VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

MONDAY,
March 9, 2015

2:30 p.m.

Rose Room
UNIVERSITY CENTER

Stanley Jones
Registrar/Secretary of the Academic Committee
1. Minutes of the February 9, 2015 meeting. (pages 1-5) were approved by email February 20, 2015.

2. COLLEGE OF ARTS AND SCIENCES
   a. Deactivation HIST 3010, 3020, 3303, and 5303 (pages 6-7)
   b. Revised Selected Educational Outcomes for the BA in English (pages 8-10)
   c. New course ENGL 0099 (pages 11-13)
   d. Revised senior curriculum for the BA in French and the BA in Spanish – Foreign Language Education Track (pages 14-15)
   e. Revised credit hours and description FLED 4790 (pages 16-18)
   f. Revised credit hours and description FLED 4800 (pages 19-21)
   g. Revised senior curriculum for the BA in Political Science (pages 22-23)
   h. Revised degree narrative for the MPA degree (pages 24-26)
   i. Revised degree requirements for the DPA (pages 27-29)
   j. Deactivation of GEN 4200 and 4900 (pages 30-31)
   k. Effective date change for CS 1301 and 1302 (previously approved October 2012) (page 32)

3. COLLEGE OF NURSING AND HEALTH SCIENCES
   a. Revised degree requirements for the MSN – Family Nurse Practitioner Track (pages 33-35)
   b. Revised degree requirements for the MSN – Adult Gerontology Nurse Practitioner Track (pages 36-38)
   c. New course NURS 7101 (pages 39-44)
   d. Deactivation of NURS 5050, 7010, 7130, 7211, 7221, 7291, 7310, 7321, 7332, 7410, 7442, 7460, 9100, 9110, 7594, 9200, 9220, 9300, 9400, 7341, 7420, 7492, 5900, 7020, 7140, 7231, 7250, 7300, 7320, 7331, 7391, 7422, 9011, 7492, 9120, 9130, 9210, 9230, 9310, 9410, 7392, and 7432 (pages 45-46)
   e. Revised curriculum for the BSAT (Pages 47-48)
   f. Revised title, credit hours, and description HSAT 3020 (pages 49-51)
   g. Revised prerequisites, and description HSAT 3440 (pages 52-54)
   h. Revised prerequisites, and description HSAT 3441 (pages 55-57)
   i. Revised prerequisites HSAT 4300 (pages 58-60)
   j. Revised prerequisites, and description HSAT 4440 (pages 61-63)
   k. Revised prerequisites, and description HSAT 4441 (pages 64-66)
   l. Revised prerequisites, and description HSAT 4442 (pages 67-69)
   m. Revised prerequisites, and description HSAT 4443 (pages 70-72)
   n. Revised prerequisites HSAT 4450 (pages 73-75)
   o. Revised prerequisites HSAT 4490 (pages 76-78)
   p. Revised title, prerequisites, and description HSAT 4491 (pages 79-81)
   q. Revised prerequisites, and description HSAT 4700 (pages 82-84)

4. COLLEGE OF THE ARTS
   a. Revised senior college curriculum BA in Music (pages 85-88)
   b. Revised Core Area F and senior college curriculum for the BA in Art (pages 89-91)
   c. Revised Core Area F and senior college curriculum for the BFA in Art (pages 92-93)
   d. Revised Core Area F and senior college curriculum for the BFA in Art Education (pages 94-96)
   e. Revised senior college curriculum for the BFA in Interior Design (pages 97-99)
   f. Revised minor in Art (pages 100-101)
   g. Revised prerequisites ARED 3000 (pages 102-104)
   h. Revised prerequisites ARED 3010 (pages 105-107)
   i. Revised prerequisites ARED 3012 (pages 108-110)
   j. Revised prerequisites ART 2030 (pages 111-113)
   k. Revised prerequisites ARTH 3120 (pages 114-116)
   l. Revised course number, title, prerequisites, and description ARTH 2121 (pages 117-119). Deactivation ARTH 3121.
   m. Revised course number, title, prerequisites, and description ARTH 2122 (pages 120-122). Deactivation ARTH 3122.
   n. Revised prerequisites ARTH 3123 (pages 123-125)
   o. Revised prerequisites ARTH 4120 (pages 126-127)
   p. Revised prerequisites ARTH 4130 (pages 128-129)
   q. Revised prerequisites ARTH 4140 (pages 130-131)
   r. Revised prerequisites ARTH 4150 (pages 132-133)
   s. Revised prerequisites ARTH 4160 (pages 134-135)

5. COLLEGE OF EDUCATION AND HUMAN SERVICES
   a. Revised senior curriculum for the BSED in Communication Disorders (pages 136-137)
   b. New course CSD 4010 (pages 138-146)
   c. Deactivation of CSD 4070 (pages 147-148)
   d. Revised curriculum for the MSW (pages 149-151)
   e. Revised course description SOWK 7810 (pages 152-154)
   f. Revised credit hours SOWK 7611 (pages 155-157)
   g. Revised credit hours SOWK 7612 (pages 158-160)
   h. Deactivation SOWK 7630 (pages 161-162)
i. Revised curriculum for the MED in Educational Leadership (pages 163-164)

j. Re-instatement and revised curriculum for the MED in Educational Leadership – Track P-12 School Leadership Option (pages 165-167)

k. Re-instatement of Certification Only Tier 1 P-12 School Leadership (pages 168-169)

l. Revised requirements for the EDS in Educational Leadership – Track Performance-Based Leadership (pages 170-171)

m. Revised requirements for the Performance-Based certification only program (pages 172-173)

n. Revised catalogue copy for the Department of Curriculum, Leadership, and Technology (pages 174-186)

o. Revised senior college curriculum for the BSED in Middle Grades Education (pages 187-189)

p. Revised prerequisite and description MGED 4000 (pages 190-199)

q. Deactivation of MGED 4030 and 4050 (pages 200-201)

r. Overview of the proposed changes to the MAT program (pages 202-204)

s. New course MSED 5100 (pages 205-219)

t. New course MSED 5200 (pages 220-237)

u. New course MSED 5300 (pages 238-249)

v. New course MSED 5400 (pages 250-268)

w. New course MSED 5500 (pages 269-284)

x. New course MSED 5600 (pages 285-299)

y. New course MSED 6000 (pages 300-316)

z. New course MSED 6001 (pages 317-330)

aa. New course MSED 6002 (pages 331-344)

bb. New course MSED 6003 (pages 345-360)

cc. New course MSED 6004 (pages 361-376)

dd. New course MSED 6005 (pages 377-390)

ee. New course MSED 6010 (pages 391-404)

ff. New course MSED 6020 (pages 405-418)

gg. New course MSED 6100 (pages 419-432)

hh. New course MSED 6200 (pages 433-446)

ii. New course MSED 6300 (pages 447-462)

jj. Revised requirements for the MAT in Middle Grades Education or Secondary Education (pages 463-466)

kk. Deactivation of MSED 7007, 7030, and 7320 (pages 467-468)

ll. Deactivation of DEAF 3110, 3130, 5290, and 5450 (pages 469-470)

6. Pending items

   a. Revised course CHEM 1010 – USG General Education Council approval

   b. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)

   c. Prospectus – PSM – Professional Science Master’s in Chemistry and Biochemistry – BOR approval (SEP12 AC)

   d. New Course PSYC 2103 – replacing PSYC 2700 – BOR approval (SEP13AC)
The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, February 9, 2015. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Dr. Dee Ott (Proxy for Dr. Bonni Cohen), Dr. Michael Sanger, Dr. Gary Futrell, Ms. Sarah Arnett, Dr. Kristen Johns, Dr. Frank Flaherty, Dr. Ray Elson, Dr. Ellis Heath, Dr. Katherine Lamb, Dr. Lars Leader, Dr. Dee Ott, Ms. Jessica Lee, and Dr. Xiaoa Ren.

Members Absent: Dr. Bonni Cohen, Dr. Marc Pufong, Dr. Frank Barnas, and Dr. Linda Floyd.

Catalog Editor: Dr. Jane Kinney

Visitors Present: Dr. Nicole Cox, Ms. Teresa Williams, Dr. Robert Gannon, Dr. Darrell Ross, Dr. Greg Harrell, Dr. Don Leach, and Dr. Mark Borzi.

The Minutes of the January 12, 2015 meeting were approved by email on January 16, 2015. (pages 1-3).

A. Graduate School

1. Revised Academic Dishonesty policy was approved effective Fall Semester 2015. (pages 4-6).

2. Revised Admission test scores for the following programs: Master of Social Work, MED in Communication Disorders, MAT in Middle Grades, MAT in Secondary Education, MS in Biology, MS in Sociology, EDS in Teacher Leadership, MAT in Special Education, MED in Special Education, MA in History, MED in Reading Education, EDS in Special Education, MBA, and Doctor of Speech-Language Pathology was approved effective Fall Semester 2015. (pages 7-10).

B. College of Business

1. New course, International Business (IB) 3600H, "Honors International Business and Culture", (HONORS INTERNTNL BUS & CULTURE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2015 with the description changed to read – Cross-cultural experience for the Honors student through study abroad. Classroom topics include business practices, historical background, and social and cultural norms of the chosen country. In-country experiences include visits to companies, places of historical significance, and places of cultural significance. Student will write a analysis of the international business visited in a foreign country. This course may be repeated once for credit in a different country.. (pages 11-17).

2. Revised prerequisites, Finance (FIN) 4720, "Advanced Portfolio Management", (ADVANCED PORTFOLIO MANAGEMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 18-20).

3. Revised curriculum for the MBA – General Business track was approved effective Fall Semester 2015. (pages 21-23).

4. Revised curriculum for the MBA – Healthcare Administration track was approved effective Fall Semester 2015. (pages 24-25).

5. New course, Master of Business Administration (MBA) 7898, "Healthcare Directed Research", (ADVANCED AUDITING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to read ..."Unsatisfactory". An applied research project focusing on theories and concepts of healthcare systems delivery and practice and on practical challenges within a healthcare system. (pages 26-30).

C. College of Education and Human Services

1. Revised admission to the Teacher Education program was approved effective Fall Semester 2015 was approved effective Fall Semester 2015. (pages 31-34).

2. Revised degree requirements for the MLIS was approved effective Fall Semester 2015. (Pages 35-37).
3. Revised curriculum for the MLIS – Cataloging and Classification track was approved effective Fall Semester 2015. (pages 38-40)

4. Revised prerequisite, Library Science (MLIS) 7330, “Metadata and Advanced Cataloging”, (METADATA AND ADV CATALOGING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 41-43).

5. New course, Library Science (MLIS) 7125, “Genealogy for Librarians”, (GENEALOGY FOR LIBRARIANS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 44-57).

D. College of Arts and Sciences

1. Revised curriculum for the BS in Applied Mathematics was approved effective Fall Semester 2015. (pages 58-60).

2. Revised curriculum for the BA in Mathematics was approved effective Fall Semester 2015. (pages 61-63).

3. Revised prerequisite, Computer Science (CS) 4330, “Theory of Programming Languages”, (THEORY OF PROGRAMMING LANGUAGE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 64-65).

4. Revised prerequisite, Computer Science (CS) 6330, “Theory of Programming Languages”, (THEORY OF PROGRAMMING LANGUAGE – 3 credit hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 66-67).

5. Deactivation of CS 4140, 6140, 6335, MATH 2160, 5163, 5165, 566, 5080, 6540 and 6624 was noted effective Fall Semester 2015. (pages 68-69).

6. New course, Physical Science (PHSC) 1100H, “Honors The Universe of Energy”, (HONORS THE UNIVERSE OF ENERGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to read ...the instructor. An enhanced survey of the physical sciences focused upon the theme of energy. The concept... and the last sentence was deleted.. (pages 70-76).

7. Revised prerequisite and description, Biology (BIOL) 6020, “Topics in Conservation Biology”, (SP TOPICS CONSERVATION – 2-4 credit hours, 2-4 lecture hours, 0 lab hours, and 2-4 contact hours), was approved effective Fall Semester 2015. (pages 77-79).

8. New course, Biology (BIOL) 6250, “Human Anatomy”, (HUMAN ANATOMY – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2015. (pages 80-85).

9. New course, Biology (BIOL) 6730, “Climate Change Biology”, (HUMAN ANATOMY – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2015. (pages 86-92).

10. Revised selected Educational Outcomes for the BA in Criminal Justice was approved effective Fall Semester 2015. (pages 93-95).

11. Revised Retention, Dismissal, and Readmission policy for the MS in Criminal Justice was approved effective Fall Semester 2015. (pages 96-99).

12. Revised Retention, Dismissal, and Readmission policy for the MS in Criminal Justice - Online was approved effective Fall Semester 2015. (pages 100-102).

13. Revised Selected Educational Outcomes for the MS in Criminal Justice was approved effective Fall Semester 2015. (pages 103-105).

14. Revised degree requirements for the MS in Criminal Justice was approved effective Fall Semester 2015. (pages 106-108).

15. Revised curriculum for the MS in Criminal Justice was approved effective Fall Semester 2015. (pages 109-112).

16. New course, Criminal Justice (CRJU) 7998, “Thesis I”, (THESIS I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3
contact hours), was approved effective Fall Semester 2015 with the description changed to – Prerequisite: Permission of advisor. Individualized study and research for students preparing to write a thesis. May not be repeated for credit. (pages 113-116).

17. Revised credit hours, title, prerequisite, and description, Criminal Justice (CRJU) 7999, “Thesis II”, (THESIS II – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2015 with the description changed to - Prerequisites: CRJU 7998 and permission of thesis advisor. Completion of thesis project and its defense. (pages 117-119).

18. Deactivation of CRJU 7990 was noted effective Fall Semester 2015. (pages 120-121).

E. College of the Arts

1. Revised credit hour and description, Music (MUSC) 5880, “Marching Band”, (MARCHING BAND – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2015. (pages 122-124).

2. Revised prerequisite, Music (MUSC) 1172, “Theoretical Foundations of Jazz Improvisation II”, (JAZZ IMPROV II – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Spring Semester 2016. (pages 125-126).

3. New degree proposal for the BFA in Emergent Media and Communication was noted (pages 127-157).

4. New degree requirements for the BFA in Emergent Media and Communication – Area F and Senior College Curriculum was approved effective Fall Semester 2015. (pages 158-160).

5. New course, Emergent Media and Communication (EMAC) 2200, “Fundamentals of Emerging Communication”, (FUNDAMENTALS EMERGING COMM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – An introduction to the EMAC program and the emergent media field, focusing on the practices and processes of communicating through digital content. (pages 161-164).

6. New course, Emergent Media and Communication (EMAC) 2400, “Writing for Emerging Media”, (WRITING FOR EMERGING MEDIA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – An introduction to writing for emergent media forms, focusing on crafting an effective story and the factors that influence content and delivery. (pages 165-168).

7. New course, Emergent Media and Communication (EMAC) 2600, “International Communication”, (INTERNATIONAL COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015. (pages 169-172).

8. New course, Emergent Media and Communication (EMAC) 2800, “Research in the Digital Age I”, (RSCH DIGITAL AGE I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – An introduction to communication research skills, including qualitative and quantitative research methods and audience and message analysis in the digital age. (pages 173-176).

9. New course, Emergent Media and Communication (EMAC) 3000, “Mass Communication History and Theory”, (MASS COMM HISTORY AND THEORY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – A study of the history of media, including theories of mass communication and the impact of mediated communication. (pages 177-180).

10. New course, Emergent Media and Communication (EMAC) 3020, “Managing Communication Processes”, (COMMUNICATION PROCESSES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – An introduction to emergent media in organizations, focusing of face-to-face and virtual project design and management, design processes, and meeting management. (pages 181-185).

11. New course, Emergent Media and Communication (EMAC) 3060, “Research in the Digital Age II”, (RSCH DIGITAL AGE II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – A study of the design and deployment of research instruments to develop communication strategies for real-world applications, including data analysis and the impact of data-driven decisions on communication strategies. (pages 186-189).
12. New course, Emergent Media and Communication (EMAC) 3040, “Critical Approaches to Emerging Media”, (CRITICAL APPROACHES EMG MEDIA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – An investigation of issues of power and culture in contemporary media, including media representation, the commodification of audiences, and audience consumption and feedback. (pages 190-193).

13. New course, Emergent Media and Communication (EMAC) 3080, “Visual Communication”, (VISUAL COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – A study of the principles and practices of creating visual solutions to complex communication problems, including visual language, methodology, and cultural contexts. (pages 194-197).

14. New course, Emergent Media and Communication (EMAC) 4000, “Emerging Media Ethics and Law”, (EMG MEDIA ETHICS AND LAW – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – A study of ethical and legal issues posed by emergent media. (pages 198-201).

15. New course, Emergent Media and Communication (EMAC) 4100, “Digital Media I: Dynamic Design”, (DYNAMIC DESIGN – 3 credit hours, 1 lecture hour, 4 lab hours, and 5 contact hours), was approved effective Fall Semester 2015 with the description changed to – A study of the principles of content creation and traditional media production techniques. (pages 202-205).

16. New course, Emergent Media and Communication (EMAC) 4220, “Advocacy, Civic Engagement, and Emerging Media”, (ADVOC, CIVIC ENGAGEMENT, AND MEDIA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – A study of online advocacy and participatory democracy, including community building, political power, and information gathering and dissemination. (pages 206-210).

17. New course, Emergent Media and Communication (EMAC) 4220, “Digital Media II: Convergent Design”, (CONVERGENT DESIGN – 3 credit hours, 1 lecture hour, 4 lab hours, and 5 contact hours), was approved effective Fall Semester 2015 with the description changed to – An exploration of the static and dynamic design of messages for distribution across multiple media channels. (pages 211-214).

18. New course, Emergent Media and Communication (EMAC) 4240, “Research Analysis and Performance”, (RSCH ANALYSIS AND PERFORMANCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – The application of research principles and methods in emergent media to design research projects, collect data, and present results in professional settings. (pages 215-219).

19. New course, Emergent Media and Communication (EMAC) 4300, “Digital Media III: Emergent Design”, (EMERGENT DESIGN – 3 credit hours, 1 lecture hour, 3 lab hours, and 4 contact hours), was approved effective Fall Semester 2015 with the description changed to – The application of emergent media technologies to message construction for integration multi-channel campaigns. Students will complete a digital project for their portfolios. (pages 220-223).

20. New course, Emergent Media and Communication (EMAC) 4320, “Business Practices Emergent Media”, (BUS PRACTICES EMERG MEDIA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – An examination of business practices and structures specific to emergent media. (pages 224-227).

21. New course, Emergent Media and Communication (EMAC) 4340, “Emerging Media for Professionals”, (EMERGING MEDIA FOR PROF – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – An examination of communication used by emergent media professionals with their audiences, including their peers. (pages 228-231).

22. Revised course number and description, Emergent Media and Communication (EMAC) 4952, “EMAC Seminar”, (EMAC SEMINAR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2015 with the description changed to – A capstone seminar in which students compile students compile a final portfolio of work completed during their program to be evaluated by the instructor and classmates. Through additional assignments, students will prepare for work in the emergent media profession. (pages 232-234). Deactivation of MDIA 4952.

F. Miscellaneous
1. Revised Learning Support Policy was approved effective Fall Semester 2015. (pages 235-239).

Respectfully submitted,

Stanley Jones
Registrar
REQUEST TO DEACTIVATE A COURSE/PROGRAM
Valdosta State University

Date of Submission: January 28, 2015

<table>
<thead>
<tr>
<th>Department Initiating Deactivation:</th>
<th>Semester &amp; Year to be Effective:</th>
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<tbody>
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<td>Fall 2015</td>
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List of courses (or the program or track) to be deactivated: HIST 3010; HIST 3020; HIST 3303; HIST 5303;

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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
- [x] Other Courses are no longer offered.

Source of Data to Support Suggested Change:

- [x] Indirect measures: SOIs, student, employer, or alumni surveys, etc. Faculty surveyed: none wish to offer.
- [ ] Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
<table>
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<tbody>
<tr>
<td>College/Division Exec. Comm.: Anne Richard</td>
<td>Date: 11/2/15</td>
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<tr>
<td>Dept. Head:</td>
<td>Date: 1/30/15</td>
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<td>Dean/Director:</td>
<td>Date: 1/28/15</td>
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<td>Graduate Exec. Comm.:</td>
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<td>Graduate Dean:</td>
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Form last updated: January 6, 2010
# REQUEST FOR A REVISED CATALOGUE COPY

Valdosta State University

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<td>127</td>
<td>Proposed Effective Date for Revised Catalogue Copy:</td>
<td>(new or revised) fall 2015</td>
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**Degree and Program Name:** B. A. English

**Present Requirements:**

**SELECTED EDUCATIONAL OUTCOMES**

Each program in the English Department has numerous desired outcomes. Examples of these outcomes include the following:

1. To develop a basic knowledge of British, American, and world literature and an ability to respond to them critically.

2. To write and speak with clarity, precision, and sophistication.

3. To research carefully and systematically, utilizing the appropriate computer technology, and to apply that research to the study of language and literature.

4. To foster a greater understanding of the cultural and historical contexts of written communication.

**EXAMPLES OF OUTCOME ASSESSMENTS**

The English Department assesses the extent to which its program requirements create the desired outcomes by using a variety of techniques. Examples of these assessments (and the related educational outcome) include the following:

1. Students will submit a senior capstone project.

2. Students will complete a five-page Undergraduate English Major Exit Questionnaire.

**Proposed Requirements:** (highlight changes after printing)

**SELECTED EDUCATIONAL OUTCOMES**

Each program in the English Department targets various individual outcomes. All English majors develop the following abilities:

1. To explain and analyze literary works within their cultural, historical, and literary contexts.

2. To write and speak with clarity, precision, and sophistication.

3. To conduct appropriate forms of research and to integrate their findings into coherent works of their own composition.

4. To identify the critical and/or rhetorical principles that inform writing and to use them to create written works appropriate to their audience and purpose.

**EXAMPLES OF OUTCOME ASSESSMENTS**

The English Department assesses its students' ability to meet these outcomes in various ways, including the following:

1. An original senior capstone project, supported by an oral presentation.

2. An assignment analyzing a literary work within its cultural, historical, and literary contexts.

3. An Undergraduate English Major Exit Questionnaire.
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

☒ Improving Student Learning Outcomes Outcome 1 and Outcome 4 cannot be adequately assessed as phrased. The proposed changes will allow us to use direct measures to assess these outcomes.
☐ Adopting Current Best Practice(s) in Field
☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies
☐ Other

Source of Data to Support Suggested Change:

☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. We currently rely on a student exit questionnaire to assess Outcomes 1 and 4. This assessment does not provide enough data to make programmatic improvements.
☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The proposed revisions will allow us to assess these outcomes using direct measures.

Plan for assessing the effectiveness of the change in meeting program’s learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc.
☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
Outcome 1: In ENGL 3110, 3120, 3210, or 3215, students will analyze a literary work within its context, using the attached rubric. (Attachment 1)

Outcome 4: In senior seminar, students will articulate the rhetorical and critical principles they use to develop this project. This outcome will be assessed using the attached rubric. (Attachment 2)

Outcomes 2 and 3 will continue to be assessed through rubric-guided evaluations of senior projects and oral presentations developed in senior seminar.
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<tr>
<td>Department Head:</td>
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<td>Date: 2/6/13</td>
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Form last updated: January 6, 2010
# Request for a Revised Course

**Valdosta State University**

**Date of Submission:** 02/09/2015 (mm/dd/yyyy)

<table>
<thead>
<tr>
<th>Department Initiating Revision:</th>
<th>Faculty Member Requesting Revision:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL</td>
<td>Dr. Mark Smith</td>
</tr>
</tbody>
</table>

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

ENGL 0099

**List Current and Requested Revisions:**

<table>
<thead>
<tr>
<th>Current:</th>
<th>Requested:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number: ENGL 0099</td>
<td>Course Prefix and Number: ENGL 0999</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>Course Title: Developmental English</td>
<td>Course Title: Support for English Composition</td>
</tr>
<tr>
<td>Pre-requisites:NA</td>
<td>Pre-requisites:NA</td>
</tr>
<tr>
<td>Course Description: A composition course focusing on skills required for effective composition of times essays and designed primarily for students who fail the essay portion of the Regents' Testing Program.</td>
<td>Course Description: A course to provide corequisite support for students requiring remediation in English or reading while enrolled in ENGL 1101 - English Composition I.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester/Year to be Effective:</th>
<th>Estimated Frequency of Course Offering:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>Fall &amp; Spring semesters</td>
</tr>
</tbody>
</table>

**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.)

- [x] Improving student learning outcomes: This course is being mandated by the Board of Regents as part of its new learning support policy.
- [ ] Adopting current best practice(s) in field:
- [ ] Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- [ ] Other:
Plans for assessing the effectiveness of the course: Course will be assessed as part of our regular composition course assessment.
<table>
<thead>
<tr>
<th>Approvals:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College/Division Exec. Comm.:</td>
<td>Tom Richards</td>
</tr>
<tr>
<td>Dept. Head:</td>
<td>Mr. Smith</td>
</tr>
<tr>
<td>Dean/Director:</td>
<td>Tom Richards</td>
</tr>
<tr>
<td>Graduate Exec. Comm. (if needed):</td>
<td></td>
</tr>
<tr>
<td>Graduate Dean (if needed):</td>
<td></td>
</tr>
<tr>
<td>Academic Committee:</td>
<td></td>
</tr>
</tbody>
</table>

Form last updated: February 10, 2015
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: 148, 153
Proposed Effective Date for Curriculum Change: (Month/Year): 08/2015
Degree & Program Name: (e.g., BFA, Art): FLED

Present Requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-Level Courses in Education</td>
<td>22</td>
</tr>
<tr>
<td>SEED 4010, FLED 3510, FLED 4510</td>
<td>3</td>
</tr>
<tr>
<td>FLED 3500, FLED 4500</td>
<td>4</td>
</tr>
<tr>
<td>SPEC 3000</td>
<td>3</td>
</tr>
<tr>
<td>FLED 4790</td>
<td>10</td>
</tr>
<tr>
<td>FLED 4800</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>0-3</td>
</tr>
<tr>
<td>Total hours required for the degree</td>
<td>120</td>
</tr>
</tbody>
</table>

Proposed Requirements (Underline changes after printing this form):

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upper-Level Courses in Education</td>
<td>22</td>
</tr>
<tr>
<td>SEED 4010, FLED 3510, FLED 4510</td>
<td>3</td>
</tr>
<tr>
<td>FLED 3500, FLED 4500</td>
<td>4</td>
</tr>
<tr>
<td>SPEC 3000</td>
<td>3</td>
</tr>
<tr>
<td>FLED 4790</td>
<td>9</td>
</tr>
<tr>
<td>FLED 4800</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>0-3</td>
</tr>
<tr>
<td>Total hours required for the degree</td>
<td>120</td>
</tr>
</tbody>
</table>

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: FLED 4800 will now encompass EdTPA preparation and support. The additional hour in this course will make the seminar a full course in a professor's load, giving the course the time and support it needs to improve candidate performance on the EdTPA.

Source of Data to Support Suggested Change:

☐ Indirect measures: SOIs, student, employer, or alumni surveys, etc.
☑ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) A complete review of the program courses documented a
need to better support students with the new EdTPA requirement during student teaching.

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

☑ Indirect measures: SOIs; student, employer, or alumni surveys, etc.
☐ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Input from SOIs and faculty input were used to support this change. The unified decision was that one course hour from FLED 4790 will be added to FLED 4800. FLED 4800 will now encompass EdTPA preparation and support. The additional hour will make 4800 a full course in a professor's load, giving the course the time and support it needs to improve candidate.

Approvals:

Department Head: [Signature] Date: 2/16/15

College/Division Exec. Committee: [Signature] Date: 2/12/15

Dean(s)/Director(s): [Signature] Date: 2/19/15

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

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010
Request for a Revised Course  
Valdosta State University

**Date of Submission:** 1/28/2015 (mm/dd/yyyy)

<table>
<thead>
<tr>
<th>Department Initiating Revision:</th>
<th>Faculty Member Requesting Revision:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern and Classical Languages</td>
<td>Ransom Gladwin</td>
</tr>
</tbody>
</table>

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

### List Current and Requested Revisions:

<table>
<thead>
<tr>
<th>Current:</th>
<th>Requested:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number: FLED 4790</td>
<td>Course Prefix and Number: FLED 4790</td>
</tr>
<tr>
<td>Credit Hours: 10</td>
<td>Credit Hours: 9</td>
</tr>
<tr>
<td>Course Title: Student Teaching</td>
<td>Course Title: Student Teaching</td>
</tr>
<tr>
<td>Pre-requisites: Prerequisite: Senior Standing. Corequisite: FLED 4800</td>
<td>Pre-requisites: Prerequisite: Senior Standing. Corequisite: FLED 4800</td>
</tr>
<tr>
<td>Course Description: The capstone experience providing opportunity for students to implement theory and instructional practices in secondary classrooms; supervised observation, teaching, classroom management and evaluation; acquaintance with the administration of a school and the school program; selection and use of appropriate instructional materials; conferences with supervisors.</td>
<td>Course Description: The capstone experience provides an opportunity for students to implement theory and instructional practices in secondary classrooms; supervised observation, teaching, classroom management and evaluation; familiarization with the administration of a school and the school program; selection and use of appropriate instructional materials; conferences with supervisors.</td>
</tr>
</tbody>
</table>

**Semester/Year to be Effective:**  
Fall 2015

**Estimated Frequency of Course Offering:**  
Every Fall and 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: One course hour from FLED 4790 will be added to FLED 4800. FLED 4800 will now encompass EdTPA preparation and support. The additional hour will make 4800 a full course in a professor's load, giving the course the time and support it needs to improve candidate
performance.

**Plans for assessing the effectiveness of the course:** Same as before, but the program will look for continuous improvement of EdTPA preparation and support with this change.
Form last updated: February 17, 2015
# Request for a Revised Course
Valdosta State University

**Date of Submission:** 1/29/15 (mm/dd/yyyy)

<table>
<thead>
<tr>
<th>Department Initiating Revision:</th>
<th>Faculty Member Requesting Revision:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Modern and Classical Languages</td>
<td>Ransom Gladwin</td>
</tr>
</tbody>
</table>

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

FLED 4800 Senior Professional Development Seminar

**List Current and Requested Revisions:**

<table>
<thead>
<tr>
<th>Current:</th>
<th>Requested:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Prefix and Number:</strong> FLED 4800</td>
<td><strong>Course Prefix and Number:</strong> FLED 4800</td>
</tr>
<tr>
<td><strong>Credit Hours:</strong> 2-0-2</td>
<td><strong>Credit Hours:</strong> 3-0-3</td>
</tr>
<tr>
<td><strong>Course Title:</strong> Senior Professional Development Seminar</td>
<td><strong>Course Title:</strong> FLED 4800 Senior Professional Development Seminar</td>
</tr>
<tr>
<td><strong>Pre-requisites:</strong> Senior Standing. Corequisite: FLED 4790</td>
<td><strong>Pre-requisites:</strong> Senior Standing. Corequisite: FLED 4790</td>
</tr>
<tr>
<td><strong>Course Description:</strong> Graded “Satisfactory or Unsatisfactory.” The capstone experience requiring student teachers to reflect upon their teaching experiences through interactions with peers, secondary education professionals and other educators in their content area. The preparation and presentation of a portfolio reflecting their student teaching experience is required.</td>
<td><strong>Course Description:</strong> The capstone experience requires student teachers to reflect upon their teaching experiences through interactions with peers, secondary education professionals and other educators in their content area. The preparation and presentation of a portfolio reflecting their student teaching experience is required.</td>
</tr>
</tbody>
</table>

**Semester/Year to be Effective:**
Fall 2015

**Estimated Frequency of Course Offering:**
Every Fall and Spring

**Indicate if Course will be:**
- [x] 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:
- [x] Other: One course hour from FLED 4790 will be added to FLED 4800. FLED 4800 will now encompass EdTPA preparation and support. The additional hour will make 4800 a full course in a professor's load, giving the course the time and support it needs to improve candidate performance. Furthermore, FLED 4800 will be assessed with a letter grade now. This will add
academic importance and rigor to the course, which it needs with the addition of the EdTPA.

**Plans for assessing the effectiveness of the course:** Same as before, but will look for continuous improvement of EdTPA preparation and support with this change.
<table>
<thead>
<tr>
<th>Approvals:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College/Division Exec. Comm.:</td>
<td></td>
</tr>
<tr>
<td>Dept. Head:</td>
<td></td>
</tr>
<tr>
<td>Dean/Director:</td>
<td></td>
</tr>
<tr>
<td>Graduate Exec. Comm.(if needed):</td>
<td></td>
</tr>
<tr>
<td>Graduate Dean (if needed):</td>
<td></td>
</tr>
<tr>
<td>Academic Committee:</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2/12/15</td>
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</tr>
<tr>
<td>3/16/15</td>
<td></td>
</tr>
<tr>
<td>5/19/15</td>
<td></td>
</tr>
</tbody>
</table>

Form last updated: February 17, 2015
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,E

Current Catalog Page Number:  172
Proposed Effective Date for Curriculum Change:  (Month/Year): 08/15
Degree & Program Name:  (e.g., BFA, Art): BA, Political Science

Present Requirements: Senior College
Curriculum .... 60 Hours
Courses Required for Major:
(1) .................. 39 Hours
POLS 3100, POLS 4100, ENGL 3030 ........... 9 hrs
PHIL 3130 or PHIL 4120 or PHIL 4220 ....... 3 hrs
Political Science Courses (12 hrs must be in one Concentration Area) ...................... 27 hrs
American Government: POLS 3200,3210,3220, 3230,3270,3280,3290,4210,4270,4820,4900
Comparative Politics: POLS 3400,4300,4301,4400 4410,4420,4430,4440,4700,4840,4901
Public Law: POLS 3240,4200,4202,4203,4220, 4240,4250,4260,4700
Political Theory: POLS 3500,3510,3520,3530, 4700,4850
Public Administration: POLS 3600,3610,4430, 4450,4600,4610,4620,4640,4650,4670,4700,4860
Minor and/or Elective Courses .................. 21 hrs
Must include at least 6 hrs of courses numbered 3000 or above in a single discipline outside
Political Science.
Total hrs required for the degree ............ 120 hrs
(1) The grade in each POLS course taken for the major must be a 'C' or better.

Proposed Requirements (Underline changes after printing this form):
American Government - POLS 4700
Comparative Politics - 4832
International Relations - 4831
Public Law - 4251

We added new courses to put them on the check list but forgot to take steps to put them in the catalog, under the proper sub-fields.

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: New Courses Added

Source of Data to Support Suggested Change:
**Indirect measures:** SOIs, student, employer, or alumni surveys, etc.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program’s learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

**Data Sources:**

**Indirect measures:** SOIs; student, employer, or alumni surveys, etc.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

<table>
<thead>
<tr>
<th>Approvals:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department Head:</strong></td>
</tr>
<tr>
<td><em>James H. Peterson</em></td>
</tr>
<tr>
<td><strong>Date:</strong></td>
</tr>
<tr>
<td><em>1/30/15</em></td>
</tr>
<tr>
<td><strong>College/Division Exec. Committee:</strong></td>
</tr>
<tr>
<td><em>Lennie Roberts</em></td>
</tr>
<tr>
<td><strong>Date:</strong></td>
</tr>
<tr>
<td><em>2/1/15</em></td>
</tr>
<tr>
<td><strong>Dean(s)/Director(s):</strong></td>
</tr>
<tr>
<td><em>Lennie Roberts</em></td>
</tr>
<tr>
<td><strong>Date:</strong></td>
</tr>
<tr>
<td><em>2/1/15</em></td>
</tr>
<tr>
<td><strong>Grad. Exec. Committee:</strong></td>
</tr>
<tr>
<td>(for graduate course)</td>
</tr>
<tr>
<td><strong>Date:</strong></td>
</tr>
<tr>
<td><strong>Graduate Dean:</strong></td>
</tr>
<tr>
<td>(for graduate course)</td>
</tr>
<tr>
<td><strong>Date:</strong></td>
</tr>
<tr>
<td><strong>Academic Committee:</strong></td>
</tr>
<tr>
<td><strong>Date:</strong></td>
</tr>
</tbody>
</table>

Form last updated: January 6, 2010
REQUEST FOR A REVISED CATALOGUE COPY
(New Learning Outcomes, Admissions, or Other Program Policies)
Valdosta State University

<table>
<thead>
<tr>
<th>Area of Change:</th>
<th>□ Core</th>
<th>□ Senior</th>
<th>☑ Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Catalogue Page Number:</td>
<td>38</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Effective Date for Revised Catalogue Copy: (new or revised)</td>
<td>2015-16 Academic Year</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Degree and Program Name: Public Administration—Master of Public Administration

Present Requirements: Candidates for these tracks must be currently employed in a governmental (including military) or non-governmental organization or have appropriate work experience in such an organization. Candidates with private sector experience who are interested in a career in the public or non-government sectors may be considered.

Proposed Requirements: (highlight changes after printing) Candidates for these tracks must be currently employed in a governmental (including military) or non-governmental organization or have appropriate work experience in such an organization. Candidates with private sector experience who are interested in a career in the public or non-government sectors may be considered.

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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 As a matter of policy, program accepts recent undergraduate students without experience and only a desire/interest to go into public or NGO sectors.

Source of Data to Support Suggested Change:
☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc.
☐ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
Plan for assessing the effectiveness of the change in meeting program’s learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- [ ] Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- [x] Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
| Approvals: |
|------------|-----------------|
| **Department Head:** | James W. Peterson |
| **Date:** | 1/29/15 |
| **College/Division Exec. Committee:** | Annie Richards |
| **Date:** | 2/11/15 |
| **Dean(s)/Director(s):** | Annie Richards |
| **Date:** | 2/11/15 |
| **Graduate Exec. Comm.: (for grad program)** |  |
| **Date:** | 2/26/15 |
| **Graduate Dean: (for grad program)** |  |
| **Date:** | 2/26/15 |
| **Academic Committee:** |  |
| **Date:** |  |

Form last updated: January 6, 2010
# REQUEST FOR A CURRICULUM CHANGE

**Valdosta State University**

<table>
<thead>
<tr>
<th>Select Area of Change:</th>
<th>Core Curriculum</th>
<th>Senior Curriculum</th>
<th>Graduate Curriculum</th>
<th>Other Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specify: Area A,B,C,D,F</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Catalog Page Number:</th>
<th>Proposed Effective Date for Curriculum Change:</th>
<th>Degree &amp; Program Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>(Month/Year): 08.2015</td>
<td>(e.g., BFA, Art): DPA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Present Requirements:</th>
<th>Proposed Requirements (Underline changes after printing this form):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone Seminar /Project</td>
<td>CapstoneSeminar/Project........................................9 hours</td>
</tr>
<tr>
<td>..........................9 hours</td>
<td>PADM 9990.........................3 hours</td>
</tr>
<tr>
<td>PADM 9990....................3 hours</td>
<td>PADM 9999.........................6 hours</td>
</tr>
<tr>
<td>PADM 9999....................6 hours</td>
<td></td>
</tr>
</tbody>
</table>

**Prerequisite:** Students must complete all Core and Methods course requirements for the DPA degree prior to registering for PADM 9990 and PADM 9999. Concentration and Elective courses may be taken in combination with PADM 9990 and PADM 9999 only with the approval of the program coordinator.

**Justification:**

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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:
- [x] Other: Language clarifies sequencing of PADM 9990 and PADM 9999 and the completion of coursework prior to taking these courses.

**Source of Data to Support Suggested Change:**

- [ ] Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- [x] Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

**Data Sources:**

- [ ] Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- [x] Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
<table>
<thead>
<tr>
<th>Approvals:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head:</td>
<td>James H. Peterson</td>
</tr>
<tr>
<td>College/Division Exec. Committee:</td>
<td>Connie Richards</td>
</tr>
<tr>
<td>Dean(s)/Director(s):</td>
<td>Connie Richards</td>
</tr>
<tr>
<td>Graduate Exec. Comm.:</td>
<td>Date: 2-24-15</td>
</tr>
<tr>
<td>(for grad program)</td>
<td>J. J. J. F.</td>
</tr>
<tr>
<td>Graduate Dean:</td>
<td>J. J. J. F.</td>
</tr>
<tr>
<td>(for grad program)</td>
<td></td>
</tr>
<tr>
<td>Academic Committee:</td>
<td></td>
</tr>
</tbody>
</table>

Form last updated: January 6, 2010
REQUEST TO DEACTIVATE A COURSE/PROGRAM
Valdosta State University

Date of Submission: 2/10/15

<table>
<thead>
<tr>
<th>Department Initiating Deactivation:</th>
<th>Semester &amp; Year to be Effective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>INDS</td>
<td>F/15</td>
</tr>
</tbody>
</table>

List of courses (or the program or track) to be deactivated: GENS 4200 & GENS 4900

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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 GENS courses are no long part of the INDS curriculum.

Source of Data to Support Suggested Change:

- [ ] Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- ☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) GENS 4200 has not been offered since 2008, and GENS 4900 was offered last offered fall, 2012.
## Approvals:

<table>
<thead>
<tr>
<th>Role</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/Division Exec. Comm.</td>
<td>Date:</td>
</tr>
<tr>
<td>Dept. Head</td>
<td>Date: 2/10/15</td>
</tr>
<tr>
<td>Dean/Director</td>
<td>Date: 2/10/15</td>
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<tr>
<td>Graduate Exec. Comm.: (for grad course/program)</td>
<td>Date:</td>
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<tr>
<td>Graduate Dean: (for grad course/program)</td>
<td>Date:</td>
</tr>
<tr>
<td>Academic Committee:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Form last updated: January 6, 2010
MEMORANDUM

TO: Dr. Sharon Gravett, Chair
    Academic Committee

FROM: Dr. Greg Harrell, Head
       Department of Mathematics & Computer Science

DATE: February 18, 2015

RE: Delay CS1301 and CS1302 Curriculum Change

At the October 1, 2012 meeting, the Academic Committee approved the following curriculum changes to change CS 1301 and CS 1302 from 4-0-4 courses to 3-2-4 courses:

1. Revised credit hours, Computer Science (CS) 1301, “Principles of Programming I”, (PRINCIPLES OF PROGRAMMING I – 4 credit hours, 3 lecture hours, 2 lab hours, and 5 contact hours), was approved effective Fall Semester 2013.

2. Revised credit hours, Computer Science (CS) 1302, “Principles of Programming II”, (PRINCIPLES OF PROGRAMMING II – 4 credit hours, 3 lecture hours, 2 lab hours, and 5 contact hours), was approved effective Fall Semester 2013.

The implementation of this approved change has been delayed by the department since then. Yesterday, the department’s Computer Science Program Committee voted unanimously (8-0) to again delay changing CS 1301 and CS 1302 from the present 4-0-4 courses. Due to the time requirements of the ABET accreditation application process, the committee has not developed the curriculum materials needed for the labs. In addition, at this time we do not have the faculty resources to support the additional five contact hours of teaching load that results with this change.

cc: Dr. Connie Richards, Dean of the College of Arts & Sciences
    Dr. Chunlei Liu, Chair of the Computer Science Program Committee
### REQUEST FOR A CURRICULUM CHANGE

#### Valdosta State University

Select Area of Change:
- [ ] Core Curriculum
- [ ] Senior Curriculum
- [x] Graduate Curriculum
- [ ] Other Curriculum

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

<table>
<thead>
<tr>
<th>Current Catalog Page Number:</th>
<th>Proposed Effective Date for Curriculum Change: (Month/Year): Fall 2015</th>
<th>Degree &amp; Program Name: (e.g., BFA, Art): Family Nurse Practitioner</th>
</tr>
</thead>
<tbody>
<tr>
<td>135</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Present Requirements:**
- Masters Core ..............
- NURS 7100 Advanced Pathophysiology .......... 3.0
- NURS 7011 Statistical Applications in Nursing Research and Practice ....................... 3.0
- NURS 7110 Philosophical and Theoretical Foundations of Advanced Practice Nursing Practice ............................................ 2.0
- NURS 7150 Nursing and Health Care Information Systems........................................... 2.0
- NURS 7160 Health Care Delivery Systems, Economics and Policy ..................................... 2.0
- NURS 7340 Advanced Nursing:: Healthcare across the lifespan ...................................... 3.0
- NURS 7220 Evidenced Based Practice ........... 3.0

Core Total Credit hours.... 18.0

- NURS 7200 Advanced Health Assessment ...... 3.0
- NURS 7200L Advanced Health Assessment Laboratory ........................................................ 1.0
- NURS 7230 Advanced Pharmacology ............ 3.0

Clinical Core Total Credit hours... 7.0

Clinical hours..60

**FNP Coursework**
- NURS 7328 Advanced Nursing Care: Women’s Health .................................................. 2.0
- NURS 7328L Advanced Nursing Care Women’s Health Practicum ...................................... 2.0
- NURS 7329 Acute and Chronic Disease Management for the NP: Children and Adolescent Populations ........................................ 3.0
- NURS 7329L Acute and Chronic Disease Management for the NP: Children and Adolescent Populations Practicum ........................................ 2.0
- NURS 7330 Acute & Self-Limiting Disease Management for the NP: Adult and Geriatric

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

Requirements for the Family Nurse Practitioner Track

- Masters Core
- NURS 7100 Advanced Pathophysiology .. 3.0
- NURS 7011 Statistical Applications in Nursing Research and Practice ....................... 3.0
- NURS 7110 Philosophical and Theoretical Foundations of Advanced Practice Nursing Practice ............................................ 2.0
- NURS 7150 Nursing and Health Care Information Systems........................................... 2.0
- NURS 7160 Health Care Delivery Systems, Economics and Policy ..................................... 2.0
- NURS 7340 Advanced Nursing:: Healthcare across the lifespan ...................................... 3.0
- NURS 7220 Evidenced Based Practice ........... 3.0

Core Total Credit hours.... 20.0

- NURS 7200 Advanced Health Assessment ...... 3.0
- NURS 7200L Advanced Health Assessment Laboratory ........................................................ 1.0
- NURS 7230 Advanced Pharmacology ............ 3.0

Clinical Core Total Credit hours... 7.0

Clinical hours..60

**FNP Coursework**
- NURS 7328 Advanced Nursing Care: Women’s Health .................................................. 2.0
- NURS 7328L Advanced Nursing Care Women’s Health Practicum ...................................... 2.0
- NURS 7329 Acute and Chronic Disease Management for the NP: Children and Adolescent Populations ........................................ 3.0
- NURS 7329L Acute and Chronic Disease Management for the NP: Children and Adolescent Populations Practicum ...................................... 2.0

Clinical Core Total Credit hours... 7.0

Clinical hours..60
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<td>Populations</td>
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<td>NURS 7330L Acute &amp; Self-Limiting Disease Management for the NP: Adult and Geriatric Lab</td>
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<td>NURS 7350L Chronic and Complex Disease Management for the NP: Adult and Geriatric Populations Lab</td>
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<td>NURS 7451 Clinical Procedures for the Advanced Practice Nurse</td>
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<tr>
<td>NURS 7595 FNP Nurse Practitioner Capstone</td>
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FNP Total Credit hours: 28.0
Clinical hours: 645.

Total Semester hours required for the degree: 54
Total clinical hours required for the degree: a minimum of 705 hours

Justification:

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

- Improve student learning outcomes:

- Adopting current best practice(s) in field: Nurse practitioners must be able to demonstrate competencies in the comprehensive, integrated health care of patients across the lifespan. This curriculum along with existing courses in the MSN program will combine to provide population specific coursework necessary to meet the educational requirements of the APRN Consensus Model (ANCC, 2012)
Meeting mandates of state/federal/outside accrediting agencies: Students matriculating through the Nurse Practitioner track will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification Center (AANP).

Source of Data to Support Suggested Change:

□ Indirect measures: SOIs, student, employer, or alumni surveys, etc.
☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exit Exam results and certification pass rates

Plan for assessing the effectiveness of the change in meeting program’s learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

□ Indirect measures: SOIs; student, employer, or alumni surveys, etc.
☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exit Exam used for comprehensive exam and certification pass rates

Approvals:

Department Head: Brenda Dyal  Date: 2/17/15

College/Division Exec. Committee: Romi A. Cohn  Date: 2/17/15

Dean(s)/Director(s): J. Navelli  Date: 2/17/15

Grad. Exec. Committee: J. T. J.  Date: 2/26/15

Graduate Dean: (for graduate course) J. T. J.  Date: 2/26/15

Academic Committee:

Date:
REQUEST FOR A CURRICULUM CHANGE
Valdosta State University

Select Area of Change:
- [ ] Core Curriculum  [ ] Senior Curriculum  [x] Graduate Curriculum  [ ] Other Curriculum
Specify: Area A,B,C,D,F

<table>
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<tr>
<th>Current Catalog Page Number:</th>
<th>Proposed Effective Date for Curriculum Change: (Month/Year): Fall 2015</th>
<th>Degree &amp; Program Name: (e.g., BFA, Art): Adult Gerontology Nurse Practitioner</th>
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<td>134</td>
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Present Requirements:
- Requirements for the Adult Gerontology Nurse Practitioner Track

Masters Core ............
- NURS 7100 Advanced Pathophysiology.............. 3.0
- NURS 7011 Statistical Applications in Nursing Research and Practice.................... 3.0
- NURS 7110 Philosophical and Theoretical Foundations of Advanced Practice Nursing Practice........................................ 2.0
- NURS 7150 Nursing and Health Care Information Systems..................................... 2.0
- NURS 7160 Health Care Delivery Systems, Economics and Policy ......................... 2.0
- NURS 7340 Advanced Nursing: Healthcare across the lifespan................................... 3.0
- NURS 7220 Evidenced Based Practice...............3.0
  Core Total Credit hours.... 18.0

- NURS 7200 Advanced Health Assessment........... 3.0
- NURS 7200L Advanced Health Assessment Laboratory........................................ 1.0
- NURS 7230 Advanced Pharmacology................. 3.0
  Clinical Core Total Credit hour... 7.0
  Clinical hours..60

AGNP Coursework

- NURS 7330 Acute & Self-Limiting Disease Management for the NP: Adult and Geriatric Populations............................................. 3.0
- NURS 7330L Acute & Self-Limiting Disease Management for the NP: Adult and Geriatric Lab .................................................... 3.0
- NURS 7350 Chronic and Complex Disease Management for the NP: Adult and Geriatric

Proposed Requirements (Underline changes after printing this form):
- Requirements for the Adult Gerontology Nurse Practitioner Track

Masters Core ............
- NURS 7100 Advanced Pathophysiology.............. 3.0

- NURS 7101: Role Transition: Issues in ANP.........2.0

- NURS 7011 Statistical Applications in Nursing Research and Practice.................... 3.0
- NURS 7110 Philosophical and Theoretical Foundations of Advanced Practice Nursing Practice........................................ 2.0
- NURS 7150 Nursing and Health Care Information Systems..................................... 2.0
- NURS 7160 Health Care Delivery Systems, Economics and Policy ......................... 2.0
- NURS 7340 Advanced Nursing: Healthcare across the lifespan................................... 3.0
- NURS 7220 Evidenced Based Practice...............3.0
  Core Total Credit hours.... 20.0

- NURS 7200 Advanced Health Assessment........... 3.0
- NURS 7200L Advanced Health Assessment Laboratory........................................ 1.0
- NURS 7230 Advanced Pharmacology................. 3.0
  Clinical Core Total Credit hour... 7.0
  Clinical hours..60

- NURS 7330 Acute & Self-Limiting Disease Management for the NP: Adult and Geriatric Populations............................................. 3.0
- NURS 7330L Acute & Self-Limiting Disease Management for the NP: Adult and Geriatric Lab .................................................... 3.0

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<tr>
<td>degree a minimum of</td>
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**Justification:**

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

- Improve student learning outcomes:
  - Adopting current best practice(s) in field: Nurse practitioners must be able to demonstrate competencies in the comprehensive, integrated health care of patients across the lifespan. This curriculum along with existing courses in the MSN program will combine to provide population specific coursework necessary to meet the educational requirements of the APRN Consensus Model (ANCC, 2012)
  - Meeting mandates of state/federal/outside accrediting agencies: Students matriculating through the Nurse Practitioner tracks will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC)
and/or the American Academy of Nurse Practitioners Certification Center (AANP).

☐ Other:

**Source of Data to Support Suggested Change:**

☐ Indirect measures: SOIs, student, employer, or alumni surveys, etc.
☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exit Exam results and certification pass rates

**Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?):**

**Data Sources:**

☐ Indirect measures: SOIs; student, employer, or alumni surveys, etc.
☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exit Exam used for comprehensive exam and certification pass rates

**Approvals:**

Department Head: Brenda Agee
Date: 2/17/2015

College/Division Exec. Committee: Brian D. Akin
Date: 2/17/2015

Dean(s)/Director(s): Jack Collins
Date: 2/17/2015

Grad. Exec. Committee: J. J. J. Date: 2/26-15
(for graduate course)

Graduate Dean: J. J. J. Date: 2/26-15
(for graduate course)

Academic Committee: Date:

Form last updated: January 6, 2010
# REQUEST FOR A NEW COURSE

**Valdosta State University**

**Date of Submission:** 2/1/2015 (mm/dd/yyyy)

<table>
<thead>
<tr>
<th>Department Initiating Request:</th>
<th>Faculty Member Requesting:</th>
</tr>
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<tbody>
<tr>
<td>Nursing</td>
<td>Bonni S. Cohen</td>
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<table>
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<tr>
<th>Proposed New Course Prefix &amp; Number:</th>
<th>Proposed New Course Title:</th>
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<tbody>
<tr>
<td>(See course description abbreviations in the catalog for approved prefixes)</td>
<td>Role Transition: Issues in Advanced Nursing Practice</td>
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<tr>
<td>Nurs 7101</td>
<td>Proposed New Course Title Abbreviation:</td>
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<td>(For student transcript, limit to 30 character spaces)</td>
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<td>Role Transition in ANP</td>
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<tr>
<th>Semester/Year to be Effective:</th>
<th>Estimated Frequency of Course Offering:</th>
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<td>Fall 2015</td>
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<tr>
<th>Indicate if Course will be:</th>
<th>Requirement for Major</th>
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<th>Lecture Hours:</th>
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<td>2</td>
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</table>

**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.) This course provides an introduction to the history, competencies, and professional roles of the advanced practice nurse. Students will explore, analyze, apply, and evaluate historical, social, political, ethical, legislative, regulatory, and organizational attributes influencing advance nursing practice and healthcare.

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

- ✓ Improving student learning outcomes:
- ✓ Adopting current best practice(s) in field: Increasing focus of role transition to meet professional standards
- □ Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- □ Other:

**Source of Data to Support Suggested Change:**

- □ Indirect Measures: SOIs, student, employer, or alumni surveys, etc.
- ✓ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
Plans for assessing the effectiveness of the course in meeting program’s learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data
will be collected and evaluated to determine if the course is meeting stated program or course
outcomes?)

Data Sources:
☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc.
☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests,
portfolios, specific assignments, etc.)
☒ Other: The MSN program outcomes are aligned with the American Association of Colleges
of Nursing publication, The Essentials of Master’s Education in Nursing (2011).

**Attach a course syllabus with course outcomes/assessments and general education
outcomes/assessments.**
<table>
<thead>
<tr>
<th>Approvals:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept. Head: Brenda Ogle</td>
<td>Date: 2/12/15</td>
</tr>
<tr>
<td>College/Division Exec. Comm.: Beni A. Cohen</td>
<td>Date: 2/17/15</td>
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<tr>
<td>Dean/Director:</td>
<td>Date: 2/17/15</td>
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<tr>
<td>Graduate Exec. Comm.:</td>
<td>Date: 2/26-15</td>
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<tr>
<td>(for graduate course):</td>
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<td>Graduate Dean:</td>
<td>Date: 2/26-15</td>
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<td>(for graduate course):</td>
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<td>Academic Committee:</td>
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Form last updated: January 6, 2010
VALDOSTA STATE UNIVERSITY
COLLEGE OF NURSING
COURSE SYLLABUS

COURSE NUMBER          NURS 7XXX
COURSE TITLE            Role Transition: Issues in Advanced Nursing Practice
CREDITS                 2-0-2
PLACEMENT               First semester

FACULTY       B.S. Cohen
               DNP, ARNP, ANP-C, FNP-C, CHFN

COURSE DESCRIPTION
This course provides an introduction to the history, competencies, and professional roles
of the advanced practice nurse. Students will explore, analyze, apply, and evaluate
diverse aspects of ethical and legal decision making strategies in conjunction with
historical, social, political, legislative, regulatory, and organizational attributes
influencing advance nursing practice and healthcare.

COURSE OBJECTIVES
Upon completion of this course, the student will be able to:
1. Analyze selected research related to the development of advanced roles in nursing.
2. Analyze legal parameters and scope of practice within Advanced Nursing Practice.
3. Analyze current issues related to the development of Advanced Nursing Practice.
4. Analyze risk management issues related to advanced practice nursing.
5. Demonstrate use of communication principles to promote collaborative and interdependent
   relationships with other health care professionals.
6. Develop strategies to advocate for the advanced nursing role to the public, health care
   professionals, policy makers, and potential students.
7. Discuss the role of Advanced Nursing Practice as a change agent within the health care
   system and in a variety of external arenas, i.e. political, legal, and social.
8. Discuss employment issues including licensure, malpractice insurance, contract negotiation,
   interviews, resume, and reimbursement.
9. Develop a plan for professional growth that includes continuing education, professional
   responsibility, certification, advocacy for the profession, and role modeling.
ATTENDANCE
Students may be expected to attend on-campus or synchronous classes periodically. Students are expected to participate in the activities and discussions as listed in the course syllabus and on the course web-site. Timeframes for the posting and receiving of materials are listed in the course materials on the course web-site.

TOPICAL OUTLINE
1. Role transition process
   a. Change agent
   b. Professional responsibility
   c. Certification
   d. Advocacy for the profession
   e. Role modeling
   f. Continuing education
2. Research applied to role behaviors, autonomy, accountability, and interdependence
3. State and national legal parameters and scope of practice
   a. Regulatory Aspects of Practice
   b. Licensure
   c. Certification
   d. Credentialing
4. Current Nursing Issues in the Workplace
5. Current Health Care and Advanced Practice Issues
6. Research related to cost effectiveness and quality of practice
7. Risk management issues
8. Critical paths and outcome analysis
9. Basic Financial and Budgeting concepts
   a. Creation of Business Plan
   b. Budgeting
   c. Reimbursement
10. Organizational behavioral concepts of change, transition, empowerment, power, negotiation, conflict management, and basic leadership principles

TEACHING METHODS
Synchronous and asynchronous online lectures, media, and electronic sources.

LEARNING ACTIVITIES
Lectures, discussions, individual and group assignments.

REQUIRED TEXTS


*Additional required readings will be listed on the course website*
REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

Date of Submission: 2/16/2015

<table>
<thead>
<tr>
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<th>Semester &amp; Year to be Effective:</th>
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<tbody>
<tr>
<td>Nursing</td>
<td>Fall 2015</td>
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List of courses (or the program or track) to be deactivated:

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<tr>
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<th>Course Code 2</th>
<th>Course Code 3</th>
<th>Course Code 4</th>
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<td>NURS 5990</td>
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Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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
- [x] Other The 9000 level courses are for the DNP program which has not received BOR approval. Other courses listed have not been taught for 3 or more terms and are not in the current program of study.

Source of Data to Support Suggested Change:

- [ ] Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- [x] Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
### Approvals:

<table>
<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Dept. Head</td>
<td>Brenda Dye</td>
<td>2/17/2015</td>
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<tr>
<td>Dean/Director</td>
<td></td>
<td>2/17/15</td>
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<tr>
<td>Graduate Exec. Comm.</td>
<td></td>
<td>2/26-15</td>
</tr>
<tr>
<td>(for grad course/program)</td>
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<tr>
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<td></td>
<td>2/26-15</td>
</tr>
<tr>
<td>(for grad course/program)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Committee</td>
<td></td>
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</tbody>
</table>

Form last updated: January 6, 2010
**REQUEST FOR A CURRICULUM CHANGE**

Valdosta State University

<table>
<thead>
<tr>
<th>Select Area of Change:</th>
<th>Proposed Effective Date for Curriculum Change: (Month/Year):</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Core Curriculum</td>
<td>July/2015</td>
</tr>
<tr>
<td>☐ Senior Curriculum</td>
<td></td>
</tr>
<tr>
<td>☐ Graduate Curriculum</td>
<td></td>
</tr>
<tr>
<td>☒ Other Curriculum</td>
<td></td>
</tr>
</tbody>
</table>

| Current Catalog Page Number:    | Proposed Requirements (Underline changes after printing this form): |
| 263                             | Health and Physical Education Requirements...4 hours to be removed from the AT program requirements |
|                                 | KSPE 2000......2 hrs to be removed from the AT program requirements |
|                                 | Two KSPE Fitness/Activity Courses..... 2 hours to be removed from the AT program requirements |
|                                 | Total hours required for the degree.....120 hours           |

**Present Requirements:**
- Health and Physical Education Requirements
- KSPE 2000......2 hours
- Two KSPE Fitness/Activity Courses..... 2 hours
- Total hours required for the degree.....124 hours

**Proposed Requirements:**
- Health and Physical Education Requirements...4 hours to be removed from the AT program requirements
- KSPE 2000......2 hrs to be removed from the AT program requirements
- Two KSPE Fitness/Activity Courses..... 2 hours to be removed from the AT program requirements
- Total hours required for the degree.....120 hours

**Justification:**
Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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 Health and Physical Education Requirements were required when the Athletic Training Program was in the College of Education and Human Services. On July 1, 2013, the Athletic Training Program was moved into the new College of Nursing and Health Sciences. Because the Athletic Training Program is no longer in the College of Education and Human Services, the Health and Physical Education Requirements are no longer needed. Currently the Athletic Training Program requires 60 hours of Core Curriculum, 60 hours of Professional Program, and 4 hours of Health and Physical Education Requirements. The total number of hours required for the degree is 124 hours. By removing the Health and Physical Education Requirements, the total number of hours needed to complete the Athletic Training major would be 120 hours. This change would decrease the financial obligation of our students as they earn their degree in Athletic Training.
Source of Data to Support Suggested Change:

- **Indirect measures**: SOIs, student, employer, or alumni surveys, etc. student and alumni surveys indicate that the information is not required for the major.
- **Direct measures**: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The material from the Health and Physical Education Requirements is necessary to successfully complete the AT major.

Plan for assessing the effectiveness of the change in meeting program’s learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- **Indirect measures**: SOIs; student, employer, or alumni surveys, etc. student and alumni surveys
- **Direct measures**: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

---

<table>
<thead>
<tr>
<th>Approvals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Date: 2-24-15</td>
</tr>
<tr>
<td>College/Division Exec. Committee:</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Date: 2-24-15</td>
</tr>
<tr>
<td>Dean(s)/Director(s):</td>
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<td></td>
</tr>
<tr>
<td>Date: 2-24-15</td>
</tr>
<tr>
<td>Grad. Exec. Committee:</td>
</tr>
<tr>
<td>(for graduate course)</td>
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<td>Date:</td>
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<tr>
<td>Graduate Dean:</td>
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<tr>
<td>(for graduate course)</td>
</tr>
<tr>
<td>Date:</td>
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<tr>
<td>Academic Committee:</td>
</tr>
<tr>
<td>Date:</td>
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Form last updated: January 6, 2010
### Request for a Revised Course
**Valdosta State University**

**Date of Submission:** 02/20/2015 (mm/dd/yyyy)

<table>
<thead>
<tr>
<th><strong>Department Initiating Revision:</strong></th>
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</tr>
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<tbody>
<tr>
<td>School of Health Sciences</td>
<td>Chuck Conner</td>
</tr>
</tbody>
</table>

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

HSAT 3020: Assessments in Exercise Physiology

**List Current and Requested Revisions:**

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<th><strong>Current:</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Course Prefix and Number:</strong> HSAT 3020</td>
<td><strong>Course Prefix and Number:</strong></td>
</tr>
<tr>
<td><strong>Credit Hours:</strong> 3</td>
<td><strong>Credit Hours:</strong></td>
</tr>
<tr>
<td><strong>Course Title:</strong> Assessments in Exercise Physiology</td>
<td><strong>Course Title:</strong> Assessments in Athletic Training</td>
</tr>
<tr>
<td><strong>Pre-requisites:</strong> Admission to the Athletic Training Program</td>
<td><strong>Pre-requisites:</strong></td>
</tr>
<tr>
<td><strong>Course Description:</strong> Development of knowledge, skills, and abilities in selecting, administering, and interpreting standardized health, athletic, physiological-related physical fitness tests. 1-4-3</td>
<td><strong>Course Description:</strong> Development of knowledge, skills, and abilities in selecting, administering, and interpreting standardized health, athletic, physiological-related physical fitness tests, and performance test. 2-2-3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Semester/Year to be Effective:</strong></th>
<th><strong>Estimated Frequency of Course Offering:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall/2015</td>
<td>once per academic year</td>
</tr>
</tbody>
</table>

**Indicate if Course will be:**
- ☒ Requirement for Major
- ☐ Elective

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

- ☐ Improving student learning outcomes:
- ☐ Adopting current best practice(s) in field:
- ☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- ☒ Other: The course is taught specifically to athletic training students to enhance their knowledge, skills, and abilities within the athletic training profession. The revision is minor and refection assessments used in athletic training, therefore the "exercise physiology" term in the course title should be changed to better reflect the focus and population of the course content. The course to include the lab can be taught in three 50 minute classes per week or two 75 minute classes per week.
<table>
<thead>
<tr>
<th>Plans for assessing the effectiveness of the course:</th>
<th>Course effectiveness will be through student evaluation through testing and SOIs.</th>
</tr>
</thead>
</table>
## Approvals:

<table>
<thead>
<tr>
<th>College/Division Exec. Comm.:</th>
<th>Date: 2-24-15</th>
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<tr>
<td>Dept. Head:</td>
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<tr>
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<td>Date:</td>
</tr>
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<td>Graduate Dean (if needed):</td>
<td>Date:</td>
</tr>
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<td>Academic Committee:</td>
<td>Date:</td>
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Form last updated: February 20, 2015
<table>
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<tr>
<th>Current:</th>
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<td>Course Prefix and Number: HSAT 3440</td>
<td>Course Prefix and Number:</td>
</tr>
<tr>
<td>Credit Hours: 2</td>
<td>Credit Hours:</td>
</tr>
<tr>
<td>Course Title: Athletic Training Clinical Competencies I</td>
<td>Course Title:</td>
</tr>
<tr>
<td>Pre-requisites: Admission to the Athletic Training Program and a grade of &quot;C&quot; or better in</td>
<td>Pre-requisites: Admission to the Athletic Training Program.</td>
</tr>
<tr>
<td>Athletic Training Program courses taken the previous semester</td>
<td>Course Description: A study of manipulative and motor skills required to perform athletic</td>
</tr>
<tr>
<td>Course Description: A study of manipulative and motor skills required to perform athletic</td>
<td>training techniques in clinical settings. Techniques reflect those presented in</td>
</tr>
<tr>
<td>training techniques in clinical settings. Techniques reflect those presented in</td>
<td>lecture/lab courses taught in previous semesters. The course also involves a semester-long</td>
</tr>
<tr>
<td>lecture/lab courses taught the previous semester. The course also involves a semester-long</td>
<td>clinical education component.</td>
</tr>
<tr>
<td>clinical education component.</td>
<td></td>
</tr>
</tbody>
</table>

| Semester/Year to be Effective: Fall/2015                                                       | Estimated Frequency of Course Offering: once per academic 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.) |
|---------------|---------------------------------------------|
| ☑ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Based on the most recent accreditation standards, students are now able to participate in the course even though they did not make a final grade of "C" in each course from the previous semester. Based on the most recent standards, students can perform skills from a course they did not score a “C” or better in as long as the preceptor treats those skills like new uninstructed skills. The student will be |
required to perform or be evaluated on the skills from the course in which a final grade below a "C" was made in the later Athletic Training Clinical Competencies course.

- Other:

<p>| Plans for assessing the effectiveness of the course: | Input from the clinical site preceptor, the student, clinical education coordinators, and program director. |</p>
<table>
<thead>
<tr>
<th>Approval Category</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>College/Division Exec. Comm.</td>
<td></td>
<td>2-24-15</td>
</tr>
<tr>
<td>Dept. Head</td>
<td></td>
<td>2-24-15</td>
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<tr>
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<td>Graduate Exec. Comm. (if needed)</td>
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</tr>
<tr>
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Form last updated: February 20, 2015
# Request for a Revised Course

**Valdosta State University**

**Date of Submission:** 02/20/2015 (mm/dd/yyyy)

<table>
<thead>
<tr>
<th>Department Initiating Revision:</th>
<th>Faculty Member Requesting Revision:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Health Sciences</td>
<td>Chuck Conner</td>
</tr>
</tbody>
</table>

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

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

HSAT 3441 - Athletic Training Clinical Competencies II

**List Current and Requested Revisions:**

<table>
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<tr>
<th>Current:</th>
<th>Requested:</th>
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<tbody>
<tr>
<td>Course Prefix and Number: HSAT 3441</td>
<td>Course Prefix and Number:</td>
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<tr>
<td>Credit Hours: 2</td>
<td>Credit Hours:</td>
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<tr>
<td>Course Title: Athletic Training Clinical Competencies II</td>
<td>Course Title:</td>
</tr>
<tr>
<td>Pre-requisites: Admission to the Athletic Training Program and a grade of &quot;C&quot; or better in Athletic Training Program courses taken the previous semester</td>
<td>Pre-requisites: Admission to the Athletic Training Program.</td>
</tr>
<tr>
<td>Course Description: A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses taught the previous semester. The course also involves a semester-long clinical education component.</td>
<td>Course Description: A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses taught in previous semesters. The course also involves a semester-long clinical education component.</td>
</tr>
</tbody>
</table>

**Semester/Year to be Effective:**

Fall/2015

**Estimated Frequency of Course Offering:**

once per academic year

**Indicate if Course will be:**

- [X] 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:
- [X] Meeting Mandates of State/Federal/Outside Accrediting Agencies: Based on the most recent accreditation standards, students are now able to participate in the course even though they did not make a final grade of "C" in each course from the previous semester. The student will not be allowed to perform or be evaluated on skills from a previous semester's course in which a final grade below a "C" was made. The student will be required to perform or be evaluated on the
skills from the course in which a final grade below a "C" was made in the later Athletic Training Clinical Competencies course.

☐ Other:

**Plans for assessing the effectiveness of the course:** Input from the clinical site preceptor, the student, clinical education coordinators, and program director.
## Approvals:

<table>
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<th>Date</th>
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<tr>
<td>Graduate Dean (if needed):</td>
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Form last updated: February 20, 2015
# Request for a Revised Course

**Valdosta State University**

**Date of Submission:** 02/20/2015 (mm/dd/yyyy)

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<tbody>
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<td>Chuck Conner</td>
</tr>
</tbody>
</table>

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

HSAT 4300: Foundations of Injury Prevention and Care

**List Current and Requested Revisions:**

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<tr>
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<td>Course Prefix and Number:</td>
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<tr>
<td>Credit Hours: 4</td>
<td>Credit Hours:</td>
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<tr>
<td>Course Title: Foundations of Injury Prevention and Care</td>
<td>Course Title:</td>
</tr>
<tr>
<td>Pre-requisites: KSPE 2050 or HSAT 2050 completed with a grade of &quot;C&quot; or better.</td>
<td>Pre-requisites: HSAT 2050 completed with a grade of &quot;C&quot; or better.</td>
</tr>
<tr>
<td>Course Description: Provides the student with knowledge concerning sports injury prevention, treatment, and taping skills. Emphasis will be placed on protocols common in the athletic training profession.</td>
<td>Course Description:</td>
</tr>
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</table>

**Semester/Year to be Effective:**
Fall/2015

**Estimated Frequency of Course Offering:**
once per academic year

<table>
<thead>
<tr>
<th>Indicate if Course will be:</th>
<th>Requirement for Major</th>
<th>Elective</th>
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<tbody>
<tr>
<td>X</td>
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</tbody>
</table>

**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: KSPE 2050 was replaced with HSAT 2050 when the Athletic Training Program moved into the College of Nursing and Health Sciences. The revision simply reflects that KSPE 2050 is no longer a pre-requisite due to the fact that the course no longer exists.
Plans for assessing the effectiveness of the course: Course effectiveness assessed by student grades and SOIs.
<table>
<thead>
<tr>
<th>Approvals:</th>
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</thead>
<tbody>
<tr>
<td>College/Division Exec. Comm.:</td>
<td>Sept. Carter</td>
</tr>
<tr>
<td>Dept. Head:</td>
<td>Sept. Carter</td>
</tr>
<tr>
<td>Date: 2-24-15</td>
<td>Date: 2-24-15</td>
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<tr>
<td>Dean/Director:</td>
<td>Dr. Novello</td>
</tr>
<tr>
<td>Date: 2-24-15</td>
<td>Date: 2-24-15</td>
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<td>Date:</td>
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Form last updated: February 20, 2015
# Request for a Revised Course
Valdosta State University

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</table>

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

HSAT 4440 - Athletic Training Clinical Competencies III

## List Current and Requested Revisions:

<table>
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<tbody>
<tr>
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<td>Requested:</td>
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<tr>
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<td>Course Prefix and Number:</td>
</tr>
<tr>
<td>Credit Hours: 2</td>
<td>Credit Hours:</td>
</tr>
<tr>
<td>Course Title: Athletic Training Clinical Competencies III</td>
<td>Course Title:</td>
</tr>
<tr>
<td>Pre-requisites: Admission to the Athletic Training Program and a grade of &quot;C&quot; or better in Athletic Training Program courses taken in the previous semester</td>
<td>Pre-requisites: Admission to the Athletic Training Program</td>
</tr>
<tr>
<td>Course Description: A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses taught the previous semester. The course also involves a semester-long clinical education component.</td>
<td>Course Description: A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses taught in previous semesters. The course also involves a semester-long clinical education component.</td>
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<tr>
<th>Semester/Year to be Effective:</th>
<th>Estimated Frequency of Course Offering:</th>
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</thead>
<tbody>
<tr>
<td>Fall/2015</td>
<td>once per academic year</td>
</tr>
</tbody>
</table>

**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: Based on the most recent accreditation standards, students are now able to participate in the course even though they did not make a final grade of "C" in each course from the previous semester. Based on the most recent standards, students can perform skills from a course they did not score a "C" or better in as long as the preceptor treats those skills like new un instructed skills. The student will be
required to perform or be evaluated on the skills from the course in which a final grade below a "C" was made in the later Athletic Training Clinical Competencies course.

☐ Other:

**Plans for assessing the effectiveness of the course:** Input from the clinical site preceptor, the student, clinical education coordinators, and program director.
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<td></td>
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Form last updated: February 20, 2015
# Request for a Revised Course

**Valdosta State University**

**Date of Submission:** 02/20/2015 (mm/dd/yyyy)

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</thead>
<tbody>
<tr>
<td>School of Health Sciences</td>
<td>Chuck Conner</td>
</tr>
</tbody>
</table>

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

HSAT 4441 - Athletic Training Clinical Competencies IV

**List Current and Requested Revisions:**

<table>
<thead>
<tr>
<th>Current:</th>
<th>Requested:</th>
</tr>
</thead>
<tbody>
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<td>Course Prefix and Number: HSAT 4441</td>
<td>Course Prefix and Number:</td>
</tr>
<tr>
<td>Credit Hours: 2</td>
<td>Credit Hours:</td>
</tr>
<tr>
<td>Course Title: Athletic Training Clinical Competencies IV</td>
<td>Course Title:</td>
</tr>
<tr>
<td>Pre-requisites: Admission to the Athletic Training Program and a grade of &quot;C&quot; or better in Athletic Training Program courses taken the previous semester</td>
<td>Pre-requisites: Admission to the Athletic Training Program</td>
</tr>
<tr>
<td>Course Description: A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses taught the previous semester. The course also involves a semester-long clinical education component.</td>
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**Semester/Year to be Effective:**
Fall/2015

<table>
<thead>
<tr>
<th>Estimated Frequency of Course Offering:</th>
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</thead>
<tbody>
<tr>
<td>once per academic year</td>
</tr>
</tbody>
</table>

**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: Based on the most recent accreditation standards, students are now able to participate in the course even though they did not make a final grade of "C" in each course from the previous semester. Based on the most recent standards, students can perform skills from a course they did not score a “C” or better in as long as the preceptor treats those skills like new uninstructed skills. The student will be
required to perform or be evaluated on the skills from the course in which a final grade below a "C" was made in the later Athletic Training Clinical Competencies course.

☐ Other:

**Plans for assessing the effectiveness of the course:** Input from the clinical site preceptor, the student, clinical education coordinators, and program director.
<table>
<thead>
<tr>
<th>Approvals:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College/Division Exec. Comm.:</td>
<td>L. Allen Carter</td>
</tr>
<tr>
<td>Date:</td>
<td>2-24-15</td>
</tr>
<tr>
<td>Dept. Head:</td>
<td>L. Allen Carter</td>
</tr>
<tr>
<td>Date:</td>
<td>2-24-15</td>
</tr>
<tr>
<td>Dean/Director:</td>
<td>Dr. Novice</td>
</tr>
<tr>
<td>Date:</td>
<td>2-24-15</td>
</tr>
<tr>
<td>Graduate Exec. Comm. (if needed):</td>
<td></td>
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<tr>
<td>Date:</td>
<td></td>
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<tr>
<td>Graduate Dean (if needed):</td>
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<td>Date:</td>
<td></td>
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<tr>
<td>Academic Committee:</td>
<td></td>
</tr>
<tr>
<td>Date:</td>
<td></td>
</tr>
</tbody>
</table>

Form last updated: February 20, 2015
# Request for a Revised Course

**Valdosta State University**

**Date of Submission:** 02/20/2015 (mm/dd/yyyy)

<table>
<thead>
<tr>
<th>Department Initiating Revision:</th>
<th>Faculty Member Requesting Revision:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Health Sciences</td>
<td>Chuck Conner</td>
</tr>
</tbody>
</table>

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

HSAT 4442 - Athletic Training Clinical Competencies V

**List Current and Requested Revisions:**

<table>
<thead>
<tr>
<th>Current:</th>
<th>Requested:</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Prefix and Number:</strong> HSAT 4442</td>
<td><strong>Course Prefix and Number:</strong></td>
</tr>
<tr>
<td><strong>Credit Hours:</strong> 2</td>
<td><strong>Credit Hours:</strong></td>
</tr>
<tr>
<td><strong>Course Title:</strong> Athletic Training Clinical Competencies V</td>
<td><strong>Course Title:</strong></td>
</tr>
<tr>
<td><strong>Pre-requisites:</strong> Admission to the Athletic Training Program and a grade of &quot;C&quot; or better in Athletic Training Program courses taken the previous semester</td>
<td><strong>Pre-requisites:</strong> Admission to the Athletic Training Program</td>
</tr>
<tr>
<td><strong>Course Description:</strong> A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses taught the previous semester. The course also involves a semester-long clinical education component.</td>
<td><strong>Course Description:</strong> A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses taught in previous semesters. The course also involves a semester-long clinical education component.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester/Year to be Effective:</th>
<th>Estimated Frequency of Course Offering:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall/2015</td>
<td>once per academic year</td>
</tr>
</tbody>
</table>

**Indicate if Course will be:**
- [x] 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:
- [x] Meeting Mandates of State/Federal/Outside Accrediting Agencies: Based on the most recent accreditation standards, students are now able to participate in the course even though they did not make a final grade of "C" in each course from the previous semester. Based on the most recent standards, students can perform skills from a course they did not score a "C" or better in as long as the preceptor treats those skills like new uninstructed skills. The student will be
required to perform or be evaluated on the skills from the course in which a final grade below a "C" was made in the later Athletic Training Clinical Competencies course.

| Other: |

**Plans for assessing the effectiveness of the course:** Input from the clinical site preceptor, the student, clinical education coordinators, and program director.
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<th>Approvals:</th>
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<tr>
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<td>Dept. Head:</td>
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<td>Dean/Director:</td>
<td>Strike</td>
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<tr>
<td>Graduate Exec. Comm.(if needed):</td>
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<tr>
<td>Graduate Dean (if needed):</td>
<td></td>
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<tr>
<td>Academic Committee:</td>
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</table>

Date: 2-24-15

Form last updated: February 20, 2015
Request for a Revised Course
Valdosta State University

Date of Submission: 02/20/2015 (mm/dd/yyyy)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>School of Health Sciences</td>
<td>Chuck Conner</td>
</tr>
</tbody>
</table>

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
HSAT 4443 - Athletic Training Clinical Competencies VI

List Current and Requested Revisions:

<table>
<thead>
<tr>
<th>Current:</th>
<th>Requested:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number: HSAT 4443</td>
<td>Course Prefix and Number:</td>
</tr>
<tr>
<td>Credit Hours: 2</td>
<td>Credit Hours:</td>
</tr>
<tr>
<td>Course Title: Athletic Training Clinical Competencies VI</td>
<td>Course Title:</td>
</tr>
<tr>
<td>Pre-requisites: Admission to the Athletic Training Program and a grade of &quot;C&quot; or better in Athletic Training Program courses taken the previous semester</td>
<td>Pre-requisites: Admission to the Athletic Training Program</td>
</tr>
<tr>
<td>Course Description: A study of manipulative and motor skills required to perform athletic training techniques in clinical settings. Techniques reflect those presented in lecture/lab courses taught the previous semester. The course also involves a semester-long clinical education component.</td>
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</table>

Semester/Year to be Effective: Fall/2015

Estimated Frequency of Course Offering: once per academic year

Indicate if Course will be: [ ] Requirement for Major [x] 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:
- [x] Meeting Mandates of State/Federal/Outside Accrediting Agencies: Based on the most recent accreditation standards, students are now able to participate in the course even though they did not make a final grade of "C" in each course from the previous semester. Based on the most recent standards, students can perform skills from a course they did not score a "C" or better in as long as the preceptor treats those skills like new uninstructed skills. The student will be
required to perform or be evaluated on the skills from the course in which a final grade below a "C" was made in the later Athletic Training Clinical Competencies course.

☐ Other:

**Plans for assessing the effectiveness of the course:** Input from the clinical site preceptor, the student, clinical education coordinators, and program director.
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# Request for a Revised Course
Valdosta State University

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

HSAT 4450: Sports Related Illnesses and Conditions

**List Current and Requested Revisions:**

<table>
<thead>
<tr>
<th>Current:</th>
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<tbody>
<tr>
<td>Course Prefix and Number: HSAT 4450</td>
<td>Course Prefix and Number:</td>
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<tr>
<td>Credit Hours: 3</td>
<td>Credit Hours:</td>
</tr>
<tr>
<td>Course Title: Sports Related Illnesses and Conditions</td>
<td>Course Title:</td>
</tr>
<tr>
<td>Pre-requisites: HSAT 4360</td>
<td>Pre-requisites: Admission to the Athletic Training Program</td>
</tr>
<tr>
<td>Course Description: Investigating signs, symptoms, and treatments of illnesses and conditions common to athletes but not addressed in previous athletic training courses</td>
<td>Course Description:</td>
</tr>
</tbody>
</table>

**Semester/Year to be Effective:**
Fall/2015

**Estimated Frequency of Course Offering:**
one per academic 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:

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☒ Other: Taking HSAT 4360 prior to taking HSAT 4450 does not effect student learning in this course. The course content for HSAT 4450 is independent of course content in HSAT 4360.
Plans for assessing the effectiveness of the course: Course effectiveness assessed via student grades and SOIs.
<table>
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Date: 2-24-15

Form last updated: February 20, 2015
# Request for a Revised Course

**Valdosta State University**

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<table>
<thead>
<tr>
<th>Current Course Prefix, Title, &amp; Number:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(See course description abbreviations in the catalog for approved prefixes)</td>
</tr>
<tr>
<td>HSAT 4490 - Rehabilitation Techniques in Athletic Training I</td>
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<table>
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<tr>
<th>List Current and Requested Revisions:</th>
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<tbody>
<tr>
<td><strong>Current:</strong></td>
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<tr>
<td>Course Prefix and Number: HSAT 4490</td>
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<tr>
<td>Credit Hours: 4</td>
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<tr>
<td>Course Title: Rehabilitation Techniques in Athletic Training I</td>
</tr>
<tr>
<td>Pre-requisites: Admission to the Athletic Training Program</td>
</tr>
<tr>
<td>Course Description: Provides the student with the knowledge needed to develop comprehensive rehabilitation programs. The development of therapeutic goals and objectives, exercise gradation, and methods of evaluating rehabilitation progress will be stressed.</td>
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<tr>
<td><strong>Requested:</strong></td>
</tr>
<tr>
<td>Course Prefix and Number:</td>
</tr>
<tr>
<td>Credit Hours:</td>
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<tr>
<td>Course Title: Rehabilitation Techniques in Athletic Training</td>
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<tr>
<td>Pre-requisites:</td>
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<td>Course Description:</td>
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<tbody>
<tr>
<td>(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.)</td>
</tr>
<tr>
<td>☐ Improving student learning outcomes:</td>
</tr>
<tr>
<td>☐ Adopting current best practice(s) in field:</td>
</tr>
<tr>
<td>☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:</td>
</tr>
<tr>
<td>☒ Other: The course, HSAT 4491 - Rehabilitation Techniques in Athletic Training II will have a new course title and course description that will better represent the content of the course. Because there will no longer be a Rehabilitation Techniques in Athletic Training II, the course title for HSAT 4490 needed to be modified to reflect that there is a single Rehabilitation Techniques in Athletic Training Course.</td>
</tr>
<tr>
<td>Plans for assessing the effectiveness of the course:</td>
</tr>
<tr>
<td>Approvals:</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>College/Division Exec. Comm.:</td>
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<td>Dept. Head:</td>
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<td>Dean/Director:</td>
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<td>Graduate Exec. Comm. (if needed):</td>
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Form last updated: February 20, 2015
# Request for a Revised Course

**Valdosta State University**

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</table>

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

HSAT 4491: Rehabilitation Techniques in Athletic Training II

**List Current and Requested Revisions:**

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<tr>
<th>Current:</th>
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</thead>
<tbody>
<tr>
<td><strong>Course Number and Prefix:</strong> HSAT 4491</td>
<td><strong>Course Prefix and Number:</strong></td>
</tr>
<tr>
<td><strong>Credit Hours:</strong> 3</td>
<td><strong>Credit Hours:</strong></td>
</tr>
<tr>
<td><strong>Course Title:</strong> Rehabilitation Techniques in Athletic Training II</td>
<td><strong>Course Title:</strong> Procedures and Protocols in Athletic Training</td>
</tr>
<tr>
<td><strong>Pre-requisites:</strong> HSAT 4490</td>
<td><strong>Pre-requisites:</strong> Admission to the Athletic Training Program.</td>
</tr>
<tr>
<td>Course Description: A continuation of HSAT 4490, with emphasis on the practical applications of rehabilitation principles. Current surgical techniques and therapeutic exercise protocols are emphasized.</td>
<td>Course Description: A course designed to provide students with a variety of clinical procedures and protocols used in the athletic training profession.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester/Year to be Effective:</th>
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</thead>
<tbody>
<tr>
<td>Fall/2015</td>
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<table>
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<tr>
<th>Indicate if Course will be:</th>
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<td>☒</td>
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</table>

**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: Currently, HSAT 4491 is not designed to be a continuation of HSAT 4490. The revisions better reflect the content of the course and by revising the pre-requisites and the course description, the course and the course content can be seen as providing new material that is not a continuation of another course.
Plans for assessing the effectiveness of the course: Course effectiveness will be assessed via student grades and SOIs.
## Approvals:

<table>
<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/Division Exec. Comm.</td>
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<td>2-24-15</td>
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<tr>
<td>Dept. Head</td>
<td></td>
<td>2-24-15</td>
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<tr>
<td>Dean/Director</td>
<td></td>
<td>2-24-15</td>
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<tr>
<td>Graduate Exec. Comm. (if needed)</td>
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Form last updated: February 20, 2015
# Request for a Revised Course
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**Current Course Prefix, Title, & Number:**
(See course description abbreviations in the catalog for approved prefixes)

HSAT 4700: Athletic Training Professional Practice Seminar

**List Current and Requested Revisions:**

<table>
<thead>
<tr>
<th>Current:</th>
<th>Requested:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Prefix and Number:</strong> HSAT 4700</td>
<td><strong>Course Prefix and Number:</strong></td>
</tr>
<tr>
<td><strong>Credit Hours:</strong> 2</td>
<td><strong>Credit Hours:</strong></td>
</tr>
<tr>
<td><strong>Course Title:</strong> Athletic Training Professional Practice Seminar</td>
<td><strong>Course Title:</strong> Pre-requisites: Admission in the Athletic Training Program</td>
</tr>
<tr>
<td><strong>Pre-requisites:</strong> KSPE 4430 or HSAT 4430</td>
<td><strong>Pre-requisites:</strong></td>
</tr>
<tr>
<td><strong>Course Description:</strong> Students must be in final semester of the Athletic Training Program. Reflection on the educational and clinical competencies. In this course, students will refine knowledge and skills emanating from previous Athletic Training major courses of study and discuss and prepare for the BOC exam.</td>
<td><strong>Course Description:</strong> This course provides for a reflection on the educational and clinical competencies. Students discuss and prepare for the BOC exam.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester/Year to be Effective:</th>
<th>Estimated Frequency of Course Offering:</th>
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<tbody>
<tr>
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**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: KSPE 4430 or HSAT 4430 is/was the internship course that students took in the spring of their final senior semester assuming that all other courses had been successfully completed. KSPE 4430 or HSAT 4430 is a course that has been discontinued.
Plans for assessing the effectiveness of the course: Course effectiveness will be assessed via student grades and SOIs.
<table>
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Form last updated: February 20, 2015
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

<table>
<thead>
<tr>
<th>Current Catalog Page Number: 254 (new education track, approved in January 2015, listed below)</th>
<th>Proposed Effective Date for Curriculum Change: (Month/Year): August 2015</th>
<th>Degree &amp; Program Name: (e.g., BFA, Art): BA Music</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Proposed Requirements (Underline changes after printing this form): Other Supporting Courses .............................................. 26 hours</td>
<td>Traditional</td>
</tr>
<tr>
<td>Foreign Language* .................................................................................. 6 hours</td>
<td>Foreign Language* .................................................................................. 6 hours</td>
<td>Track .............................................. 20 hours</td>
</tr>
<tr>
<td>* See University Foreign Language Requirements.</td>
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<td>Upper Division Electives** or Minor</td>
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</tr>
<tr>
<td>Upper Division Electives** or Minor</td>
<td>Upper Division Electives** or Minor</td>
<td>or</td>
</tr>
<tr>
<td>**Must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of Music.</td>
<td>**Must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of Music.</td>
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</tr>
<tr>
<td>or</td>
<td>or</td>
<td>Music Education Track .............................................. 20 hours</td>
</tr>
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<td>Music Education Track .............................................. 20 hours</td>
<td>MUE 3000 .............................................. 2 hours</td>
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<td>MUE 3000 .............................................. 2 hours</td>
<td>MUE 3650 .............................................. 3 hours</td>
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<td>MUE 3650 .............................................. 3 hours</td>
<td>MUSC 3100 .............................................. 2 hours</td>
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<td>MUSC 3100 .............................................. 2 hours</td>
<td>MUSC 3131, MUSC 3132 .............................................. 2 hours</td>
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<tr>
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<td>MUSC 3131, MUSC 3132 .............................................. 2 hours</td>
<td>Music Guided Electives .............................................. 2 hours</td>
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<td>Music Guided Electives .............................................. 2 hours</td>
<td>EDUC 2120 .............................................. 3 hours</td>
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<td>EDUC 2120 .............................................. 3 hours</td>
<td>PSYC 3110 .............................................. 3 hours</td>
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<td>PSYC 3110 .............................................. 3 hours</td>
<td>PSYC 3110 .............................................. 3 hours</td>
<td>SPEC 3000 .............................................. 3 hours</td>
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<td>SPEC 3000 .............................................. 3 hours</td>
<td>or</td>
</tr>
<tr>
<td>Total hours required for the degree ... 120 hours</td>
<td>Total hours required for the degree ... 120 hours</td>
<td>Jazz Track .............................................. 20 hours</td>
</tr>
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<td>Jazz Track .............................................. 20 hours</td>
<td>Jazz Track .............................................. 20 hours</td>
<td>MUSC 1171, 1172 .............................................. 2 hours</td>
</tr>
<tr>
<td>MUSC 1171, 1172 .............................................. 2 hours</td>
<td>MUSC 1171, 1172 .............................................. 2 hours</td>
<td>Upper Division Electives .............................................. 18 hours</td>
</tr>
<tr>
<td>Upper Division Electives .............................................. 18 hours</td>
<td>Upper Division Electives .............................................. 18 hours</td>
<td>**Must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of Music.</td>
</tr>
<tr>
<td>**Must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of Music.</td>
<td>**Must include at least 6 hours of courses numbered 3000 or above in a single discipline outside of Music.</td>
<td>MUSC 3870 is the principal ensemble for the BA-Jazz track</td>
</tr>
<tr>
<td>MUSC 3870 is the principal ensemble for the BA-Jazz track</td>
<td>MUSC 3870 is the principal ensemble for the BA-Jazz track</td>
<td>Total hours required for the degree... 120 hours</td>
</tr>
</tbody>
</table>

Justification:

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

☐ Improve student learning outcomes:
☐ Adopting current best practice(s) in field: NASM standards allow for the B.A. degree to have an area of emphasis and jazz is used by other NASM member institutions: NASM Guidebook, Section VII.B.1.b. The degree focus is breadth of general studies combined with studies in musicianship and an area of emphasis in music such as performance, theory, music history and literature, music industry, and so forth.

☐ Meeting mandates of state/federal/outside accrediting agencies:
☐ Other:

**Source of Data to Support Suggested Change:**
- **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Recommendation of the Jazz Area Faculty, and approval by the Music Department.
- **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).**

**Data Sources:**
- **Indirect measures:** SOIs; student, employer, or alumni surveys, etc. SOIs and student and alumni surveys.
- **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Approvals:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head</td>
<td></td>
<td>2/26/15</td>
</tr>
<tr>
<td>College/Division Exec. Committee</td>
<td></td>
<td>2/27/15</td>
</tr>
<tr>
<td>Dean(s)/Director(s)</td>
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Grad. Exec. Committee:
(For graduate course)

Graduate Dean:
(For graduate course)

860
<table>
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<tr>
<th>Academic Committee:</th>
<th>Date:</th>
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Form last updated: January 6, 2010
## Bachelor of Arts, Jazz Track
### Department of Music
#### Fall and Spring Terms

### YEAR 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>TERM 2</th>
<th>Hrs</th>
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</thead>
<tbody>
<tr>
<td>MUSC 1001 Orientation</td>
<td>0</td>
<td>MUSC 1012 Music Theory II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 1011 Music Theory I</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 1051 Music Theory Lab I</td>
<td>1</td>
<td>MUSC 1_20/2_20 Applied</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 1_20/2_20 Applied</td>
<td>2</td>
<td>MUSC 3870 Jazz Ensemble</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 3870 Jazz Ensemble</td>
<td>1</td>
<td>MUSC 1172 Jazz Improvisation II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 1171 Jazz Improvisation I</td>
<td>1</td>
<td>MUSC 1100M Intro to Music (C)</td>
<td>3</td>
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<tr>
<td>ENGL 1101</td>
<td>3</td>
<td>MUSC 1016 Computers in Music</td>
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<tr>
<td>PERS 1001</td>
<td>2</td>
<td>ENGL 1102</td>
<td>3</td>
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<td><strong>Total hours</strong></td>
<td>13</td>
<td><strong>Total hours</strong></td>
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</table>

**Milestones:** Receive a “C” or higher in ENGL courses and all music courses.

### YEAR 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>TERM 2</th>
<th>Hrs</th>
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<tbody>
<tr>
<td>MUSC 2011 Music Theory III</td>
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<td>MUSC 2012 Music Theory IV</td>
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<tr>
<td>MUSC 2051 Music Theory Lab III</td>
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<td>MUSC 2052 Music Theory Lab IV</td>
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<tr>
<td>MUSC 1_20/2_20 Applied</td>
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<td>MUSC 1_20/2_20 Applied</td>
<td>2</td>
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<tr>
<td>MUSC 3870 Jazz Ensemble</td>
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<td>MUSC 3870 Jazz Ensemble</td>
<td>1</td>
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<tr>
<td>MUSC 2131 Class Piano I</td>
<td>1</td>
<td>MUSC 2132 Class Piano II</td>
<td>1</td>
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<tr>
<td>MATH 2011 (see catalog)</td>
<td>3</td>
<td>POLS 1101</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 2111, 2112, or 2113</td>
<td>3</td>
<td>HIST 2111 or 2112</td>
<td>3</td>
</tr>
<tr>
<td>Math/Science Elective</td>
<td>3</td>
<td>PERS 2695 World Music</td>
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<tr>
<td><strong>Total hours</strong></td>
<td>17</td>
<td><strong>Total hours</strong></td>
<td>16</td>
</tr>
</tbody>
</table>

**Milestones:** Maintain 2.25. Receive a “C” or higher in all music courses. Accumulate 60 or more collegiate credits. Pass Sophomore Upper division exam. Complete Georgia Government requirement. Complete Georgia History requirement.

### YEAR 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>TERM 2</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 3_20/4_20 Applied</td>
<td>2</td>
<td>MUSC 3_20/4_20 Applied</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 3870 Jazz Ensemble</td>
<td>1</td>
<td>MUSC 3870 Jazz Ensemble</td>
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<tr>
<td>MUSC 4451 Music History I</td>
<td>3</td>
<td>MUSC 4452 Music History II</td>
<td>3</td>
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<tr>
<td>Music Guided Electives</td>
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<td>Upper Division Elective or Minor</td>
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<td>Upper Division Elective or Minor</td>
<td>3</td>
<td>Foreign Language</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3</td>
<td>Social Science Elective #2</td>
<td>3</td>
</tr>
<tr>
<td>Social Science Elective #1</td>
<td>3</td>
<td></td>
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<tr>
<td><strong>Total hours</strong></td>
<td>16</td>
<td><strong>Total hours</strong></td>
<td>15</td>
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</tbody>
</table>

**Milestones:** Maintain 2.25. Receive a “C” or higher in all music courses. Accumulate 90 or more collegiate credits.

### YEAR 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Hrs</th>
<th>TERM 2</th>
<th>Hrs</th>
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</thead>
<tbody>
<tr>
<td>MUSC 3_20/4_20 Applied</td>
<td>2</td>
<td>MUSC 3_20/4_20 Applied</td>
<td>2</td>
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<td>MUSC 3870 Jazz Ensemble</td>
<td>1</td>
<td>MUSC 3870 Jazz Ensemble</td>
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<tr>
<td>Upper Division Elective or Minor</td>
<td>3</td>
<td>Upper Division Elective or Minor</td>
<td>3</td>
</tr>
<tr>
<td>Upper Division Elective or Minor</td>
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<td>Lab Science Elective #1</td>
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<td><strong>Total hours</strong></td>
<td>14</td>
<td><strong>Total hours</strong></td>
<td>14</td>
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</table>

**Milestones:** Maintain 2.25. Receive a “C” or higher in all music courses. Accumulate 120 collegiate credits. Pass Senior Recital.
# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

<table>
<thead>
<tr>
<th>Select Area of Change:</th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>☑ Core Curriculum</td>
<td>☒ Senior Curriculum</td>
<td>☐ Graduate Curriculum</td>
<td>☐ Other Curriculum</td>
</tr>
<tr>
<td>Specify: Area A,B,C,D,F</td>
<td>F</td>
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<table>
<thead>
<tr>
<th>Current Catalog Page Number:</th>
<th>Proposed Effective Date for Curriculum Change:</th>
<th>Degree &amp; Program Name:</th>
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<tbody>
<tr>
<td>235</td>
<td>(Month/Year): Fall 2015</td>
<td>(e.g., BFA, Art): BA, Art</td>
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<table>
<thead>
<tr>
<th>Present Requirements:</th>
<th>Proposed Requirements (Underline changes after printing this form):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Curriculum Areas A-E (See VSU Core Curriculum)... 42 hours</td>
<td>Core Curriculum Areas A-E (See VSU Core Curriculum)... 42 hours</td>
</tr>
<tr>
<td>Core Curriculum Area F ........................................ 18 hours</td>
<td>Core Curriculum Area F ........................................ 18 hours</td>
</tr>
<tr>
<td>ARTH 1120, ART 1010, ART 1020 .... 9 hours</td>
<td>ARTH 1010, ART 1020, ARTH 2121 .... 9 hours</td>
</tr>
<tr>
<td>ART 1030, ART 1011, ART 2030 .... 9 hours</td>
<td>ART 1030, ART 1011, ART 2030 .... 9 hours</td>
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<tr>
<td>Major Curriculum .............................................. 60 hours</td>
<td>Major Curriculum .............................................. 60 hours</td>
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<tr>
<td>Major Core Studio Sequence ............. 18 hours</td>
<td>Major Core Studio Sequence ............. 18 hours</td>
</tr>
<tr>
<td>Select three course sequences from ART 3023, ART 4024, or ART (3xxx-4xxx course in content area) .... 6 hours</td>
<td>Select three course sequences from ART 3023, ART 4024, or ART (3xxx-4xxx course in content area) .... 6 hours</td>
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<tr>
<td>ART 3041, ART 4042, or ART (3xxx-4xxx course in content area) .... 6 hours</td>
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<tr>
<td>ART 3051, ART 4052, or ART (3xxx-4xxx course in content area) .... 6 hours</td>
<td>ART 3051, ART 4052, or ART (3xxx-4xxx course in content area) .... 6 hours</td>
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<tr>
<td>ART 3061, ART 4062, or ART (3xxx-4xxx course in content area) .... 6 hours</td>
<td>ART 3061, ART 4062, or ART (3xxx-4xxx course in content area) .... 6 hours</td>
</tr>
<tr>
<td>ART 3071, ART 3072, ART (3xxx-4xxx course in content area) ...... 6 hours</td>
<td>ART 3071, ART 3072, ART (3xxx-4xxx course in content area) ...... 6 hours</td>
</tr>
<tr>
<td>ART 3081, ART 4082, ART (3xxx-4xxx course in content area) ...... 6 hours</td>
<td>ART 3081, ART 4082, ART (3xxx-4xxx course in content area) ...... 6 hours</td>
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<tr>
<td>ART 3091, ART 3092, or ART 4093 or ART(3xxx-4xxx course in content area) ... 6 hours</td>
<td>ART 3091, ART 3092, or ART 4093 or ART(3xxx-4xxx course in content area) ... 6 hours</td>
</tr>
<tr>
<td>ART 3101, ART 4102, or ART (3xxx-4xxx course in content area) ... 6 hours</td>
<td>ART 3101, ART 4102, or ART (3xxx-4xxx course in content area) ... 6 hours</td>
</tr>
<tr>
<td>ART 3111, ART 4112 or ART (3xxx-4xxx course in content area) .... 6 hours</td>
<td>ART 3111, ART 4112 or ART (3xxx-4xxx course in content area) .... 6 hours</td>
</tr>
<tr>
<td>ARTH 3121, ARTH 3122 ................. 6 hours</td>
<td>ARTH 2122 .................................................. 3 hours</td>
</tr>
<tr>
<td>Art History (ARTH) Electives .......... 3 hours</td>
<td>Art History (ARTH) Electives .......... 3 hours</td>
</tr>
<tr>
<td>Studio and/or Art History and Criticism Electives .................. 6-15 hours</td>
<td>Studio and/or Art History and Criticism Electives .................. 6-15 hours</td>
</tr>
<tr>
<td>.......................... 6-15 hours</td>
<td>.......................... 6-15 hours</td>
</tr>
<tr>
<td>Guided Electives or Minor* ............. 6-15 hours</td>
<td>Guided Electives or Minor* ............. 6-15 hours</td>
</tr>
<tr>
<td>*The degree program must include a minimum of 39 hours at the 3000 or 4000 level.</td>
<td>*The degree program must include a minimum of 39 hours at the 3000 or 4000 level.</td>
</tr>
<tr>
<td>Foreign Language (three courses in sequence) .... 9 hours</td>
<td>Foreign Language (three courses in sequence) .... 9 hours</td>
</tr>
<tr>
<td>ART 4170, ART 4171, ART 4172 ........ 3 hours</td>
<td>ART 4170, ART 4171, ART 4172 ........ 3 hours</td>
</tr>
<tr>
<td>Total hours required for the degree ............... 120 semester hours</td>
<td>Total hours required for the degree ............... 120 semester hours</td>
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</table>
Justification:

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

☑ Improve student learning outcomes: This restructuring of the Art History offerings will allow students to engage with Art Historical practices as a foundational experience. This approach will allow students to build and develop skills throughout their progression in the Art History curriculum and more effectively link study with practice.

☑ Adopting current best practice(s) in field: A survey of peer and aspirational institutions demonstrated that two-semester surveys of Art History were the clear standard. Also, no courses like ARTH 1120 were offered at any of these institutions. Thus, these proposed curricular changes will make our program more reflective of the current best practices in the field as well as better able to accommodate transfer students.

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

☐ Other:

Source of Data to Support Suggested Change:

☑ Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs suggest that ARTH 3121, which is a survey of art from prehistoric through the 19th century, covered too much information. Also, transfer students with previous coursework in Art History usually have to be placed in the "foundational" Art History course, ARTH 1120, with lowerclassmen without any experience in Art History.

☐ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program’s learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

☑ Indirect measures: SOIs; student, employer, or alumni surveys, etc. SOI results will be monitored to see how students respond to the revised course. Also, feedback will be sought from departmental advisors to see if the revision made it easier for them to appropriately place transfer students in courses.

☐ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head: [Signature] Date: 2/24/16
<table>
<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/Division Exec. Committee</td>
<td>[Signature]</td>
<td>1/27/13</td>
</tr>
<tr>
<td>Dean(s)/Director(s)</td>
<td>[Signature]</td>
<td>2-27-7</td>
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<td>Grad. Exec. Committee</td>
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<tr>
<td>(for graduate course)</td>
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<td>Graduate Dean</td>
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<tr>
<td>(for graduate course)</td>
<td></td>
<td></td>
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<tr>
<td>Academic Committee</td>
<td></td>
<td></td>
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Form last updated: January 6, 2010
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

<table>
<thead>
<tr>
<th>Current Catalog Page Number:</th>
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<th>Degree &amp; Program Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>229</td>
<td>(Month/Year): Fall 2015</td>
<td>(e.g., BFA, Art): BFA, Art</td>
</tr>
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</table>

Present Requirements:
- Core Curriculum Areas A-E (See VSU Core Curriculum)... 42 hours
- Core Curriculum Area F.................18 hours
- ARTH 1120, ART 1010, ART 1020... 9 hours
- ART 1011, ART 1030, ART 2030... 9 hours
- Major Curriculum...................... 60 hours
- ART 3061, ART 3081..................... 6 hours
- ART 3071 or 3072, ART 3091, ART 3041... 9 hours
- ART 3023, ART 3051..................... 6 hours
- ART 4170, ART 4171, ART 4172... 3 hours
- ARTH 3121, ARTH 3122.................. 6 hours
- Art History (ARTH) Elective........... 3 hours
- Studio Electives....................... 18-27 hours
- Art History and Criticism Electives... 0-9 hours
- Total hours required for the degree... 120 semester hours

Proposed Requirements (Underline changes after printing this form):
- Core Curriculum Areas A-E (See VSU Core Curriculum)... 42 hours
- Core Curriculum Area F................. 18 hours
- ARTH 1010, ART 1020, ARTH 2121... 9 hours
- ART 1011, ART 1030, ART 2030... 9 hours
- Major Curriculum...................... 60 hours
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- Art History (ARTH) Electives........ 6 hours
- Studio Electives............... 18-27 hours
- Art History and Criticism Electives... 0-9 hours
- Total hours required for the degree... 120 semester hours

Justification:

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

- Improve student learning outcomes: This restructuring of the Art History offerings will allow students to engage with Art Historical practices as a foundational experience. This approach will allow students to build and develop skills throughout their progression in the Art History curriculum and more effectively link study with practice.

- Adopting current best practice(s) in field: A survey of peer and aspirational institutions demonstrated that two-semester surveys of Art History were the clear standard. Also, no courses like ARTH 1120 were offered at any of these institutions. Thus, these proposed curricular changes will make our program more reflective of the current best practices in the field as well as better able to accommodate transfer students.

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

Source of Data to Support Suggested Change:
**Indirect measures**: SOIs, student, employer, or alumni surveys, etc. SOIs suggest that ARTH 3121, which is a survey of art from prehistoric through the 19th century, covered too much information. Also, transfer students with previous coursework in Art History usually have to be placed in the "foundational" Art History course, ARTH 1120, with lowerclassmen without any experience in Art History.

- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plan for assessing the effectiveness of the change in meeting program’s learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).**

**Data Sources:**

- Indirect measures: SOIs; student, employer, or alumni surveys, etc. SOI results will be monitored to see how students respond to the revised course. Also, feedback will be sought from departmental advisors to see if the revision made it easier for them to appropriately place transfer students in courses.

- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

---

**Approvals:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head</td>
<td></td>
<td>2/26/15</td>
</tr>
<tr>
<td>College/Division Exec. Committee</td>
<td></td>
<td>2/27/15</td>
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<tr>
<td>Dean(s)/Director(s)</td>
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<tr>
<td>Grad. Exec. Committee</td>
<td>(for graduate course)</td>
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<tr>
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<td>Date:</td>
</tr>
<tr>
<td>Academic Committee</td>
<td></td>
<td>Date:</td>
</tr>
</tbody>
</table>

Form last updated: January 6, 2010
# 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

---

<table>
<thead>
<tr>
<th>Current Catalog Page Number:</th>
<th>Proposed Effective Date for Curriculum Change:</th>
<th>Degree &amp; Program Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>231</td>
<td>Fall 2015</td>
<td>(e.g., BFA, Art): BFA, Art Ed</td>
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## Present Requirements:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Catalog Hours</th>
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<tbody>
<tr>
<td>Core Curriculum Areas A-E (See VSU Core Curriculum)</td>
<td>42 hours</td>
</tr>
<tr>
<td>Students advised to take ART 1100 in Area C</td>
<td></td>
</tr>
<tr>
<td>Core Curriculum Area F</td>
<td>18 hours</td>
</tr>
<tr>
<td>ART 1010, ART 1011, ART 1020</td>
<td>9 hours</td>
</tr>
<tr>
<td>ART 1030, ARTH 1120, ART 2030</td>
<td>9 hours</td>
</tr>
<tr>
<td>ARED 2999</td>
<td>0 hours</td>
</tr>
<tr>
<td>Teacher Certification Health and Physical Education Requirements</td>
<td>4 hours</td>
</tr>
<tr>
<td>KSPE 2000, KSPE 2150</td>
<td>4 hours</td>
</tr>
<tr>
<td>Major Curriculum</td>
<td>68 hours</td>
</tr>
<tr>
<td>EDUC 2110, EDUC 2120, EDUC 2130</td>
<td>9 hours</td>
</tr>
<tr>
<td>SPEC 3000</td>
<td>3 hours</td>
</tr>
<tr>
<td>ART 3051 and either ART 3041 or ART 3111</td>
<td>6 hours</td>
</tr>
<tr>
<td>ART 3061, ART 3071 or ART 3072, ART 3081</td>
<td>9 hours</td>
</tr>
<tr>
<td>ARTH 4120, ARTH 3121, ARTH 3122</td>
<td>9 hours</td>
</tr>
<tr>
<td>Guided Electives in ART or ARTH</td>
<td>11 hours</td>
</tr>
<tr>
<td>ARED 3010, ARED 3012, ARED 3000</td>
<td>9 hours</td>
</tr>
<tr>
<td>ARED 4070 and ARED 4090</td>
<td>12 hours</td>
</tr>
<tr>
<td>Total hours required for the degree</td>
<td>132 semester hours</td>
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## Proposed Requirements (Underline changes after printing this form):

<table>
<thead>
<tr>
<th>Requirement</th>
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<td>12 hours</td>
</tr>
<tr>
<td>Total hours required for the degree</td>
<td>132 semester hours</td>
</tr>
</tbody>
</table>

## Justification:

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

- ☑ Improve student learning outcomes: This restructuring of the Art History offerings will allow students to engage with Art Historical practices as a foundational experience. This approach will allow students to build and develop skills throughout their progression in the Art History curriculum and more effectively link study with practice.

- ☑ Adopting current best practice(s) in field: A survey of peer and aspirational institutions demonstrated that two-semester surveys of Art History were the clear standard. Also, no courses like ARTH 1120 were offered at any of these institutions. Thus, these proposed curricular changes will make our program more reflective of the current best practices in the field as well as better able to accommodate transfer students.

- ☐ Meeting mandates of state/federal/outside accrediting agencies:
Source of Data to Support Suggested Change:

☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs suggest that ARTH 3121, which is a survey of art from prehistoric through the 19th century, covered too much information. Also, transfer students with previous coursework in Art History usually have to be placed in the "foundational" Art History course, ARTH 1120, with lowerclassmen without any experience in Art History.

☐ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program’s learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

☒ Indirect measures: SOIs; student, employer, or alumni surveys, etc. SOI results will be monitored to see how students respond to the revised course. Also, feedback will be sought from departmental advisors to see if the revision made it easier for them to appropriately place transfer students in courses.

☐ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head: [Signature] Date: 2/25/14

College/Division Exec. Committee: [Signature] Date: 2/27/15

Dean(s)/Director(s): [Signature] Date: 2/27/15

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

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

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# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

<table>
<thead>
<tr>
<th>Select Area of Change:</th>
<th>Proposed Effective Date for Curriculum Change:</th>
<th>Degree &amp; Program Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Core Curriculum</td>
<td>(Month/Year): Fall 2015</td>
<td>(e.g., BFA, Art): BFA, ID</td>
</tr>
<tr>
<td>☒ Senior Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Graduate Curriculum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>☐ Other Curriculum</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

| Current Catalog Page Number: 233 | Proposed Requirements (Underline changes after printing this form):
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Core Curriculum Areas A-E (See VSU Core Curriculum) ... 42 hours</td>
</tr>
<tr>
<td></td>
<td>Core Curriculum Area F. ..................................18 hours</td>
</tr>
<tr>
<td></td>
<td>ARID 1120, ART 1010, ART 1020 ....... 9 hours</td>
</tr>
<tr>
<td></td>
<td>ART 1030, ART 1011, ART 2030 ...... 9 hours</td>
</tr>
<tr>
<td></td>
<td>Major Curriculum. ............................................. 60 hours</td>
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<td></td>
<td>Interior Design Studio Courses ...... 18 hours</td>
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<td></td>
<td>ARID 2111, ARID 2112, ARID 3111, ARID 3112, ARID 4111, ARID 4112</td>
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<td></td>
<td>Major Core ......... 18 hours ARID 2310, ARID 3211, ARID 3212, ARID 3320, ARID 3350, ARID 3411</td>
</tr>
<tr>
<td></td>
<td>Capstone Courses ....... 9 hours ARID 4010, ARID 4310, ARID 4610</td>
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<tr>
<td></td>
<td>Art History Courses ....... 6 hours ARTH 3121, ARTH 3122</td>
</tr>
<tr>
<td>Electives: Interior Design and Related Areas .... 9 hours</td>
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</tr>
<tr>
<td>Select 3 courses (9 credit hours) from upper-level art studio courses, upper-level interior design courses, upper-level art history courses, or other related courses with the approval of the Coordinator and the Head of the Department.</td>
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</tr>
<tr>
<td>Total hours required for the degree ............. 120 semester hours</td>
<td>Total hours required for the degree ............. 120 semester hours</td>
</tr>
</tbody>
</table>

## Justification:

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

- **☐** Improve student learning outcomes: This restructuring of the Art History offerings will allow students to engage with Art Historical practices as a foundational experience. This approach will allow students to build and develop skills throughout their progression in the Art History curriculum and more effectively link study with practice.

☐ Adopting current best practice(s) in field:

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

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Other: These adjustments are necessary to follow the proposed numbering changes to the Art History curriculum.

Source of Data to Support Suggested Change:

- **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs suggest that ARTH 3121, which is a survey of art from prehistoric through the 19th century, covered too much information. Also, transfer students with previous coursework in Art History usually have to be placed in the "foundational" Art History course, ARTH 1120, with lowerclassmen without any experience in Art History.

- **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program’s learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- **Indirect measures:** SOIs; student, employer, or alumni surveys, etc. SOI results will be monitored to see how students respond to the revised course. Also, feedback will be sought from departmental advisors to see if the revision made it easier for them to appropriately place transfer students in courses.

- **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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<td></td>
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<tr>
<td>(for graduate course)</td>
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<td></td>
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<td>Academic Committee</td>
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<td></td>
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</tbody>
</table>

Page 98
REQUEST FOR A CURRICULUM CHANGE
Valdosta State University

Select Area of Change:
☐ Core Curriculum  ☐ Senior Curriculum  ☐ Graduate Curriculum  ☑ Other
Specify: Area A,B,C,D,F

Current Catalog Page Number: 235

Proposed Effective Date for Curriculum Change: Fall 2015

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

Present Requirements:
Minor in Art..................15 semester hours
ARTH 1120...................3 hours
ARTH and/or ART courses (9 hours must be at the level of 3000 or above)......12 hours

Proposed Requirements (Underline changes after printing this form):
Minor in Art..................15 semester hours
ARTH 1100, ARTH 2121, or ARTH 2122........
...............................................3 hours
ARTH and/or ART courses (9 hours must be at the level of 3000 or above)......12 hours

Justification:

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

☑ Improve student learning outcomes: With the restructuring of the Art History curriculum, minors needed a substitute introductory experience to the field. Offering them the opportunity to select a larger overview or a more specific chronological focus -- either ancient or modern -- would allow them to choose an introductory experience that might be better suited to their interests, major, and/or learning style.

☐ Adopting current best practice(s) in field:

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

☐ Other:

Source of Data to Support Suggested Change:

☑ Indirect measures: SOIs, student, employer, or alumni surveys, etc. From discussion with students, it is clear that students are attracted to our minor for different reasons. Some are interested in a specific topic or subject area that connects to art, while others are more focused on
a particular approach to art or artistic practice. This change to the curriculum would provide students with more choice and, thus, engagement with the discipline, even as minors.

- **Direct measures**: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

### Plan for assessing the effectiveness of the change in meeting program’s learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?)

### Data Sources:

- **Indirect measures**: SOIs; student, employer, or alumni surveys, etc. Faculty -- in both their advisory and instructional capacities -- will ask declared minors about their experience in the selected course and to what degree it impacted their engagement with the field of Art.
- **Direct measures**: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

### Approvals:

<table>
<thead>
<tr>
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<tbody>
<tr>
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<tr>
<td>Academic Committee</td>
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</table>

Form last updated: January 6, 2010
# Request for a Revised Course

**Valdosta State University**

**Date of Submission:** 2/6/15 (mm/dd/yyyy)

**Department Initiating Revision:**
- ART

**Faculty Member Requesting Revision:**
- Michael T. Schmidt

**Current Course Prefix, Title, & Number:**
(See course description abbreviations in the catalog for approved prefixes)
- ARED 3000 Issues and Trends in Contemporary Art Education

**List Current and Requested Revisions:**

<table>
<thead>
<tr>
<th>Current:</th>
<th>Requested:</th>
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</thead>
<tbody>
<tr>
<td>Course Prefix and Number: ARED 3000</td>
<td>Course Prefix and Number:</td>
</tr>
<tr>
<td>Credit Hours: 3-0-3</td>
<td>Credit Hours:</td>
</tr>
<tr>
<td>Course Title: Issues and Trends in Contemporary Art Education</td>
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</tr>
<tr>
<td>Pre-requisites: ARED 2999</td>
<td>Pre-requisites: ARED 2999 and a minimum GPA of 2.75</td>
</tr>
<tr>
<td>Course Description: The study of curricular frameworks, course content, and pedagogical strategies associated with best practices in the field of Art Education.</td>
<td>Course Description:</td>
</tr>
</tbody>
</table>

**Semester/Year to be Effective:**
- Fall 2015

**Estimated Frequency of Course Offering:**
- once per 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:
- ☐ Adopting current best practice(s) in field:
- ☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: All Art Education majors are required to maintain an overall 2.75 GPA in order to initially enroll in professional education courses and continue to progress through the professional program. This GPA requirement is currently listed in the Art Education Program description within the undergraduate catalog. Adding the 2.75 GPA requirement to this course/description as a pre-requisite further emphasizes and reiterates the importance of meeting this requirement to both students and academic advisors. Many of the Education Preparation Programs in the College of Education and Human Services list GPA requirements in this manner.
- ☐ Other:
Plans for assessing the effectiveness of the course: Review and monitor student compliance with program requirements.
<table>
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<tbody>
<tr>
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<td>Dept. Head:</td>
</tr>
<tr>
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</tr>
<tr>
<td>Graduate Exec. Comm.(if needed):</td>
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<tr>
<td>Graduate Dean (if needed):</td>
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<td>Academic Committee:</td>
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Form last updated: February 26, 2015
### Request for a Revised Course
Valdosta State University

**Date of Submission:** 2/6/15 (mm/dd/yyyy)

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<td>Michael T. Schmidt</td>
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**Current Course Prefix, Title, & Number:**
(See course description abbreviations in the catalog for approved prefixes)

ARED 3010 Elementary Art Methods

**List Current and Requested Revisions:**

<table>
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<tr>
<th>Current:</th>
<th>Requested:</th>
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<tbody>
<tr>
<td>Course Prefix and Number: ARED 3010</td>
<td>Course Prefix and Number:</td>
</tr>
<tr>
<td>Credit Hours: 1-4-3</td>
<td>Credit Hours:</td>
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<tr>
<td>Course Title: Elementary Art Methods</td>
<td>Course Title:</td>
</tr>
<tr>
<td>Pre-requisites: ARED 3000</td>
<td>Pre-requisites: ARED 2999 and a minimum GPA of 2.75</td>
</tr>
<tr>
<td>Course Description: Instructional methods; curricular and programmatic structures; assessment strategies; and the appropriate and safe use of tools, media, materials, and equipment in middle and high school art education programs.</td>
<td>Course Description:</td>
</tr>
</tbody>
</table>

**Semester/Year to be Effective:**
Fall 2015

<table>
<thead>
<tr>
<th>Estimated Frequency of Course Offering:</th>
</tr>
</thead>
<tbody>
<tr>
<td>once per year</td>
</tr>
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</table>

**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: Removing the prerequisite of ARED 3000 Issues and Trends in Contemporary Art Education will allow more flexibility in course scheduling and student matriculation through the program. Overrides are necessary for transfer students or students who change majors and enter the program out of sequence. Additionally, the area faculty has not identified any issue or deficiency when a student is enrolled in ARED 3000 concurrently with ARED 3010 Elementary Art Methods or ARED 3012 Secondary Art Methods.

☐ Adopting current best practice(s) in field:

☑ Meeting Mandates of State/Federal/Outside Accrediting Agencies: All Art Education majors are required to maintain an overall 2.75 GPA in order to initially enroll in professional education courses and continue to progress through the professional program. This GPA requirement is currently listed in the Art Education Program description within the undergraduate catalog. Adding the 2.75 GPA requirement to this course/description as a prerequisite further emphasizes...
and reiterates the importance of meeting this requirement to both students and academic advisors. Many of the Education Preparation Programs (EPP) in the College of Education and Human Services list GPA requirements in this manner.

- Other: A review of Education Preparation Programs within the College of Education and Human Services indicates that no other EPP has similar prerequisite requirements for methods courses.

**Plans for assessing the effectiveness of the course:** Review the number of course override requests for transfer students or students who change majors and enter the program out of sequence. Faculty Academic Advisors will monitor and review student matriculation through the Art Education program. Review and monitor student compliance with program requirements.
<table>
<thead>
<tr>
<th>Approvals:</th>
</tr>
</thead>
</table>
| College/Division Exec. Comm.:                 | Date: 2/27/15  
| Dept. Head:                                   | Date: 2/26/15  
| Dean/Director:                                | Date: 2/27-15  
| Graduate Exec. Comm.(if needed):             | Date:  
| Graduate Dean (if needed):                   | Date:  
| Academic Committee:                          | Date:  

Form last updated: February 26, 2015
# Request for a Revised Course

Valdosta State University

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<td>ART</td>
<td>Michael T. Schmidt</td>
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**Current Course Prefix, Title, & Number:**
(See course description abbreviations in the catalog for approved prefixes)

ARED 3012 Secondary Art Methods

## List Current and Requested Revisions:

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<td><strong>Credit Hours:</strong></td>
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<tr>
<td><strong>Course Title:</strong> Secondary Art Methods</td>
<td><strong>Course Title:</strong></td>
</tr>
<tr>
<td><strong>Pre-requisites:</strong> ARED 3000</td>
<td><strong>Pre-requisites:</strong> ARED 2999 and a minimum GPA of 2.75</td>
</tr>
<tr>
<td><strong>Course Description:</strong> Instructional methods; curricular and programmatic structures; assessment strategies; and the appropriate and safe use of tools, media, materials, and equipment in middle and high school art education programs.</td>
<td><strong>Course Description:</strong></td>
</tr>
</tbody>
</table>

**Semester/Year to be Effective:**

Fall 2015

**Estimated Frequency of Course Offering:**

once per year

**Indicate if Course will be:**

- [x] 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.)

- [x] Improving student learning outcomes: Removing the prerequisite of ARED 3000 Issues and Trends in Contemporary Art Education will allow more flexibility in course scheduling and student matriculation through the program. Overrides are necessary for transfer students or students who change majors and enter the program out of sequence. Additionally, the area faculty has not identified any issue or deficiency when a student is enrolled in ARED 3000 concurrently with ARED 3010 Elementary Art Methods or ARED 3012 Secondary Art Methods.

- [ ] Adopting current best practice(s) in field:

- [x] Meeting Mandates of State/Federal/Outside Accrediting Agencies: All Art Education majors are required to maintain an overall 2.75 GPA in order to initially enroll in professional education courses and continue to progress through the professional program. This GPA requirement is currently listed in the Art Education Program description within the undergraduate catalog. Adding the 2.75 GPA requirement to this course/description as a prerequisite further emphasizes...
and reiterates the importance of meeting this requirement to both students and academic advisors. Many of the Education Preparation Programs (EPP) in the College of Education and Human Services list GPA requirements in this manner.

☑ Other: A review of Education Preparation Programs within the College of Education and Human Services indicates that no other EPP has similar prerequisite requirements for methods courses.

**Plans for assessing the effectiveness of the course:** Review the number of course override requests for transfer students or students who change majors and enter the program out of sequence. Faculty Academic Advisors will monitor and review student matriculation through the Art Education program. Review and monitor student compliance with program requirements.
<table>
<thead>
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<td>Date:</td>
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Form last updated: February 26, 2015
**Request for a Revised Course**  
**Valdosta State University**

**Date of Submission:** 02/02/2015 (mm/dd/yyyy)

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<th>Department Initiating Revision:</th>
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<tbody>
<tr>
<td>ART</td>
<td>Jim Hornsby</td>
</tr>
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</table>

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

ART 2030 Computers in Art

**List Current and Requested Revisions:**

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<th>Current:</th>
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<tbody>
<tr>
<td>Course Prefix and Number: ART 2030</td>
<td>Course Prefix and Number:</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
<td>Credit Hours:</td>
</tr>
<tr>
<td>Course Title: Computers in Art</td>
<td>Course Title:</td>
</tr>
<tr>
<td>Pre-requisites: ART 1020</td>
<td>Pre-requisites: None</td>
</tr>
<tr>
<td>Course Description: An introductory course to develop basic skills in computer applications for the visual arts including: design, page layout, word processing, illustration, web access, web design, historical and critical methods, and information management.</td>
<td>Course Description:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester/Year to be Effective:</th>
<th>Estimated Frequency of Course Offering:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>Every semester</td>
</tr>
</tbody>
</table>

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

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

☐ Improving student learning outcomes:

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☐ Other: The number of overrides regularly employed to waive the prerequisite for this course suggests that it is not necessary for student success in the course. This change will make it easier for both regular and transfer students to enroll in this foundational course, which is itself a required prerequisite for future art courses.
Plans for assessing the effectiveness of the course:
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</thead>
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Form last updated: February 26, 2015
# Request for a Revised Course
Valdosta State University

**Date of Submission:** 01/21/2015 (mm/dd/yyyy)

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<thead>
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<th>Department Initiating Revision:</th>
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</thead>
<tbody>
<tr>
<td>Art</td>
<td>Dr. Glenda Swan</td>
</tr>
</tbody>
</table>

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

ARTH 3120 Special Topics in Art History

**List Current and Requested Revisions:**

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<th>Current:</th>
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<tr>
<td>Current:</td>
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<td>Course Prefix and Number: ARTH 3120</td>
<td>Course Prefix and Number:</td>
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<td>Credit Hours: 3</td>
<td>Credit Hours:</td>
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<tr>
<td>Course Title: Special Topics in Art History</td>
<td>Course Title:</td>
</tr>
<tr>
<td>Pre-requisites: ART 1100, ARTH 1120, or ARID 1120</td>
<td>Pre-requisites: ARTH 2121 and ARTH 2122 or permission of the Department Head</td>
</tr>
<tr>
<td>Course Description: The study of unique or special content in the visual arts. May be repeated under different topics for a maximum of 9 hours.</td>
<td>Course Description:</td>
</tr>
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</table>

**Semester/Year to be Effective:**
Fall 2015

**Estimated Frequency of Course Offering:**
Once or twice per year

**Indicate if Course will be:**
- [x] 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.)

- [x] Improving student learning outcomes: Requiring that students complete a more in-depth survey of Art History before taking a specialized Art Historical topic area will allow students to engage more deeply with the course material and pursue more advanced research in the subject.

- [ ] Adopting current best practice(s) in field:

- [ ] Meeting Mandates of State/Federal/Outside Accrediting Agencies:

- [x] Other: Correctly reflect the new course numbers instituted by the revision to the foundational Art History curriculum.
Plans for assessing the effectiveness of the course:
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Form last updated: February 26, 2015
# Request for a Revised Course

**Valdosta State University**

**Date of Submission:** 12/01/2014 (mm/dd/yyyy)

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<tr>
<td>ART</td>
<td>Dr. Glenda Swan</td>
</tr>
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</table>

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

ARTH 3121 Western Art History Survey

**List Current and Requested Revisions:**

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<th>Current:</th>
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<tbody>
<tr>
<td>Course Prefix and Number: ARTH 3121</td>
<td>Course Prefix and Number: ARTH 2121</td>
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<tr>
<td>Credit Hours: 3</td>
<td>Credit Hours:</td>
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<tr>
<td>Course Title: Western Art History Survey</td>
<td>Course Title: Art History Survey I</td>
</tr>
<tr>
<td>Pre-requisites: A grade of “C” or higher in ARTH 1120 or ARID 1120</td>
<td>Pre-requisites: None</td>
</tr>
<tr>
<td>Course Description: A survey of western world art from prehistory to the modern period.</td>
<td>Course Description: A survey of art from prehistory to the Renaissance.</td>
</tr>
</tbody>
</table>

**Semester/Year to be Effective:**
Fall 2015

**Estimated Frequency of Course Offering:**
Every semester

**Indicate if Course will be:**  
- [x] 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.)

- [x] Improving student learning outcomes: By splitting the course material more evenly over two semesters, students will have more time to learn about the artistic production of both pre-modern and modern cultures.

The change in course number and removal of prerequisites is part of a larger restructuring of the entire foundational Art History experience that will allow students to begin engaging with Art Historical practices. This approach will allow students to build and develop skills throughout their progression in the Art History curriculum and more effectively link study with practice.

- [x] Adopting current best practice(s) in field: A survey of peer and aspirational institutions demonstrated that two-semester surveys of Art History were the clear standard. Furthermore, the majority of these surveys were not restricted to Western Art. Finally, none of these institutions required any other Art History courses as a prerequisite for the start of their Art History survey. Thus, by adopting this proposed course revision, our program will be more reflective of the current best practices in the field and will also be better able to accommodate transfer students without the need for course substitutions.
Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

**Plans for assessing the effectiveness of the course:** SOIs will be monitored to see if students are responding well to the reorganization of the course material. Also, feedback will be sought from departmental advisors to see if the revision made it easier for them to appropriately place transfer students in courses without the need for course substitutions.
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<th>Approvals:</th>
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Form last updated: February 26, 2015
Request for a Revised Course  
Valdosta State University

Date of Submission: 12/01/2014 (mm/dd/yyyy)

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<tr>
<td>ART</td>
<td>Dr. Glenda Swan</td>
</tr>
</tbody>
</table>

| Current Course Prefix, Title, & Number:  
(See course description abbreviations in the catalog for approved prefixes) |
<table>
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<tbody>
<tr>
<td>ARTH 3122 20th Century Art Survey</td>
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<table>
<thead>
<tr>
<th>List Current and Requested Revisions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current:</td>
</tr>
<tr>
<td>Course Prefix and Number: ARTH 3122</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>Course Title: 20th Century Art Survey</td>
</tr>
<tr>
<td>Pre-requisites: A grade of “C” or higher in ARTH 3121</td>
</tr>
<tr>
<td>Course Description: A survey of world history of art from the late 19th century through the present.</td>
</tr>
<tr>
<td>Semester/Year to be Effective:</td>
</tr>
<tr>
<td>Fall 2015</td>
</tr>
</tbody>
</table>

| Requested:                            |
| Course Prefix and Number: ARTH 2122   |
| Credit Hours:                         |
| Course Title: Art History Survey II   |
| Pre-requisites: None                  |
| Course Description: A survey of art from Renaissance to the present. |
| 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: The change in course number and removal of the prerequisite is part of a larger restructuring of the entire foundational Art History experience that will allow students to begin engaging with Art Historical practices. This approach will allow students to build and develop skills throughout their progression in the Art History curriculum and more effectively link study with practice.

☐ Adopting current best practice(s) in field: A survey of peer and aspirational institutions demonstrated that two-semester surveys of Art History were the clear standard. By adopting these proposed course revision, our program will be more reflective of the current best practices in the field and will also be better able to accommodate transfer students.

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☐ Other:
Plans for assessing the effectiveness of the course: SOIs will be monitored to see if students are responding well to the reorganization of the course material. Also, feedback will be sought from departmental advisors to see if the revision made it easier for them to appropriately place transfer students in courses without the need for course substitutions.
<table>
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<tr>
<th>Approval Type</th>
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Form last updated: February 26, 2015
# Request for a Revised Course

**Valdosta State University**

**Date of Submission:** 01/21/2015 (mm/dd/yyyy)

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<th>Department Initiating Revision:</th>
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</thead>
<tbody>
<tr>
<td>Art</td>
<td>Dr. Glenda Swan</td>
</tr>
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</table>

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

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

**ARITH 3123 Special Topics in Art History**

**List Current and Requested Revisions:**

<table>
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<th>Current:</th>
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<tbody>
<tr>
<td><strong>Course Prefix and Number:</strong> ARITH 3123</td>
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<td><strong>Credit Hours:</strong> 3</td>
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</tr>
<tr>
<td><strong>Course Title:</strong> Special Topics in Art History</td>
<td><strong>Course Title:</strong></td>
</tr>
<tr>
<td><strong>Pre-requisites:</strong> ARITH 1100, ARITH 1120, or ARID 1120</td>
<td><strong>Pre-requisites:</strong> ARITH 2121 and ARITH 2122 or permission of the Department Head</td>
</tr>
<tr>
<td><strong>Course Description:</strong> The study of unique or special content in the visual arts. May be repeated under different topics for a maximum of 9 hours.</td>
<td><strong>Course Description:</strong></td>
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**Semester/Year to be Effective:**

Fall 2015

**Estimated Frequency of Course Offering:**

Once or twice per 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: Requiring that students complete a more in-depth survey of Art History before taking a specialized Art Historical topic area will allow students to engage more deeply with the course material and pursue more advanced research in the subject.

[ ] Adopting current best practice(s) in field:

[ ] Meeting Mandates of State/Federal/Outside Accrediting Agencies:

[ ] Other: Correctly reflect the new course numbers instituted by the revision to the foundational Art History curriculum.
Plans for assessing the effectiveness of the course:
<table>
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<th>Approval Category</th>
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Form last updated: February 26, 2015
Request for a Revised Course  
Valdosta State University

Date of Submission:  
(mm/dd/yyyy)

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<td>Dr. Glenda Swan</td>
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Current Course Prefix, Title, & Number:  
(See course description abbreviations in the catalog for approved prefixes)

ARTH 4120 Issues in Art Criticism

List Current and Requested Revisions:

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<thead>
<tr>
<th>Current:</th>
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<tbody>
<tr>
<td>Course Prefix and Number: ARTH 4120</td>
<td>Course Prefix and Number:</td>
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<tr>
<td>Credit Hours: 3</td>
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<tr>
<td>Course Title: Issues in Art Criticism</td>
<td>Course Title:</td>
</tr>
<tr>
<td>Pre-requisites: ARTH 3122</td>
<td>Pre-requisites: ARTH 2122</td>
</tr>
<tr>
<td>Course Description: Selected issues from the discipline of art criticism.</td>
<td>Course Description:</td>
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</table>

Semester/Year to be Effective:  
Fall 2015

Estimated Frequency of Course Offering:  
Once per 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:

☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☑ Other: Correctly reflect the new course numbers instituted by the revision to the foundational Art History curriculum.

Plans for assessing the effectiveness of the course:
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Form last updated: February 26, 2015
**Request for a Revised Course**
Valdosta State University

**Date of Submission:** 01/21/2015 (mm/dd/yyyy)

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<tbody>
<tr>
<td>Art</td>
<td>Dr. Glenda Swan</td>
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</table>

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

ARTH 4130 Women Artists

**List Current and Requested Revisions:**

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<th>Current:</th>
<th>Requested:</th>
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<tbody>
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<td>Course Prefix and Number:</td>
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<tr>
<td>Credit Hours: 3</td>
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<tr>
<td>Course Title: Women Artists</td>
<td>Course Title:</td>
</tr>
<tr>
<td>Pre-requisites: ARTH 3122</td>
<td>Pre-requisites: ARTH 2122</td>
</tr>
<tr>
<td>Course Description: The study of art created by women artists in western and nonwestern cultures.</td>
<td>Course Description:</td>
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**Semester/Year to be Effective:**
Fall 2015

**Estimated Frequency of Course Offering:**
Every third semester

**Indicate if Course will be:**  
- [x] 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:
- [x] Other: Correctly reflect the new course numbers instituted by the revision to the foundational Art History curriculum.

**Plans for assessing the effectiveness of the course:**
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</tr>
<tr>
<td>Academic Committee:</td>
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</tbody>
</table>

Form last updated: February 26, 2015
# Request for a Revised Course
Valdosta State University

**Date of Submission:** 01/21/2015 (mm/dd/yyyy)

<table>
<thead>
<tr>
<th>Department Initiating Revision:</th>
<th>Faculty Member Requesting Revision:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Glenda Swan</td>
</tr>
</tbody>
</table>

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

ARTH 4140 African American Art

**List Current and Requested Revisions:**

<table>
<thead>
<tr>
<th>Current:</th>
<th>Requested:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number: ARTH 4140</td>
<td>Course Prefix and Number:</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
<td>Credit Hours:</td>
</tr>
<tr>
<td>Course Title: African American Art</td>
<td>Course Title:</td>
</tr>
<tr>
<td>Pre-requisites: ART 1100, ARTH 1120, or ARID 1120</td>
<td>Pre-requisites: ARTH 2122</td>
</tr>
<tr>
<td>Course Description: The study of the arts created by African American artists from the late 18th century up to the present.</td>
<td>Course Description:</td>
</tr>
</tbody>
</table>

**Semester/Year to be Effective:**
Fall 2015

**Estimated Frequency of Course Offering:**
Every third 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: Correctly reflect the new course numbers instituted by the revision to the foundational Art History curriculum.

**Plans for assessing the effectiveness of the course:**
<table>
<thead>
<tr>
<th>Approvals:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College/Division Exec. Comm.:</td>
<td></td>
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<tr>
<td>Date: 2/27/15</td>
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<tr>
<td>Dept. Head:</td>
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<tr>
<td>Date: 2/26/15</td>
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<td>Dean/Director:</td>
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<tr>
<td>Date: 2-27-15</td>
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<td>Graduate Exec. Comm.(if needed):</td>
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<td>Date:</td>
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<td>Graduate Dean (if needed):</td>
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<td>Date:</td>
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<td>Academic Committee:</td>
<td></td>
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<tr>
<td>Date:</td>
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Form last updated: February 26, 2015
# Request for a Revised Course
Valdosta State University

**Date of Submission:** 01/21/2015 (mm/dd/yyyy)

<table>
<thead>
<tr>
<th>Department Initiating Revision:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Dr. Glenda Swan</td>
</tr>
</tbody>
</table>

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

ARTH 4150 Contemporary Art History

**List Current and Requested Revisions:**

<table>
<thead>
<tr>
<th>Current:</th>
<th>Requested:</th>
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</thead>
<tbody>
<tr>
<td>Course Prefix and Number: ARTH 4150</td>
<td>Course Prefix and Number:</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
<td>Credit Hours:</td>
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<tr>
<td>Course Title: Contemporary Art History</td>
<td>Course Title:</td>
</tr>
<tr>
<td>Pre-requisites: ARTH 3122</td>
<td>Pre-requisites: ARTH 2122</td>
</tr>
<tr>
<td>Course Description: The in-depth study of contemporary art.</td>
<td>Course Description:</td>
</tr>
</tbody>
</table>

**Semester/Year to be Effective:**
Fall 2015

**Estimated Frequency of Course Offering:**
Every third semester

**Indicate if Course will be:**
- [ ] Requirement for Major
- [X] 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:
- [X] Other: Correctly reflect the new course numbers instituted by the revision to the foundational Art History curriculum.

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

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132
<table>
<thead>
<tr>
<th>Approval Type</th>
<th>Initials</th>
<th>Date</th>
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<tbody>
<tr>
<td>Dept. Head</td>
<td></td>
<td>2/20/15</td>
</tr>
<tr>
<td>Dean/Director</td>
<td></td>
<td>2-27-15</td>
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<tr>
<td>Graduate Exec. Comm. (if needed)</td>
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<td></td>
</tr>
<tr>
<td>Graduate Dean (if needed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Committee</td>
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</table>

Form last updated: February 26, 2015
# Request for a Revised Course

**Valdosta State University**

**Date of Submission:** 01/21/2015 (mm/dd/yyyy)

<table>
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<tr>
<th>Department Initiating Revision:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Art</td>
<td>Dr. Glenda Swan</td>
</tr>
</tbody>
</table>

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

ARTH 4160 Directed Study in Art History

**List Current and Requested Revisions:**

<table>
<thead>
<tr>
<th>Current:</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Prefix and Number:</strong></td>
<td><strong>Course Prefix and Number:</strong></td>
</tr>
<tr>
<td>ARTH 4160</td>
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<tr>
<td><strong>Credit Hours:</strong></td>
<td><strong>Credit Hours:</strong></td>
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<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>Course Title:</strong></td>
<td><strong>Course Title:</strong></td>
</tr>
<tr>
<td>Directed Study in Art History</td>
<td></td>
</tr>
<tr>
<td><strong>Pre-requisites:</strong></td>
<td><strong>Pre-requisites:</strong></td>
</tr>
<tr>
<td>ARTH 3122</td>
<td>ARTH 2121 and ARTH 2122</td>
</tr>
<tr>
<td><strong>Course Description:</strong></td>
<td><strong>Course Description:</strong></td>
</tr>
<tr>
<td>The study of unique or special content in the visual arts. May be repeated under different topics for a maximum of 9 hours.</td>
<td></td>
</tr>
</tbody>
</table>

**Semester/Year to be Effective:**
Fall 2015

**Estimated Frequency of Course Offering:**
As needed.

**Indicate if Course will be:**
- [x] 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.)

- [x] Improving student learning outcomes: Requiring two semesters of Art History survey will better prepare students to engage in this type of specialized Art Historical research.

- [ ] Adopting current best practice(s) in field:

- [ ] Meeting Mandates of State/Federal/Outside Accrediting Agencies:

- [x] Other: Correctly reflect the new course numbers instituted by the revision to the foundational Art History curriculum.

**Plans for assessing the effectiveness of the course:**
<table>
<thead>
<tr>
<th>Approvals:</th>
<th></th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/Division Exec. Comm.:</td>
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<td>2/27/15</td>
</tr>
<tr>
<td>Dept. Head:</td>
<td>Signature</td>
<td>2/24/15</td>
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<td>Graduate Exec. Comm. (if needed):</td>
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<td>Date:</td>
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<td>Graduate Dean (if needed):</td>
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<td>Date:</td>
</tr>
<tr>
<td>Academic Committee:</td>
<td></td>
<td>Date:</td>
</tr>
</tbody>
</table>

Form last updated: February 26, 2015
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

<table>
<thead>
<tr>
<th>Current Catalog Page Number:</th>
<th>Proposed Effective Date for Curriculum Change:</th>
<th>Degree &amp; Program Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>211</td>
<td>(Month/Year): 8/2015</td>
<td>(e.g., BFA, Art): BS.Ed, Communication Disorders</td>
</tr>
</tbody>
</table>

Present Requirements:

College of Education and Human Services
Health and Physical Education Requirements. 6 hours
KSPE 2000, KSPE 2150 ...................... 4 hours
Two KSPE Fitness/Activity Courses . . . . 2 hours
Area F Requirements. ...................... 18 hours
EDUC 2110, EDUC 2120, EDUC 2130 . . . . 9 hours
Foreign Language or Language Arts (Selected from any 1000/2000-level course) . . . . 3 hours
MATH 2620 .................................. 3 hours
ACED 2400 or CS 1000 ..................... 3 hours
CSD 2998 .................................... 0 hours

Professional Education. . 60 hours
CSD 3010, CSD 3020, CSD 3040 .......... 9 hours
CSD 3060, CSD 3070, CSD 3080 .......... 9 hours
DEAF 4050, CSD 4020, CSD 4040 .......... 9 hours
CSD 4050 .................................. 2 hours
CSD 4070, CSD 4120, CSD 4130 .......... 9 hours
CSD 4110 .................................. 4 hours
CSD 4140, CSD 4151 ......................... 6 hours
SPEC 3000, SPEC 3020 or PSYC 3300 . . . 6 hours
PSYC 3120, PSYC 3220, PSYC 3210, PSYC 3220, PSYC 3500, or PSYC 3710 .... . . . . 3 hours
Electives .................................... 3 hours
All Area F courses and CSD major course requirements must be completed with a grade of “C” or higher.
Total hours required for the degree 126 semester hours

Proposed Requirements (Underline changes after printing this form):
College of Education and Human Services Health and Physical Education Requirements. 6 hours
KSPE 2000, KSPE 2150 ...................... 4 hours
Two KSPE Fitness/Activity Courses . . . . 2 hