skills and to develop more positive attitudes toward math with P-5 children. (I, II, III, IV, V) (GEO 3, 4, 7)
6. Identify and examine community and Internet resources for teaching and learning math with P-5 children. (I, II, III, V) (GEO 3, 4, 7)

7. Apply NCTM Standards, Georgia Performance Standards, and other appropriate curriculum standards in planning and teaching. (I, V) (GEO 3, 4, 7)
8. Utilize appropriate instructional materials and technologies for P-5 children. (I, II, III, V) (GEO 3)

### **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

1. Complete written tests including a midterm test. (CO 1, 3)
2. Collect information from current effective instructional mathematics programs used in the public school settings. (CO 1, 3)
3. Maintain a notebook of course activities and materials, following a specified format. (CO 1, 2, 3, 4, 5, 6, 7)
4. Develop an electronic file of community and Internet resources for teaching and learning mathematics. (CO 1, 2, 3, 6)
3. Present one mathematics activity from *Elementary and Middle School Mathematics: Teaching Developmentally* to the class. (CO 1, 2, 3, 4, 5, 7)
4. Develop one mathematics lesson plan and implement during your practicum experience (for grades 1, 2, or 3). This lesson plan will be entered into LiveText. (CO 1, 2, 3, 4, 5, 7)
5. Design a mathematics learning center. (CO 1, 2, 3, 4, 5, 7)
6. Develop one mathematics lesson plan for your final exam presentation (for grades 4 or 5). (CO 1, 2, 3, 4, 5, 7)
7. Online activities may be included. (TBA)

### **COURSE EVALUATION**

All assignments must be the original work of the teacher candidate submitting the work. References and citations (using APA 6<sup>th</sup> edition format) are required when referring to the work of others. (See POLICY STATEMENT ON PLAGIARISM AND CHEATING, which follows).

NOTE: If you have difficulty preparing written assignments help is available at the Student Success Center (SSC) located in Langdale Residence Hall. The SSC is available to all students and provides free professional academic advising, peer tutoring, and campus job information. The SSC is open from 9 AM to 9 PM, Monday through Thursday, 9 AM to 3 PM on Friday, and 4:00 PM to 9:00 PM on Sunday. Contact information is as follows:

Phone: 229-333-7570

Email: [ssc@valdosta.edu](mailto:ssc@valdosta.edu)

NOTE: To provide the best possible learning experience it may be necessary for the instructor to change, adapt, or adjust the requirements, evaluations, activities and /or schedule as presented here. 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.

\* The final examination for this course will be held according to the Registrar's posted schedule.

Each of the assignments listed below corresponds to the same number assignment and course objectives listed in the Activities/Assignments/Requirements section. Point Values for all assessments are listed below.

Evaluative Instruments/Methods	Points	Grading Scale
Course Exams, Quizzes, and Assignments (CO 1, 3)	45	A 90-100 B 80-89 C 70-79 D 60-69 F 59 & below
Current Mathematics Programs Information (CO 1, 3)	15	
Mathematics Notebook (CO 1, 2, 3, 4, 5, 6, 7)	15	
Electronic Mathematics Resource File (CO 1, 2, 3, 6)	30	
Mathematics Activity Presentation (CO 1, 2, 3, 4, 5, 7)	15	
Math Lesson Plan for Practicum Class (CO 1, 2, 3, 4, 5, 7)	60	
Design Mathematics Learning Center (CO 1, 2, 3, 4, 5, 7)	30	
Lesson Plan - Final Exam Presentation (CO 1, 2, 3, 4, 5, 7)	60	
Participation or Other Specified Criteria (TBA)	30	
<b>Total</b>	300	

### GRADES

- A = 90-100% of total points possible for course
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

### ATTENDANCE POLICY

You are expected to attend all class meetings. As per VSU policy for attendance, "The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination.... A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (Valdosta State University Undergraduate Catalog)

### 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

84

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**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:



## REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 09/24/2009 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Lynn C. Minor

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ECED 3690

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

**Current:**

Course Prefix and Number:  
Credit Hours: 1  
Course Title: Practicum II: Classroom Management and Environmental Design K-3  
Prerequisites: ECED 2999  
Co-requisites:  
Course Description: Supervised classroom experience in selected pre-kindergarten and kindergarten classrooms. Students work under the supervision of mentor teachers and university supervisors. Emphasis will be on principles of classroom management and the arranged environment.

**Requested:**

Course Prefix and Number:  
Credit Hours: 2  
Course Title: Early Childhood Practicum and Seminar: Grades 1-3  
Prerequisites: Appropriate 2999 course, 2.5 GPA, Grade of "S" in ECED 3190  
Co-requisites:  
Course Description: Graded "Satisfactory" or "Unsatisfactory". This is a check-point course, and check-point requirements must be met. Supervised classroom experiences in a first through third grade classroom. Teacher candidates work under the supervision of mentor teachers and university supervisors for a minimum of 100 hours. Teacher candidates will also participate in debriefing seminars focused on the implementation of developmentally appropriate content areas/strands, appropriate teaching formats and strategies, and professional behavior. Teacher candidates will be observed implementing appropriate teaching and management strategies for all students in their first through third grade classroom.

**Semester/Year to be Effective:**  
Fall/2010

**Estimated Frequency of Course Offering:**  
Fall/Spring

**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: Decisions for course revisions were based on program and unit assessment data (e.g., ESPI and GSPI results regarding classroom management, GSPI results regarding IEP development, TWS results regarding developing and interpreting assessments).

Adopting current best practice(s) in field: A team of school and parent partners were directly involved in the development and approval of these revised courses to ensure we included current best practices in the field.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Changing the practicum from one hour to two hours will allow time to provide additional content-specific seminars on strategies and practices appropriate for each developmental level for the students with whom the teacher candidates will be working. These content-specific seminars will be scheduled in addition to the 100 hours the students are required to observe and teach in the schools. Additionally, the faculty contact hours are more accurately reflected by the 2 hour credit.

**Plans for assessing the effectiveness of the course:**

Course Assessments

Program Assessments approved by NCATE, PSC, and ACEI

<b>Approvals:</b>	
Dept. Head: <i>Lynn C. Minia</i>	Date: 10-30-09
College/Division Exec. Comm.: <i>Julia M. Giffel</i>	Date: 11-2-09
Dean/Director: <i>Julia M. Giffel</i>	Date: 11-2-09
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

ECED 3690  
**Early Childhood Practicum and Seminar: Grades 1-3**  
**2 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 TEXTBOOKS**

Evertson, C., Emmer, E. T., & Worsham, M. E. (2009). *Classroom management for elementary teachers*. Boston: Allyn and Bacon.

LiveText Inc. (2004). *College LiveText edu solutions*. La Grange, IL: United Learning Inc.

*Practica handbook: Early childhood and special education*. Valdosta, GA: Valdosta State University.

## **COURSE DESCRIPTION**

**Prerequisites: Appropriate 2999 course, 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.** Supervised classroom experiences in a first through third grade classroom. Teacher candidates work under the supervision of mentor teachers and university supervisors for a minimum of 100 hours. Teacher candidates will also participate in debriefing seminars focused on the implementation of developmentally appropriate content areas/strands, appropriate teaching formats and strategies, and professional behavior. Teacher candidates will be observed implementing appropriate teaching and management strategies for all students in their first through third grade classroom.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) that is 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.

## **GENERAL EDUCATION OUTCOMES (GEO)**

2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

## **COURSE OBJECTIVES (CO):**

The teacher candidate will:

1. Observe and reflectively analyze the instruction of early childhood education teachers and the behavior of early childhood pupils in assigned first through third grade classrooms. (CFS II, V, VI; GEO 2, 3, 4, 7)
2. Demonstrate skill in planning for appropriate pupil learning by developing individual and integrated lesson plans using state (Georgia Performance Standards) and local (textbook, curriculum guides) curriculum resources. (CFS I, IV, V; GEO 2, 3, 4, 7)
3. Demonstrate skill in implementing plans. (CFS I, II, III, IV, V; GEO 2, 3, 4, 7)
4. Demonstrate teaching competence with various pupil compositions – individual, small groups, and whole class. (CFS I, II, III, IV, V; GEO 2, 3, 4, 7)
5. Examine research-based strategies for grades 1-3 (e.g., identifying similarities and differences, practices, setting objectives, providing feedback, cues, questions, and advance organizers) through participation in content-specific seminars. (CFS I, IV, V, VI; GEO 3, 4, 7)

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

1. Time Sheet documentation, demonstrating a minimum of 100 hours in the classroom
2. Teaching observed and assessed using the COE Observation Instrument by University Supervisor, Mentor Teacher, Peer, and Self (CO 2, 3, 4)
3. Reflective Journal Entries (as assigned by the University Supervisor) (CO 1, 2, 3, 4)
4. Final Evaluation of the Practicum Student by the Mentor Teacher (CO 1, 2, 3, 4)
5. Letter of Appreciation (CO 1)
6. Dispositions and Participation Evaluations (by University Supervisor, Mentor Teacher, and Self) (CO 1)
7. LiveText ECED Initial Program Portfolio entries (CO 1, 2, 3, 4)
8. Manuscript and Cursive handwriting course lessons (as assigned) (CO 1)
9. Seminar attendance and active participation (Seminar topics to include Academic Advising, the Arts, Health, LiveText, Physical Education, Professional Ethics, Professional Expectations, Safety, Technology Integration, etc.) (CO 5)

## **COURSE EVALUATION**

### **Final Grading Scale**

Satisfactory completion of all assigned activities will be required in order to receive a grade of Satisfactory (S). Failure to fulfill hours or participation requirements in a satisfactory manner will result in an Unsatisfactory (U) grade.

## **ATTENDANCE POLICY**

### **Field Experience**

Practicum students must be in the school each day for the hours scheduled. Practicum students who arrive late, leave early, or are absent without prior notification are subject to removal from the school setting. Practicum students will document attendance on a time sheet that will be verified and signed by the mentor teacher and submitted to the university supervisor at the conclusion of the field experience. There should be no absences during the field experience. If absences are necessary due to emergencies or illness, both the school/mentor teacher and the university supervisor must be notified at the earliest possible time. The practicum student should schedule appointments or other business so as not to interfere with regularly scheduled practicum hours.

### **Content and Methods Seminars**

The seminars will follow the accepted VSU policy for attendance. "The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination....A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (Valdosta State University Undergraduate Catalog)

## **PROFESSIONALISM**

As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators which can be found on the following URL <http://www.gapsc.com/Ethics/NEthics.asp> Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education Concern Form process.

## **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 the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).



**INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

# REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 09/24/2009 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Lynn C. Minor

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ECSE 3020

**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: Prerequisites: Appropriate 2999 course, ECSE 3010. The use of selected evidence-based practices and theories of learning and development that underlie the teaching and learning processes related to assessment, planning, and instruction in first through third grades. Teacher candidates will collect and analyze data in order to plan and implement selected teaching and learning strategies that meet the diverse and individualized needs of the students. A field experience, as prescribed by the instructor, is required for this course.

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title:  
Prerequisites:  
Co-requisites:  
Course Description: 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 and development that underlie the teaching and learning processes related to assessment, planning, and instruction in first through third grades. Teacher candidates will collect and analyze data in order to plan and implement selected teaching and learning strategies that 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 corequisite of this course.

**Semester/Year to be Effective:**  
Fall/2010

**Estimated Frequency of Course Offering:**  
Fall/Spring

**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: Changing the last statement in the course description more clearly states the practicum requirement for this course. The statement about the check-point course was also added.

**Plans for assessing the effectiveness of the course:**

Course Evaluations

Program Assessments approved by NCATE, PSC, and ACEI

<b>Approvals:</b>	
Dept. Head: <i>Lynna C. Muna</i>	Date: <i>10-30-09</i>
College/Division Exec. Comm.: <i>Julia M. Beffel</i>	Date: <i>11-2-09</i>
Dean/Director: <i>Julia M. Beffel</i>	Date: <i>11-2-09</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

**ECSE 3020**  
**Intermediate Integrated Assessment, Planning & Instruction**  
**3 SEMESTER HOURS**

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**College of Education**  
**Valdosta State University**  
**Department of Early Childhood & 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 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**

Gibb, G. S., & Dyches, T.T. (2007). *Guide to writing quality individualized education programs*. (2<sup>nd</sup>. Ed.). Boston, MA: Allyn & Bacon

Hosp, M., Hosp, J.L., & Howell, K. W. (2007). *The ABCs of CBM: A practical guide to curriculum-based measurement*. New York: The Guilford Press.

Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, VA: Association for Supervision and Curriculum Development.

Additional Readings:

*Positively Impacting Learning Through Evidenced-Based Practices*

Universal design: <http://www.cast.org/index.html>

Multiple intelligences: <http://www.pz.harvard.edu/pis/hg.htm>

### **COURSE DESCRIPTION**

**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 and development that underlie the teaching and learning processes related to assessment, planning, and instruction in first through third grades. Teacher candidates will collect and analyze data in order to plan and implement selected teaching and learning strategies that 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 corequisite of this course.

### **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK PRINCIPLES**

- 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.

### **GENERAL EDUCATION OUTCOMES (GEO)**

2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

## COURSE OBJECTIVES

Teacher candidates will demonstrate the following objectives across the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology with focus on first through third grades:

1. Using a case study approach, examine and critique a variety of developmentally and age appropriate assessments, including Criterion-Referenced Test (CRT) and Curriculum-Based Measurement (CBM), students' individual needs within and across the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology with a focus on first through third grade students. (CFS I, III, IV, V; GEO 2, 4, 7)
2. Use the Individualized Education Program (IEP) for a targeted student to design and administer a Criterion-Referenced Test (CRT) and Curriculum-Based Measurement (CBM). (CFS II, III, IV, V; GEO 2, 4, 7)
3. Based on the data obtained from the CRT and CBM results, and the identified areas of concerns on the IEP, candidates will plan and implement mini-lessons across different group arrangements within and across the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology. (CFS I,II, III, V; GEO 2, 3, 4, 7)
4. Select and use strategies to differentiate instruction, including the Universal Design for Learning (UDL), Multiple Intelligences (MI), tiered lessons, varied questioning techniques, multi-option assignments, mixed-ability grouping, to meet the needs of diverse learners. (CFS II, III, V; GEO 2, 3, 4, 7)
5. Use student performance data, including student products, school records, and the school's Response to Intervention Plan (RTI), to design, teach, and evaluate the effectiveness of lesson plans within and across the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology. (CFS I, II,III, IV, V; GEO 2, 3, 4, 7)
6. Demonstrate competence in direct instruction; constant time delay; inquiry method; using effective cues and questions; using advance organizers, and providing appropriate positive and corrective feedback for responses in inclusive and resource settings. (CFS II, III, V; GEO 2, 3, 4, 7)
7. Select and use appropriate technology to plan, assess, and instruct. (CFS IV, V; GEO 2, 3, 4, 7)

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

- 1. Criterion-Referenced Test (CRT) Construction and Administration:** Teacher candidates will review the Individualized Education Program (IEP) of a targeted student for the purpose of the designing an appropriate Criterion-Referenced Test (CRT). Then, in groups of 4 -5, teacher candidates will construct and administer a CRT to a target student, using IEP objectives and one of the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology with a focus on first through third grade students. Students will also score and provide an interpretation of the results from the test in a written report. (C O 1, 2, 3 ,6, 7)
- 2. Curriculum-Based Measurement (CBM):** Teacher candidates will review the Individualized Education Program (IEP) of a targeted student in first through third grade for the purpose of designing an appropriate Curriculum-Based Measurement (CBM) in one of the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, or (2.7) Physical education. The teacher candidate will administer the CBM assessment on the target student, score the assessment, and provide an interpretation of the results from the assessment in a written report. (C O 1, 2, 3, 6, 7)
- 3. Mini-Lesson Plans Design and Instruction:** Based on the target student's IEP objectives, the data obtained from the various types of assessments, including the CRT and CBM, the identified areas of concerns for the target student, and the school's Response to Intervention Plan (RTI), teacher candidates will design two mini-lesson plans with specific instructional strategies and modifications to teach the skills within the identified areas of concerns. Teacher candidates would be required to implement in their instructional activities the following instructional approaches: direct instruction; constant time delay; inquiry method; using effective cues and questions; using advance organizers, and providing appropriate positive and corrective feedback for responses in inclusive and resource settings. Teacher candidates will also be required to teach these mini-lesson plans to a target student and have them critiqued by the target student's teacher, followed by their own reflective self-evaluation and assessment of their target student's performance (C O 3, 6, 7)
- 4. Student Performance Data Analysis, Planning, and Instruction:** Using the Understanding by Design process, teacher candidates will identify and provide an in-depth written analysis of a sample of student performance data, including tests, exams, worksheets, and written projects available to them in their first through third grade practicum settings. Based on the obtained student performance data, teacher candidates will design and teach a series of at least three different lessons for a small group or the entire class across the ACEI Curricular areas of (2.1) Reading, Writing, and Oral



Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology. Each lesson will incorporate a different instructional approach selected from, but not limited, to the following options: the Universal Design for Learning (UDL), Multiple Intelligences (MI), tiered lessons, varied questioning techniques, multi-option assignments, mixed-ability grouping, in order to teach across different group arrangements and content areas. (C O 4, 5, 7)

**COURSE EVALUATION**

Criterion-Referenced Test (CRT) Construction and Administration	50 points
Curriculum-Based Measurement (CBM)	50 points
Mini-Lesson Plans Design and Instruction (2 lessons)	250 points
Student Performance Data Analysis, Planning, and Instruction	250 points
<b>Total</b>	<b>600 points</b>

**GRADES**

- A = 90-100% of total points possible for course
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

**ATTENDANCE POLICY**

You are expected to attend all class meetings. As per VSU policy for attendance, "The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination....A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (Valdosta State University Undergraduate Catalog)

**DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

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

*Positively Impacting Learning Through Evidenced-Based Practices*

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**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

# REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 09/24/2009 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Lynn C. Minor

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
LITR 3120

**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: Prerequisites:  
Appropriate 2999 course; LITR 3110.  
Introduction to content, theoretical perspectives, and evidence-based strategies for teaching children in the primary grades to read and write. Major topics include the development of preservice teachers' understanding of student learning related to the reading process, including phonemic awareness, phonics, comprehension, fluency, and vocabulary. Teacher candidates are expected to plan and implement learned skills and knowledge in the field. A field experience, as prescribed by the instructor, is required for this course.

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title:  
Prerequisites:  
Co-requisites:  
Course Description: 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 development of preservice teachers' understanding of student learning related to the reading process, including 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 corequisite of this course.

**Semester/Year to be Effective:**  
Fall/2010

**Estimated Frequency of Course Offering:**  
Fall/Spring

**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: We failed to include the statement about this being a check-point course. Changing the last statement in the course description more clearly states the practicum requirement for this course.

**Plans for assessing the effectiveness of the course:**

Course Evaluations

Program Assessments approved by NCATE, PSC, and ACEI

<b>Approvals:</b>	
Dept. Head: <i>Lynn C. Minor</i>	Date: <i>10-30-09</i>
College/Division Exec. Comm.: <i>Julia M. Biffel</i>	Date: <i>11-2-09</i>
Dean/Director: <i>Julia M. Biffel</i>	Date: <i>11-2-09</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

**LITR 3120**  
**Early Literacy**  
**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 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* (5<sup>th</sup> ed.). New Jersey: Pearson Education.

LiveText Inc. (2007). College LiveText edu solutions. La Grange, IL: United Learning Inc.

**COURSE DESCRIPTION**

**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 development of preservice teachers' understanding of student learning related

to the reading process, including 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 corequisite of this course.

### **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.
- VII. **INDIVIDUALIZED INSTRUCTION:** Teachers plan instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

### **GENERAL EDUCATION OUTCOMES (GEO)**

3. Students will use computer and information technology when appropriate
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.

### **COURSE OBJECTIVES (CO)**

Teacher candidates will:

1. Identify the key components of reading and writing instruction. (CFS 1, 3; GEO 4)
2. Describe the theoretical perspectives of reading and writing instruction. (CFS 1, 3; GEO 4)



3. Identify letter-sound relationships and useful generalizations about those relationships. (CFS 1, 3, 5; GEO 4, 7)
4. Organize and implement guided reading instruction. (CFS 4, 5, 6, 7; GEO 4, 6, 7)
5. Review materials used for reading and writing instruction with young children. (CFS 1, 9; GEO 3)
6. Provide instruction to build recognition of high frequency words. (CFS 4, 6, 7; GEO 4)
7. Develop students' knowledge of letter-sound relationships, and teach them how to decode words and cross-check for meaning. (CFS 3, 4, 5, 6, 7; GEO 4, 6, 7)
8. Implement strategies to develop metacognition and strategic reading skills (CFS 4, 7; GEO 7)
9. Provide instruction to develop comprehension and critical reading skills. (CFS 3, 4, 7; GEO 7)
10. Describe strategies to motivate wide reading in self-selected materials. (CFS 1, 5; GEO 3, 4, 6)
11. Describe classroom assessment tools and their uses in the instruction of reading and writing. (CFS 7, 8, 9; GEO 7)
12. Describe methods for differentiating instruction for diverse readers. (CFS 2, 3; GEO 3, 6, 7)

### **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

Teacher candidates will:

1. Complete all assigned readings and field based assignments.
2. Identify their current reading behaviors (CO 1-13): Before you can learn about how other children read, you must first consider your own reading history. Trace your reading history and your development as a reader since your early childhood. Consider the following questions as you tell me your reading history story.
  - What is reading?
  - Do you remember being read to as a child? By whom? Describe.
  - How did you learn how to read?
  - What was reading like in kindergarten? First grade? Now?
  - Did any of your teachers read to you?
  - How would you characterize your reading habits and attitudes?
  - Do you read for recreation/academic reasons? How does it make you feel?
  - Do you consider yourself a "reader"? Why or Why not?
3. Complete 4 field based assignments related to literacy instruction, i.e. alternatives to worksheets, story grammar map, vocabulary mini-lesson, and analysis of fluency instruction. Guidelines for these assignments will be discussed at the time assignments are made. (CO 1-13)
4. Complete weekly quizzes. (CO 1-13)
5. Create lesson plans (CO 7, 8, 9, 10)

111

- Write two lesson plans and teach both of the lessons to students in the class to which you are assigned for practicum. The mentor teacher and university supervisor must approve the lessons before they are taught. Contextual Factors and Lesson Plans must be signed by the mentor prior to teaching lessons. The mentor teacher or university supervisor must observe/evaluate the two lessons. The two lesson plans + contextual factors must be submitted on LiveText after they have been approved and taught. Lesson plans will be graded according to the LiveText ECE Lesson Plan Performance Assessment Rubric.
  - Lesson #1: Guided Reading (small group according to the instructor's guidelines)
  - Lesson #2: Word Study/Vocabulary
6. Pass a phonics test with a score of 85% of higher. (CO 3)
  7. Complete pretest and post-test examinations on course content. (CO 3, 4, 8, 9, 10, 13)

**COURSE EVALUATION**

Reading Behaviors	10 points
Field Based Assignments	10 points each (Total = 40 points)
Quizzes	100 points
Lesson Plans	30 points each (Total = 60 points)
Phonics Test	100 points
Post Test Exam	100 points
Total	410 points

**GRADING SCALE**

- A = 90-100% of total points possible for course
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

**ATTENDANCE POLICY**

Teacher candidates are expected to arrive promptly for every class and to call or email in the case of an emergency. Come to class prepared to contribute to discussions, ask appropriate questions, and participate in class activities. Roll is taken at each class session. Please see your instructor if you come in tardy to ensure that your attendance is indicated for the records. If it is necessary for you to miss a class, you should arrange for a classmate to take notes and pick up handouts for you. You are responsible for the content of classes that are missed. Missing class or part of a class will affect your grade. Incompletes will only be given under special circumstances. "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (*VSU Undergraduate Catalog*)

## **DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

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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**

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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**

Name:

Office address:

Office phone:

Email address:

Office hours:

Website:

## REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 09/24/2009 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Lynn C. Minor

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
LITR 3130

**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: Prerequisites: Appropriate 2999 course; LITR 3110. Application of methods for teaching listening, speaking, reading, writing, viewing, and visually representing. Emphasis is placed on instructional methods of processes for composing and comprehending various forms of texts. Additional topics include motivating students to read and write; developing vocabulary, comprehension strategies, and higher-level thinking; and applying technology. Teacher candidates are expected to plan and implement learned skills and knowledge in the field. A field experience, as prescribed by the instructor, is required for this course.

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title:  
Prerequisites:  
Co-requisites:  
Course Description: 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 composing and comprehending various forms of texts. Additional topics include motivating students to read and write; developing vocabulary, comprehension strategies, and higher-level thinking; and applying technology. Teacher candidates are expected to plan and implement learned skills and knowledge in the field. A field experience, as prescribed by the instructor, is required for this course. ECSE 3490, ECED 3690, or a practicum approved at the program level, is required as a corequisite of this course.

**Semester/Year to be Effective:**  
Fall/2010

**Estimated Frequency of Course Offering:**  
Fall/Spring

**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: Changing the last statement in the course description more clearly states the practicum requirement for this course. The statement about the check-point course was also added.

**Plans for assessing the effectiveness of the course:**

Course Evaluations

Program Assessments approved by NCATE, PSC, and ACEI

<b>Approvals:</b>	
Dept. Head: <i>Lynn C. Minn</i>	Date: <i>10-30-09</i>
College/Division Exec. Comm.: <i>Julia M. Biffel</i>	Date: <i>11-2-09</i>
Dean/Director: <i>Julia M. Biffel</i>	Date: <i>11-2-09</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

**LITR 3130**  
**Developing Literacy**  
**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 TEXTBOOKS**

Ogle, D., & Beers, J. W. (2009). *Engaging in the language arts: Exploring the power of language*. New York: Pearson.

LITR 3130 Course Packet (available from the Dewar College of Education Copy Center)

LiveText Inc. (2004). *College LiveText edu solutions*. La Grange, IL: United Learning Inc.

Supplemental Text

Harris, H. (2007). *The writer's FAQs: A pocket handbook*. Upper Saddle River, NJ: Pearson.



## **COURSE DESCRIPTION**

**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 composing and comprehending various forms of texts. Additional topics include motivating students to read and write; developing vocabulary, comprehension strategies, and higher-level thinking; and applying technology. Teacher candidates are expected to plan and implement learned skills and knowledge in the field. A field experience, as prescribed by the instructor, is required for this course. ECSE 3490, ECED 3690, or a practicum approved at the program level, is required as a corequisite of this course.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

- 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.

## **GENERAL EDUCATION OUTCOMES (GEO)**

2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

## **COURSE OBJECTIVES (CO)**

The teacher candidate will:

1. Create written pieces for each stage of the writing process that exemplify the narrative or informational form of writing to use as models during writing instruction. (CFS I; GEO 4)
2. Organize, plan, select instructional materials, and teach effective lessons that incorporate Georgia Performance Standards in the English Language Arts and other content areas and that foster literacy development, meeting the needs of all students regardless of cultural, racial, economic, and/or social backgrounds and/or special needs. (CFS II, III, IV, V; GEO 2, 3, 4, 7)
3. Identify and integrate technology resources into effective teaching of the language arts. (CFS I, II, III, V; GEO 3)
4. Use technology, library, and online resources to locate materials for individualizing instruction and enriching reading and writing. (CFS V; GEO 3, 4, 7)
5. Develop and apply techniques for continuous assessment of students' competence in the areas of listening and writing. (CFS IV; GEO 7)
6. Evaluate students' writing samples. (CFS IV, V; GEO 4, 7)
7. Reflect on knowledge, insights, and experiences related to planning, instruction, and assessment of students related to the language arts. (CFS I, II, III, IV, V; GEO 4, 7)
8. Apply critical thinking skills and problem solving through written assignments, tests, presentations, and other evaluative activities to reflect on and to evaluate their knowledge of literacy. (CFS I; GEO 4, 7)
9. Identify principles of motivation and activities that would be effective in motivating students to read and to write, including learning centers/work stations. (CFS I, II; GEO 2, 4)
10. Develop appropriate pre-reading and prewriting activities for informational text and children's literature. (CFS I, V; GEO 3, 4, 7)
11. Develop comprehension instruction and activities that can be used to develop strategic readers and writers. (CFS I, V; GEO 3, 4, 7)
12. Develop reading and writing instruction and activities that develop higher-level thinking, including critical reading and persuasive writing. (CFS V; GEO 4)

### **COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS**

1. Instructional models of the writing process: Teacher candidates will develop instructional models for each stage of the writing process for narrative or informational writing to use as their instructional materials during their teaching. (CO 1, 2, 7; GEO 4)

2. Lesson plans (2): Teacher candidates will complete the *Contextual Factors* for both lessons. Then they will organize, plan, select/develop instructional materials, teach, assess students' learning, and reflect on their teaching and the students' learning of two different language arts lessons that incorporate Georgia Performance Standards. One lesson will be a writing process lesson contextualizing at least one content area; one lesson will be an efferent/comprehensive listening lesson. The lessons must meet the needs of all students regardless of cultural, racial, economic, and/or social backgrounds and/or special needs, as determined through the *Contextual Factors*. All lessons are to be technology enhanced. (CO 1-9; GEO 2, 3, 4, 7)
3. Tests (3): Students will take three tests (including one final examination) that address the content of the textbook, in-class activities, and lectures. (CO 6, 8, 9; GEO 4, 7)
4. Strategy Lesson Demonstration: Students will select and research a strategy to teach reading, writing, or vocabulary in a content area to demonstrate to the class. The demonstration will teach classmates about the strategy, teach how to use the strategy through hands-on engagement, and provide a one-page handout (including purpose, procedures, research, and APA citation of resources). (CO 6, 8, 10-12; GEO 3, 4, 7)
5. Inquiry Project: Students will create an engaging content-specific inquiry plan that could be implemented in their future teaching. The inquiry project will include the topic phrased as a question, an annotated bibliography of related texts and children's literature (at least 10), a list of teacher resources (at least 3), a reading strategy lesson, a writing strategy lesson, and a vocabulary strategy lesson. (CO 2, 4, 6, 8-12; GEO 3, 4, 7)

### **COURSE EVALUATION**

#### Evaluation Instruments/Methods

A. Test 1	25 points
B. Test 2	25 points
C. Test 3 (Final examination)	50 points
D. Instructional Models	25 points
E. Inquiry Project	75 points
F. Lesson Plans (2)	2 @ 30 pts (total = 60 points)
G. Strategy Lesson Demonstration	50 points
Total	310 points

### **GRADING SCALE**

- A = 90-100% of total points possible for course  
 B = 80-89%  
 C = 70-79%  
 D = 60-69%

F = 59% and below

### **ATTENDANCE POLICY**

Students are expected to arrive promptly for every class and to call or email me in the case of an emergency. Come to class prepared to contribute to discussions, ask appropriate questions, and participate in class activities. Roll is taken at the beginning of each class. Please see me if you come in tardy to ensure that I indicate your attendance in my records. If it is necessary for you to miss a class, you should arrange for a classmate to take notes and pick up handouts for you. You are responsible for the content of classes that are missed. Missing class or part of a class will affect your grade. Incompletes will only be given under special circumstances. See me as soon as possible if you think we need to discuss this. "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (*VSU Undergraduate Catalog*)

### **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 the *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**

Name:

Office address:

Office phone:

E-mail address:

Office hours:

Website:

# REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 09/24/2009 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Lynn C. Minor

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ECED 4400

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

**Current:**  
Course Prefix and Number:  
Credit Hours:  
Course Title: Social Science Methods in Early Childhood  
Prerequisites: ECED 2999  
Co-requisites:  
Course Description: Recent developments in curriculum and methods of instruction for the teaching of social sciences in grades P-5.

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title: Social Sciences and Technology in Early Childhood Education  
Prerequisites: Appropriate 2999 course  
Co-requisites:  
Course Description: Prerequisites: Appropriate 2999 course. A study of the content, curriculum, methods, and technology to support instruction in the social sciences in grades P-5. ECED 4690, or a practicum approved at the program level, is required as a corequisite of this course.

**Semester/Year to be Effective:**  
Fall/2010

**Estimated Frequency of Course Offering:**  
Fall/Spring/Summer

**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: We previously offered one technology methods course. By integrating technology into each of the content methods courses, candidates will have more opportunities throughout the program to learn about and apply the appropriate technology in their teaching.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Some of these changes are a direct result of the revisions made to Area F (ISCI 2001, ISCI 2002, EDUC 2130) as a mandate from the Board of Regents. Some of the content that was previous taught in the senior

curriculum is now being offered in Area F; therefore, we revised existing courses and added methods courses in place of the content courses that are now being offered in Area F. All of the program assessments that were previously approved by NCATE, PSC, and ACEI will remain.

Other:

**Plans for assessing the effectiveness of the course:**

Course Evaluations

Program Assessments already approved by NCATE, PSC, and ACEI

<b>Approvals:</b>	
Dept. Head: <i>Lynn C. Minor</i>	Date: 10-30-09
College/Division Exec. Comm.: <i>Julia M. Beffel</i>	Date: 11-2-09
Dean/Director: <i>Julia M. Beffel</i>	Date: 11-2-09
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009



ECED 4400  
**SOCIAL SCIENCES AND TECHNOLOGY  
IN EARLY CHILDHOOD EDUCATION  
3 SEMESTER HOURS**

\*\*\*\*\*

**Valdosta State University College of Education  
Conceptual Framework: Guiding Principles  
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher  
Framework)**

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

The Equity Principle: All learners deserve high expectations and support

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

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

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

The Impact Principle: Effective practice yields evidence of learning.

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

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

**REQUIRED TEXTBOOK**

Parker, W. C. (2009). *Social studies in elementary education (13<sup>th</sup> ed.)*. Boston: Pearson.

**COURSE DESCRIPTION**

**Prerequisites: Appropriate 2999 course.** A study of the content, curriculum, methods, and technology to support instruction in the social sciences in grades P-5. ECED 4690, or a practicum approved at the program level, is required as a corequisite of this course.

**COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

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.

### **GENERAL EDUCATION OUTCOMES (GEO)**

1. Students will demonstrate understanding of the society of the United States and its ideals.
2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices.
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.

### **COURSE OBJECTIVES (CO)**

The student will:

1. analyze and utilize the content, scope, and sequence of social studies in Grades P-5 required by Georgia Performance Standards including history, geography, economics, and government/civic understandings. (CFP 1, 5) (GEO 1, 2, 3, 4, 6, 7)
2. explain the importance of social concern and citizenship education in social studies curriculum. (CFP 1, 2, 3 & 5) (GEO 1, 2, 3, 4, 6, 7)
3. use effective, research-based ways of planning and implementing social studies curriculum including lessons and units of study. (CFP 1, 2, 3, 4, & 5) (GEO 3, 4, 5, 6)

4. effectively use technology to support planning, implementing, and assessing social studies curriculum including lessons and units of study. (CFP 1, 2, 3, 4, & 5) (GEO 3, 5, 6)
5. identify instructional content, curriculum materials, and teaching strategies that respect diversity and support multicultural education. (CFP 1, 2, 3, & 5) (GEO 1, 2, 6, 7)
6. develop and use appropriate, authentic, and varied assessment forms to evaluate and report students' learning. (CFP 2, 4) (GEO 3, 5, 7)
7. identify children's books that can be used as resources to teach social studies content and concepts. (CFP 1, 2, 3, & 5) (GEO 1, 2, 6)

### **COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS**

1. Integrated lesson plan\*: Organize, plan, select instructional materials, and develop a rubric to use to assess students' work for an integrated lesson plan—a plan that integrates the social studies and another content area. The plan will incorporate Georgia Performance Standards (GPS) for the grade level for which the lesson is planned. The lesson must meet the needs of all students regardless of cultural, racial, economic, and/or social backgrounds and/or special needs. The lesson plan will follow the requirements of the department lesson plan format. The plan must also specify instructional materials that include three or more trade books related to the GPS and use technology to support the instruction of the lesson. The lesson plan will be implemented and observed during ECED 4690. The lesson plan will be posted on LiveText and sent to me for review on the lesson plan due date. (CO 1, 3, 4, 5, 6, 7)
2. Resource Unit (Group Project): Students will work in small groups to plan a resource unit for teaching social studies content. Technology connections through research of topic content, teacher resources, and student resources will be included. Instructions for the unit will be provided in class. Each group will complete a PowerPoint presentation to share the unit in class. (CO 1, 3, 4, 5, 6, 7)
3. Content Project: A GPS standard will be used to guide the development of a social studies project to be completed by the student. The project will include a summary of related content, timeline, a map, information processing organizer, graph, and/or diagram, products resulting from teaching strategies that could be used to teach the content, and images that help illuminate the content. Further directions will be provided in class. (CO 1, 3, 4, 5, 6, 7)
4. Exams: Two exams will be given. The first will cover the course materials for the first half of the semester; the second will cover the course materials for the second half of the semester. (CO 1, 2, 3, 4, 5, 6, 7)

Assignments submitted for ECED 4400 cannot be assignments that were planned and/or submitted for a grade in any other course in this or past semesters. Assignments are due on the dates specified on the course schedule. Late assignments are not accepted without prior approval of the course instructor.

\* Assignment to be posted on LiveText.

## COURSE EVALUATION

<u>Assignment</u>	<u>Points</u>	<u>Points Earned</u>
1. Lesson Plan	50	_____
2. Resource Unit	100	_____
3. Content Project	100	_____
4. Exams (2 @ 25)	<u>50</u>	_____
Total	300	_____

### Grading Scale

A = 270 – 300

B = 240 – 269

C = 210 – 239

D = 180 – 209

F = below 180

## ATTENDANCE POLICY

Come to class prepared to contribute to discussions, ask appropriate questions, and participate in class activities. Roll is taken each class. Please see me if you come in tardy to ensure that I indicate your attendance in my records. If it is necessary for you to miss a class, you should arrange for a classmate to take notes and pick up handouts for you. You are responsible for the content of classes that are missed. A student who misses more than 20% of the class meetings will receive an automatic grade of "F." (VSU Handbook)

## 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 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**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 09/24/2009 (mm/dd/yyyy)

**Department Initiating Request:**  
Early Childhood and Special Education

**Faculty Member Requesting:**  
Lynn C. Minor

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ECED 4500

**Proposed New Course Title:**  
Science and Technology in Early Childhood Education

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Science & Tech in Early Child Ed

**Semester/Year to be Effective:**  
Spring/2010

**Estimated Frequency of Course Offering:**  
Fall/ Spring/Summer

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

**Lecture Hours:** 3

**Lab Hours:** 0

**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.) Prerequisites: Appropriate 2999 course. Prepares teacher candidates to conduct developmentally appropriate science programs in the context of standards-based inquiry, with an aim of science literacy. A variety of methods of instruction will be introduced with a focus 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 corequisite of this course.

**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: In the existing program, math and science methods are taught in one course. This does not allow sufficient time to teach all the evidenced-based strategies for teaching math and science. Furthermore, we previously offered one technology methods course. By integrating technology into each of the content methods courses, candidates will have more opportunities throughout the program to learn about and apply the appropriate technology in their teaching.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Some of these changes are a direct result of the revisions made to Area F (ISCI 2001, ISCI 2002, EDUC 2130) as a mandate from the Board of Regents. Some of the content that was previous taught in the senior curriculum is now being offered in Area F; therefore, we revised existing courses and added methods courses in place of the content courses that are now being offered in Area F. All of the program assessments that were previously approved by NCATE, PSC, and ACEI will remain.

Other:

**Plans for assessing the effectiveness of the course:**

Course Evaluations

Program Assessments already approved by NCATE, PSC, and ACEI

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

<b>Approvals:</b>	
Dept. Head: <i>Lynne C. Muroi</i>	Date: 10-30-09
College/Division Exec. Comm.: <i>Julia M. Giffel</i>	Date: 11-2-09
Dean/Director: <i>Julia M. Giffel</i>	Date: 11-2-09
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009



**ECED 4500**  
**Science and Technology in Early Childhood Education**  
**3 SEMESTER HOURS**

\*\*\*\*\*

**College of Education**  
**Valdosta State University**  
**Department of Early Childhood & 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 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**

Martin, R., Sexton, C., Franklin, T., Gerlovich, J. & McElroy, D. (2009). *Teaching science for all children: An inquiry approach (5th ed)*. Upper Saddle River, NJ: Pearson.

National Research Council. (1996). *National science education standards*. Washington: National Academies Press.

Full-text online <[http://www.nap.edu/openbook.php?record\\_id=4962&page=R1](http://www.nap.edu/openbook.php?record_id=4962&page=R1)>

**Additional Readings:** As determined by the course instructor

135

## **COURSE DESCRIPTION**

**Prerequisites: Appropriate 2999 course.** Prepares teacher candidates to conduct developmentally appropriate science programs in the context of standards-based inquiry, with an aim of science literacy. A variety of methods of instruction will be introduced with a focus 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 corequisite of this course.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK PRINCIPLES**

- 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.

## **GENERAL EDUCATION OUTCOMES (GEO)**

3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
5. Students will demonstrate knowledge of scientific and mathematical principles and proficiency in laboratory practices.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

## **COURSE OBJECTIVES**

Teacher candidates will demonstrate the following objectives:

1. Identify components of effective instructional programs for science with P-5 children. (I, II, IV, V) (GEO 3, 5, 7)
2. Use varied teaching resources and technologies appropriate for science instruction with P-5 children. (I, II, III, V) (GEO 3, 4, 7)

3. Utilize a variety of instructional strategies for teaching science with P-5 children. (V) (GEO 3, 4, 7)
4. Develop traditional and performance-based assessments to reflect the content and skills of a science program for P-5 children. (IV) (GEO 3, 4, 7)
5. Participate in hands-on/minds-on science activities to improve knowledge of content and skills and to develop more positive attitudes toward science with P-5 children. (I, II, III, IV, V) (GEO 3, 4, 7)
6. Identify and examine community and Internet resources for teaching and learning science with P-5 children. (I, II, III, V) (GEO 3, 4, 7)
7. Apply NSES Standards, the GPS Science Standards, and other appropriate curriculum standards in planning and teaching. (I, V) (GEO 3, 4, 7)
8. Utilize appropriate instructional materials and technologies for P-5 children. (I, II, III, V) (GEO 3)
9. Demonstrate appropriate safety awareness in activities and planning. (I, III, V) (GEO 5)

### **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

1. Complete written tests including a midterm test and a final examination. (CO 1, 2, 4)
2. Participate in Project Learning Tree (PLT), Project Wild, or Project WET for certification, or other approved community resource activities (to be documented) (CO 3, 4, 5, 6)
3. Present hands-on science activities as described in *Teaching Science for All Children* (or other approved source). (CO 1, 2, 3, 4, 5, 9)
4. One integrated science inquiry lesson plan must be developed for in-class assessment. (CO 1, 2, 3, 4, 6, 9)
5. One integrated science/math inquiry lesson plan must be developed and implemented during your practicum experience. This lesson plan will be entered into LiveText. (CO 1, 2, 3, 4, 6, 9)
6. Conduct an investigation into the research literature on an assigned topic in science education, following an assigned format, to produce a report. (CO 1, 6, 7)
7. Keep a notebook of course activities and materials, following a specified format. (CO 1, 2, 3, 4, 5, 6)
8. Online activities may be included. (TBA)

### **COURSE EVALUATION**

This class is part of your professional preparation. Appropriate dispositions are expected and required. You may earn the maximum number of points for all assignments and activities, contingent upon the knowledge, originality, and quality demonstrated in your work. Demonstrated mastery of formal Standard English is required in all facets of the course.

Therefore, evaluation of all written work will be made based upon both content and mechanics.

All assignments must be the original work of the teacher candidate submitting the work. References and citations (using APA 6<sup>th</sup> edition format) are required when referring to the work of others. (See POLICY STATEMENT ON PLAGIARISM AND CHEATING, which follows).

NOTE: If you have difficulty preparing written assignments help is available at the Student Success Center (SSC) located in Langdale Residence Hall. The SSC is available to all students and provides free professional academic advising, peer tutoring, and campus job information. The SSC is open from 9 AM to 9 PM, Monday through Thursday, 9 AM to 3 PM on Friday, and 4:00 PM to 9:00 PM on Sunday. Contact information is as follows:

Phone: 229-333-7570

Email: [ssc@valdosta.edu](mailto:ssc@valdosta.edu)

NOTE: To provide the best possible learning experience it may be necessary for the instructor to change, adapt, or adjust the requirements, evaluations, activities and /or schedule as presented here. 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.

\* The final examination for this course will be held according to the Registrar's posted schedule.

Each of the assignments listed below corresponds to the same number assignment and course objectives listed in the Activities/Assignments/Requirements section. Point Values for all assessments are listed below.

Evaluative Instruments/Methods	Points		
Course Exams, Quizzes, and Assignments (CO 1, 2, 4)	150		
Project Learning Tree or Other Approved Criteria (CO 3, 4, 5, 6, 7)	30		
Science Activity Presentation (CO 1-5)	15		
Integrated Inquiry Science Lesson Plan (CO 1-4, 6) (In-class)	15		
Integrated Inquiry Science/Math Lesson Plan (CO 1-9) (Practicum)	30		
Science Education Research Report (CO 1, 6, 7)	15		
Notebook (CO 1-6)	15		
Participation, or other specified criteria	30		
Total	300		

## **GRADES**

A = 90-100% of total points possible for course

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

## **ATTENDANCE POLICY**

You are expected to attend all class meetings. As per VSU policy for attendance, "The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination.... A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (Valdosta State University Undergraduate Catalog)

## **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 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**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

# REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 09/24/2009 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Lynn C. Minor

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ECED 4690

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

**Current:**  
Course Prefix and Number:  
Credit Hours: 1  
Course Title: Practicum III: Classroom Management and Environmental Design 3-5  
Prerequisites: 2999  
Co-requisites:  
Course Description: Supervised classroom experience in selected third-grade through fifth-grade classrooms. Students work under the supervision of mentor teachers and university supervisors. Emphasis will be on principles of classroom management and the arranged environment.

**Requested:**  
Course Prefix and Number:  
Credit Hours: 2  
Course Title: Early Childhood Practicum and Seminar: Grades 4-5  
Prerequisites: Appropriate 2999 course, 2.5 GPA, Grade of "S" in ECED 3190 and ECED 3690  
Co-requisites:  
Course Description: Graded "Satisfactory" or "Unsatisfactory". Supervised classroom experiences in a fourth or fifth grade classroom. Teacher candidates work under the supervision of mentor teachers and university supervisors for a minimum of 100 hours. Teacher candidates will also participate in debriefing seminars focused on the implementation of developmentally appropriate content areas/strands, appropriate teaching formats and strategies, and professional behavior. Teacher candidates will be observed implementing appropriate teaching and management strategies for all students in their fourth or fifth grade classroom.

**Semester/Year to be Effective:**  
Fall/2010

**Estimated Frequency of Course Offering:**  
Fall/Spring/Summer

**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: Decisions for course revisions were based on program and unit assessment data (e.g., ESPI and GSPI results regarding classroom management, GSPI results regarding IEP development, TWS results regarding developing and interpreting assessments).

Adopting current best practice(s) in field: A team of school and parent partners were directly involved in the development and approval of these revised courses to ensure we included current best practices in the field.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Changing the practicum from one hour to two hours will allow time to provide additional content-specific seminars on strategies and practices appropriate for each developmental level for the students with whom the teacher candidates will be working. These content-specific seminars will be scheduled in addition to the 100 hours the students are required to observe and teach in the schools. Additionally, the faculty contact hours are more accurately reflected by the 2 hour credit.

**Plans for assessing the effectiveness of the course:**

Course Evaluations

Program Assessments approved by NCATE, PSC, and ACEI



<b>Approvals:</b>	
Dept. Head: <i>Lynn C. Mena</i>	Date: <i>10-30-09</i>
College/Division Exec. Comm.: <i>Julia M. Ruffel</i>	Date: <i>11-2-09</i>
Dean/Director: <i>Julia M. Ruffel</i>	Date: <i>11-2-09</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

**ECED 4690**  
**Early Childhood Practicum and Seminar: Grades 4-5**  
**2 SEMESTER HOURS**

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**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 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**

Evertson, C., Emmer, E. T., & Worsham, M. E. (2009). *Classroom management for elementary teachers*. Boston: Allyn and Bacon.

LiveText Inc. (2004). *College LiveText edu solutions*. La Grange, IL: United Learning Inc.

*Practica handbook: Early childhood and special education*. Valdosta, GA: Valdosta State University.

## **COURSE DESCRIPTION**

**Prerequisites: Appropriate 2999 course, 2.5 GPA, Grade of "S" in ECED 3190 and ECED 3690. Graded "Satisfactory" or "Unsatisfactory".** Supervised classroom experiences in a fourth or fifth grade classroom. Teacher candidates work under the supervision of mentor teachers and university supervisors for a minimum of 100 hours. Teacher candidates will also participate in debriefing seminars focused on the implementation of developmentally appropriate content areas/strands, appropriate teaching formats and strategies, and professional behavior. Teacher candidates will be observed implementing appropriate teaching and management strategies for all students in their fourth or fifth grade classroom.

## **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

- I. **CONTENT AND CURRICULUM:** Teachers demonstrate a strong content knowledge of content area(s) that is 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.

## **GENERAL EDUCATION OUTCOMES (GEO)**

2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

## **COURSE OBJECTIVES (CO):**

The teacher candidate will:

1. Observe and reflectively analyze the instruction of early childhood education teachers and the behavior of early childhood pupils in assigned fourth and fifth grade classrooms. (CFS II, V, VI; GEO 2, 3, 4, 7)
2. Demonstrate skill in planning for appropriate pupil learning by developing individual and integrated lesson plans using state (Georgia Performance Standards) and local (textbook, curriculum guides) curriculum resources. (CFS I, IV, V; GEO2, 3, 4, 7)
3. Demonstrate skill in implementing plans. (CFS I, II, III, IV, V; GEO 2, 3, 4, 7)
4. Demonstrate teaching competence with various pupil compositions – individual, small groups, and whole class. (CFS I, II, III, IV, V; GEO 2, 3, 4, 7)
5. Examine research-based strategies for grades 4-5 (e.g., identifying similarities and differences, practices, setting objectives, providing feedback, cues, questions, and advance organizers) through participation in content-specific seminars. (CFS I, IV, V, VI; GEO 3, 4, 7)

## **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

1. Time Sheet documentation, demonstrating a minimum of 100 hours in the classroom
2. Teaching observed and assessed using the COE Observation Instrument by University Supervisor, Mentor Teacher, Peer, and Self (CO 2, 3, 4)
3. Reflective Journal Entries (as assigned by the University Supervisor) (CO 1, 2, 3, 4)
4. Final Evaluation of the Practicum Student by the Mentor Teacher (CO 1, 2, 3, 4)
5. Letter of Appreciation (CO 1)
6. Dispositions and Participation Evaluations (by University Supervisor, Mentor Teacher, and Self) (CO 1)
7. LiveText ECED Initial Program Portfolio entries (CO 1, 2, 3, 4)
8. Manuscript and Cursive handwriting course lessons (as assigned) (CO 1)
9. Seminar attendance and active participation (Seminar topics to include Academic Advising, the Arts, Health, LiveText, Physical Education, Professional Ethics, Professional Expectations, Safety, Technology Integration, etc.) (CO 5)

## **COURSE EVALUATION**

### **Final Grading Scale**

Satisfactory completion of all assigned activities will be required in order to receive a grade of Satisfactory (S). Failure to fulfill hours or participation requirements in a satisfactory manner will result in an Unsatisfactory (U) grade.

## **ATTENDANCE POLICY**

### **Field Experience**

Practicum students must be in the school each day for the hours scheduled. Practicum students who arrive late, leave early, or are absent without prior notification are subject to removal from the school setting. Practicum students will document attendance on a time sheet that will be verified and signed by the mentor teacher and submitted to the university supervisor at the conclusion of the field experience. There should be no absences during the field experience. If absences are necessary due to emergencies or illness, both the school/mentor teacher and the university supervisor must be notified at the earliest possible time. The practicum student should schedule appointments or other business so as not to interfere with regularly scheduled practicum hours.

### **Content and Methods Seminars**

The debriefing seminars will follow the accepted VSU policy for attendance. "The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination. . . . A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (Valdosta State University Undergraduate Catalog)

## **PROFESSIONALISM**

As a teacher candidate, you are expected to conduct yourself in the professional educator role as defined by the Georgia Professional Standards Commission Code of Ethics for Educators. You will be provided with a copy of the Code of Ethics for Educators which can be found on the following URL <http://www.gapsc.com/Ethics/NEthics.asp> Failure to follow the Code of Ethics will result in disciplinary actions through the College of Education Concern Form process.

## **DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM**

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

#### FIRST OFFENSE:

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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**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website:

## REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 09/24/2009 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Lynn C. Minor

**Current Course Prefix, Title, & Number:**

(See course description abbreviations in the catalog for approved prefixes)

ECSE 4010

**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: 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 that underlie the teaching and learning processes related to assessment, planning, and instruction. Candidates will demonstrate and apply a comprehensive repertoire of teaching and learning strategies across the content areas of reading, math science, social studies, fine arts, health, and technology, with an emphasis on fourth and fifth grade. Concepts are presented through a case study and problem-solving model structured to elicit critical and reflective thinking, data analysis, and instructional planning to meet the needs of diverse learners, in general education, inclusive settings and special education classrooms. A field experience, as prescribed by the instructor, is required for this course.

**Requested:**

Course Prefix and Number:

Credit Hours:

Course Title:

Prerequisites:

Co-requisites:

Course Description: 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 that underlie the teaching and learning processes related to assessment, planning, and instruction. Candidates will demonstrate and apply a comprehensive repertoire of teaching and learning strategies across the content areas of reading, math science, social studies, fine arts, health, and technology, with an emphasis on fourth and fifth grade. Concepts are presented through a case study and problem-solving model structured to elicit critical and reflective thinking, data analysis, and instructional planning 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 corequisite of this course.



**Semester/Year to be Effective:**  
Fall/2010

**Estimated Frequency of Course Offering:**  
Fall/Spring

**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: Changing the last statement in the course description more clearly states the practicum requirement for this course.

**Plans for assessing the effectiveness of the course:**

Course Evaluations

Program Assessments approved by NCATE, PSC, and ACEI

<b>Approvals:</b>	
Dept. Head: <i>Lynn C. Muro</i>	Date: <i>10-30-09</i>
College/Division Exec. Comm.: <i>Julia M. Ruffe</i>	Date: <i>11-2-09</i>
Dean/Director: <i>Julia M. Ruffe</i>	Date: <i>11-2-09</i>
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

**ECSE 4010**  
**Advanced Integrated Assessment, Planning, & Instruction**  
**3 SEMESTER HOURS**

\*\*\*\*\*

**College of Education**  
**Valdosta State University**  
**Department of Early Childhood & 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 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**

Mastropieri, M.A. & Scruggs, T. E. (2004). *Effective instruction for special education* (3<sup>rd</sup> ed). Austin, TX: PRO-ED, Inc.

Marzano, R. J., Pickering, D.J. & Pollock, J.E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

Marzano, R. J. & Kendall, J.S. (2008). *Designing and assessing educational objectives: Applying the new taxonomy*. Thousand Oaks, CA: Corwin Press.

National Middle School Association (2003). *This we believe: Successful schools for young adolescents*. Westerville, OH: National Middle School Association.

Additional Readings: As determined by the course instructor

### **COURSE DESCRIPTION**

**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 that underlie the teaching and learning processes related to assessment, planning, and instruction. Candidates will demonstrate and apply a comprehensive repertoire of teaching and learning strategies across the content areas of reading, math science, social studies, fine arts, health, and technology, with an emphasis on fourth and fifth grade. Concepts are presented through a case study and problem-solving model structured to elicit critical and reflective thinking, data analysis, and instructional planning 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 corequisite of this course.

### **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK PRINCIPLES**

- 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.

### **GENERAL EDUCATION OUTCOMES (GEO)**

2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.

7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

### **COURSE OBJECTIVES**

Teacher candidates will demonstrate the following objectives across the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology with a focus on fourth and fifth grades:

1. Analyze and apply a variety of developmentally and age appropriate assessments to determine individual students' and/or group needs, within inclusive and special education resource settings, across the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology . (CFS II, III, IV, V; GEO 2, 4, 7), appropriate within inclusive and special education resource settings.
2. Demonstrate how to use developmentally and age appropriate assessment results to plan and evaluate teaching. (CFS II, III, IV, V; GEO 2, 3, 4, 7)
3. Use student performance data, including student products, school records, and the school's Response to Intervention (RTI) plan, to design, teach, and evaluate the effectiveness of lesson plans for students in fourth or fifth grade within and across the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology. (CFS I, II, III, IV, V; GEO 2, 3, 4, 7)
4. Use appropriate assessments and strategies, such as curriculum based assessment and direct instruction, to plan and implement instruction that ensures that all students learn. (CFS II, III, V; GEO 2,3, 4, 7)
5. Demonstrate fluency in direct instruction and the inquiry method; model using effective cues and questions that require the use of critical thinking skills and appropriate positive and corrective feedback for responses in inclusive and resource settings. (CFS II, II, IV, V; GEO 2, 4, 7)
6. Using the Understanding by Design process, design appropriate instruction, across the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology. (CFS I, II, IV, V; GEO 2, 3, 4, 7)
7. Select and use appropriate technology to plan, assess, and instruct.(CFS IV, V); GEO 2, 3, 4, 7)

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. **Individual Education Plan Goals and Objectives Design:** Teacher candidates will discuss and critically review case studies that provide information and examples to interpret student assessment data and identify areas of concern in a variety of content areas. Based on the areas of concern identified in the assessment data provided in the critiqued case studies, teacher candidates will design IEP goals and objectives that address these identified areas of concern. (CO 1, 2, 3, 4, 5, 7)
2. **Assessment and Instructional Planning Assignment:** Following a review of examples of age appropriate and content specific curriculum based assessment tools or models, teacher candidates will identify a targeted student and administer an appropriate curriculum based assessment and/or criterion-referenced test. Based on the curriculum based assessment or criterion-referenced test results and any applicable Response to Intervention (RTI) or Individual Education Plan (IEP) information, teacher candidates will design 5 different lesson plans in which they will demonstrate the use of the following instructional strategies: direct instruction and the inquiry method; using effective cues and questions that require the use of critical thinking skills; and providing appropriate positive and corrective feedback for responses in inclusive and resource settings. Teacher candidates will teach each of these lessons to the targeted student in the practicum and videotape themselves during the instruction. (CO 1, 2, 3, 4, 5, 7)
3. **Analysis of Student Assessment Data, Planning, and Instruction:** Teacher candidates will develop an in-depth written analysis of a sample of student performance data, including tests, exams, worksheets, and written projects available to them in their fourth or fifth grade practicum settings. Based on the student performance data, candidates will use the Understanding by Design process to design and teach a series of at least five different lessons for the entire class across the ACEI Curricular areas of (2.1) Reading, Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology. The lessons must integrate technology, integrate two or more content area, and incorporate a different instructional approach selected from, but not limited, to the following options: the Universal Design for Learning (UDL), Multiple Intelligences (MI), tiered lessons, varied questioning techniques, multi-option assignments, mixed-ability grouping, in order to teach across different group arrangements and content areas. These lesson plans will include Contextual Factors for Block 3, will follow the ECSE Lesson Plan format, and clearly identify how IEP objectives are addressed within the lesson plans. (C O 1, 2, 3, 6, 7)
4. **Final Product/Thematic Unit of Instruction:** Working in small groups, candidates will use the Understanding by Design process to develop a thematic unit of instruction to include at least 10 lesson plans. This activity will focus on the ACEI Curricular areas of (2.1) Reading,

Writing, and Oral Language, (2.2) Science, (2.3) Mathematics, (2.4) Social studies, (2.5) The arts, (2.6) Health education, (2.7) Physical education, and technology. The primary focus of this activity will be on selecting and describing a variety of appropriate assessments and instructional strategies. Candidates will plan appropriate accommodations for students with IEPs. This unit will include Contextual Factors and will follow the ECSE lesson plan format. (CO 1, 2, 3, 4, 6, 7)

**COURSE EVALUATION**

Each of the assignments listed below corresponds to the same number assignment and course objectives listed in the Activities/Assignments/Requirements section. Point Values for all assessments are listed below.

<u>Assignment</u>	<u>Point Value</u>
1. Individual Education Plan Goals & Obj. Design	50
2. Assessment and Instructional Planning Assignment	100
3. Analysis of Student Assessment Data, Planning, & Instruction	200
4. Final Product: Thematic Unit of Instruction	250
Total Possible Points	600

**GRADES**

- A = 90-100% of total points possible for course
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% and below

**ATTENDANCE POLICY**

You are expected to attend all class meetings. As per VSU policy for attendance, "The University expects that all students shall attend all regularly scheduled class meetings held for instruction or examination.... A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (Valdosta State University Undergraduate Catalog)

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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**



Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

# REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 09/24/2009 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Lynn C. Minor

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ECED 4790

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

**Current:**  
Course Prefix and Number:  
Credit Hours: 12  
Course Title: Student Teaching & Reflective Seminar  
Prerequisites: Completion of all requirements to student teach as listed in the university's undergraduate catalog.  
Co-requisites:  
Course Description: A full-day, semester-long experience in an early childhood 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.

**Requested:**  
Course Prefix and Number:  
Credit Hours: 9  
Course Title: Student Teaching and Reflective Seminar in Early Childhood Education  
Prerequisites: Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a GPA of 2.5.  
Co-requisites: ECSE 4420  
Course Description: A full-day, semester-long experience in an early childhood 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.

**Semester/Year to be Effective:**  
Fall/2010

**Estimated Frequency of Course Offering:**  
Fall/Spring

**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: Decisions for course revisions were based on program and unit assessment data (e.g., ESPI and GSPI results regarding classroom management, GSPI results regarding IEP development, TWS results regarding developing and interpreting assessments).

Adopting current best practice(s) in field: A team of school and parent partners were directly involved in the development and approval of these revised courses to ensure we included current best practices in the field.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Changing the hours for student teaching from 12 to 9 allows the students to take the corresponding seminar course (ECSE 4420) that has been specifically designed to address areas needing improvement as specified in program and unit assesment data. ECSE 4420 has already been approved for the new 4-year BSED program in Early Childhood Special Education General Curriculum. These two programs have shared courses since the adoption of the Early Childhood Special Education General Curriculum program. Therefore, the revisions to the Early Childhood program reflect the courses that will continue to offered in both programs. Offering courses in both programs gives the teacher candidates in the different programs opportunities to collaborate, and it also allows the department to utilize resources to its full advantage.

**Plans for assessing the effectiveness of the course:**

Course Evaluations

Program Assessments approved by NCATE, PSC, and ACEI

<b>Approvals:</b>	
Dept. Head: <i>Lynn C. Minor</i>	Date: 10-30-09
College/Division Exec. Comm.: <i>Julia M. Giffel</i>	Date: 11-2-09
Dean/Director: <i>Julia M. Giffel</i>	Date: 11-2-09
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

**ECED 4790**  
**STUDENT TEACHING AND REFLECTIVE SEMINAR**  
**IN EARLY CHILDHOOD EDUCATION**  
**9 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 TEXTBOOKS**

Account with LiveText for: P12 LiveText edu solutions (<http://www.college.livetext.com>)

**COURSE DESCRIPTION**

**Prerequisites: Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a GPA of 2.5. Co-requisite: ECSE 4420.** A full-day, semester-long experience in an early childhood 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.

## 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.

## GENERAL EDUCATION OUTCOMES

3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

## COURSE OBJECTIVES (CO)

The student will

1. demonstrate skill in planning for appropriate student learning by developing individual and thematic lesson plans using state (GPS Standards, Bright From the Start Standards, and QCC Standards) and local (textbooks, curriculum guides, etc.) curriculum resources. (CFP 1, 2, 7) (GE 3, 7)
2. demonstrate knowledge of, skill in, and acceptance of individual and group needs of pupils of differing economic, social, racial, ethnic, and religious backgrounds and with handicapping conditions with whom they work when planning lessons and during day-to-day interactions. (CFP 3, 4)
3. demonstrate teaching competence by implementing lesson plans. (CFP 2, 4, 6) (GE 3, 4, 7)
4. demonstrate skills in observing and assessing pupil behavior and performance by implementing lesson plans. (CFP 8, 9)

5. demonstrate knowledge of content appropriate for early childhood levels by successfully planning, implementing, and assessing teaching/learning episodes. (CFP 1, 2, 7) (GE 3, 4, 7)
6. demonstrate competence in creating/maintaining appropriate learning environments (physical and affective). (CFP 2, 4, 5)
7. demonstrate competence in the skills and abilities needed to work with parents, paraprofessionals, and other adults in the school environment. (CFP 10) (GE 4)
8. employ appropriate classroom management techniques that will promote the social, emotional, and academic development of all pupils. (CFP 2, 5, 8)
9. demonstrate skill as a reflective practitioner/professional. (CFP 9) (GE 7)
10. demonstrate knowledge and skill in identifying state, local, and school resources and personnel and appropriate referral strategies to link families with a range of family-oriented services. (CFP 10) (GE 7)

#### COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

- A. Letter of Introduction (CO2): Write a letter to introduce yourself to parents of students in your classroom.
- B. Instructional Schedule (CO 7, 9): This schedule is flexible and dependent on decisions made by the mentor teacher, the teacher candidate, and the university supervisor. The teacher candidate and the mentor teacher are encouraged, early in the semester, to make long-range plans for the term.
- C. University Supervisor Evaluations of Observations (CO 1, 2, 3, 4, 5, 6, 7, 8, 9): Teacher candidates will be observed a minimum of three (3) times by the university supervisor. Each visit consists of (1) an observation of the teacher candidate teaching a complete lesson, (2) a short conference with the mentor teacher, and (3) a conference with the teacher candidate. It is to the teacher candidate's advantage to teach a different subject each time that s/he is observed. The initial and final evaluations of observations will be completed in LiveText.

The absence of the mentor teacher is encouraged during observation by the university supervisor; however, the mentor teacher is welcome to attend the conference if classroom supervision can be arranged.

- D. Mentor Teacher Evaluations of Observations (CO 1, 2, 3, 4, 5, 6, 7, 8, 9): Teacher candidates will be observed formally a minimum of three (3) times by the mentor teacher. Each evaluation consists of (1) an observation of the teacher candidate teaching a complete lesson and using an observation form provided by VSU and (2) a conference with the teacher candidate. It is to the teacher candidate's advantage to teach a different subject each time that s/he is observed. The three evaluations will be completed on an online evaluation form.

- E. Videotaped Teacher Candidate Self-Evaluations of Instruction (CO 1, 2, 3, 4, 5, 6, 7, 8, and 9): Teacher candidate will videotape and complete a minimum of three (3) self-evaluations of instruction. The initial and final self-evaluations will be completed in LiveText.
- F. Full-Time (Solo) Teaching Responsibility (CO 1, 3, 8): The teacher candidate, in order to successfully complete the teacher candidate experience, will complete a total of four weeks in which s/he has the full responsibility for the classroom. Although both the mentor teacher and the university supervisor will monitor this time, the teacher candidate will plan, teach, evaluate, etc., as if s/he were the teacher.
- G. Lesson Plans (CO 1, 3, 4, 5): The lesson plan will follow the format posted on the departmental website. A minimum of one week of detailed lesson plans is required when the teacher candidate assumes the responsibility for planning and teaching a new content area. All lesson plans must be submitted to the mentor for approval and editing no later than Thursday preceding the teaching of the lessons. Provide a copy of the lesson plan to the university supervisor or mentor teacher prior to each classroom observation.  
NOTE: "Abbreviated" lesson plans may be approved by the university supervisor and mentor teacher after the teacher candidate has demonstrated satisfactory planning skills. See the format in the Departmental Handbook for Student Teaching and Internship. A detailed lesson plan is required for all scheduled formal observations by the mentor, university supervisor, and/or teacher candidate (self-assessment).
- H. Teacher Work Sample (CO 1, 3, 4, 5): Requirements will be given in the Student Teaching Seminar, as scheduled by the teacher candidate's university supervisor.
- I. Supporting Classroom Learning (CO 1, 5, 6, 8): At least one of the following:
1. One bulletin board, also approved in advance by the mentor teacher, will be designed and displayed in the classroom, when appropriate and directly related to the lessons. Teacher candidate is to submit a one-page paper listing the primary learning outcome, describing how it was used, and evaluating the bulletin board. The bulletin board may be interactive (containing material that will actively involve the students) or informative.
  2. A learning center, approved in advance by the mentor teacher, may be planned to complement teacher work sample or other current classroom objectives. Teacher candidate is to submit a one-page paper listing the primary learning outcome, describing how it was used, and evaluating the learning center.
  3. A website may be created to complement the teacher work sample or other current classroom objectives. Teacher candidate is to submit a one-page paper giving the URL for the website, listing the primary learning outcome, describing how it was used, and evaluating the website.
  4. A website may be created to communicate with family members by sharing student work and information pertaining to the classroom activities. Teacher candidate is to submit a one-page paper giving the URL for the website, listing the primary learning outcome, describing how it was used, and evaluating the website.
- J. Seminar Attendance (CO 1): The teacher candidate will attend seminars held periodically throughout the student teaching experience, as scheduled by the teacher candidate's university supervisor. Seminar topics include completing the teacher work sample; an examination of interrelationships of home, school, and community resources;



classroom management; parent conferencing; and others deemed appropriate. Attendance at the seminars is mandatory and may require the teacher candidate to leave school early that day.

- K. Scheduled Family Member Conference (CO 6): Participate in a scheduled family member conference. This could include an SST meeting or parent conference. Submit a one page paper stating who attended the conference by position (i.e., teacher, mother, father; not name), purpose of the conference, what happened during the conference, and an evaluation of the conference.
- L. Participation (CO 9): Participate actively in all seminars. Have the necessary resources and materials required for all seminars and meetings.
- M. Teacher Candidate Self-Evaluation of Dispositions (CO 9): Complete the "ECE Disposition Evaluation" in LiveText.
- N. Mentor Teacher Evaluation of Dispositions (CO 9): Send the "ECE Disposition Evaluation" document for review to the ECE Mentor Account. Mentor teachers will complete a paper copy of the Disposition Evaluation that will be placed in the student teacher folder.
- O. University Supervisor Evaluation of Dispositions (CO 9): Send the "ECE Disposition Evaluation" document for review to your university supervisor. The university supervisor will complete the disposition evaluation in LiveText.

## COURSE EVALUATION

### Evaluation Instruments/Methods

- A. Letter of Introduction (CO 2)
- B. Instructional Schedule (CO 7, 9)
- C. University Supervisor Evaluations of Observations (CO 1, 2, 3, 4, 5, 6, 7, 8, 9)
- D. Mentor Teacher Evaluations of Observations (CO 1, 2, 3, 4, 5, 6, 7, 8, 9)
- E. Teacher Candidate Self-Evaluations of Instruction (CO 1, 2, 3, 4, 5, 6, 7, 8, 9)
- F. Full Time (Solo) Teaching Responsibility (CO 1, 3, 8)
- G. Lesson Plans (CO 1, 3, 4, 5)
- H. Teacher Work Sample (CO 1, 3, 4, 5)
- I. Supporting Classroom Learning (CO 2, 4, 5, 6, 8)
- J. Seminar Attendance (CO 1)
- K. Scheduled Family Member Conference (CO 6)
- L. Participation (CO 9)
- M. Teacher Candidate Self-Evaluation of Dispositions (CO 9)
- N. Mentor Teacher Evaluation of Dispositions (CO 9)
- O. University Supervisor Evaluation of Dispositions (CO 9)

This is a course for which 12 undergraduate credits are awarded. In addition to conferences during routine visits, conferences among the teacher candidate, mentor teacher, and university supervisor are held at midterm and at the conclusion of the student teaching experience. The university supervisor relies heavily on the mentor teacher's assessment of the teacher candidate; however, the university supervisor has responsibility for assigning the final course grade. The

final assessment is based primarily on one's performance at the end of the period, not necessarily on early performances.

### Final Grading Scale

- S     Demonstrates an acceptable level of performance in relation to Early Childhood Education Program standards
  
- U     Fails to demonstrate acceptable level of performance in relation to Early Childhood Education program standards

A student who receives a grade of Unsatisfactory (U) for student teaching may apply for student teaching only one additional time. The student will be required to complete a prescribed program of remediation before being permitted to student teach the second time. Any student who receives a second grade of "U" for student teaching will be permanently dismissed from all teacher education programs in the College of Education and will not be recommended for teacher certification by Valdosta State University.

### ATTENDANCE POLICY

Teacher candidates must be in the school each day for the hours scheduled for the mentor teacher. Teacher candidates who arrive late, leave early, or are absent without prior notification are subject to removal from the school setting. There will be no absences during student teaching. If absences are necessary due to emergencies or illness, both the school/mentor teacher and the university supervisor must be notified at the earliest possible time. The teacher candidate will schedule appointments or other business so as not to interfere with the school day.

**WARNING!** Absences (even those meeting the above criteria) totaling three days or more require review of the teacher candidate's placement and may result in extension or cancellation of the student teaching experience.

### 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 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

Name:

Office address:

Office phone:

E-mail address:

Office hours:

Website: [http://coefaculty.valdosta.edu/trout/practica/eced\\_4790.htm](http://coefaculty.valdosta.edu/trout/practica/eced_4790.htm)

# REQUEST FOR A REVISED COURSE

Valdosta State University

**Date of Submission:** 09/24/2009 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Lynn C. Minor

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ECSE 4420

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

**Current:**  
Course Prefix and Number:  
Credit Hours:  
Course Title:  
Prerequisites: Appropriate 2999 course, ECSE 4210.  
Co-requisites: Co-requisite: ECSE 4490.  
Course Description:

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title:  
Prerequisites: Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a GPA of 2.5.  
Co-requisites: Co-requisite: ECSE 4490 or ECED 4790.  
Course Description:

**Semester/Year to be Effective:**  
Fall/2010

**Estimated Frequency of Course Offering:**  
Fall/Spring

**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: Modify the prerequisites and co-requisites.

**Plans for assessing the effectiveness of the course:**

Course Evaluations

Program Assessments approved by NCATE, PSC, and ACEI

<b>Approvals:</b>	
Dept. Head: <i>Lynna C. Mena</i>	Date: 10-30-09
College/Division Exec. Comm.: <i>Julia M. Giffel</i>	Date: 11-2-09
Dean/Director: <i>Julia M. Giffel</i>	Date: 11-2-09
Graduate Exec. Comm.: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

Form last updated: August 6, 2009

ECSE 4420  
**Seminar in Classroom Management and Collaboration with  
Family, School, and Community Agencies**  
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**

To be determined

**COURSE DESCRIPTION**

**Prerequisites: Completion of all core and previous semester professional courses (professional courses with a "C" or higher) and a GPA of 2.5. Co-requisite: ECSE 4490 or ECED 4790.** Examination of the nature, extent, and significance of involving families in the education of children in grades pre-kindergarten through five. Interrelationships of home, school, and community agencies are examined in light of various programs, methods, and techniques of parent education. Leadership skills are emphasized in the areas of training, supporting, and

guiding paraeducators and parent and community volunteers within the context of a developmentally appropriate classroom environment. Components of creating an elementary classroom environment that are conducive to learning will be discussed.

### **COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)**

- 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.

### **GENERAL EDUCATION OUTCOMES (GEO)**

2. Students will demonstrate cross-cultural perspectives and knowledge of other societies.
3. Students will use computer and information technology when appropriate.
4. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
7. Students will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials.

### **COURSE OBJECTIVES (CO)**

The teacher candidates will:

1. Describe the relevance of home, school, and community influences on students' lives. (CFS 2; GEO 2, 7)
2. Develop and implement a plan to maintain positive, collaborative relationships with the families of the students in the classrooms. (CFS 2, 3, 5; GEO 2, 4)



3. Describe how differences in family structures and social and cultural backgrounds impact students' development, learning, and behavior. (CFS 2; GEO 2)
4. Demonstrate knowledge and skill in identifying state and local resources and appropriate referral strategies to link families with a range of family oriented services. (CFS 2, 3; GEO 2, 3, 7)
5. Work collaboratively on behalf of all students with their families, school personnel, and community agencies. (CFS 2, 3; GEO 2, 4, 7)
6. Develop the skills to work collaboratively with and effectively utilize paraeducators and volunteers in educational. (CFS 1, 2, 3, 4, 5; GEO 3, 4, 7)

### **COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

1. Interview: Interview a parent of a school age child with a different social and/or cultural background than your own. During this conversation, identify the extent to which parents are involved in their children's education, barriers to their participation, and suggestions for improving parent-teacher-school interactions. Submit a typed paper that summarizes the information gathered, and include your personal reflection on what you learned from this experience. Further directions will be given when the assignment is formally discussed. (CO 1, 3)
2. Home/School Collaboration Plan: As part of an in-class assignment done collaboratively with others, design a plan for improving home/school collaboration and communication. The plan should include guidelines and outlines for visits to the classroom, back-to-school nights, parent education programs, resource rooms, parent advisory councils, classroom newsletters, parent teacher conferences, and student referral processes. (CO 2, 6)
3. Resource File: Working collaboratively with student teachers assigned to your community, collect and organize information about state and community resources, appropriate referral agencies for families and parents of young children (i.e., Student Support Team), volunteer programs (i.e., VISTA, CPIE), and paraprofessionals. (CO 1, 4, 5)
4. Video Evidence: Share and critique a video documenting evidence of classroom management, differentiated instruction, and sensitivity to linguistic and cultural diversity (CO 3).
5. Individualized Education Plan Meeting: Collaborate with the mentor teacher, other school professionals, and parents, to analyze assessment data and develop individualized education plan goals based on assessment. They will participate in the individualized education plan collaborative meeting (CO 5, 6).
6. Paraprofessional and Volunteer Integration: Based upon your lesson plans, develop a description of the paraprofessional's roles, responsibilities, and expectations before, during,

and after instruction. Describe how community volunteers can be integrated into classroom use (CO 3, 5, 6).

### **COURSE EVALUATION**

#### Evaluation Instruments/Methods

Assignment	Points
1. Interview	100
2. Home/School Collaboration Plan	100
3. Resource File	100
4. Video Evidence	100
5. Individualized Education Plan Meeting	100
6. Parapro & Volunteer Integration	100

### **GRADING SCALE**

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% or below

### **ATTENDANCE POLICY**

Students are expected to arrive promptly for every class and to call or email me in the case of an emergency. Come to class prepared to contribute to discussions, ask appropriate questions, and participate in class activities. Roll is taken at the beginning of each class. Please see me if you come in tardy to ensure that I indicate your attendance in my records. If it is necessary for you to miss a class, you should arrange for a classmate to take notes and pick up handouts for you. You are responsible for the content of classes that are missed. Missing class or part of a class will affect your grade. Incompletes will only be given under special circumstances. See me as soon as possible if you think we need to discuss this. "A student who misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course." (*VSU Undergraduate Catalog*)

### **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 the *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**

Name:

Office address:

Office phone:

E-mail address:

Office hours:

Website: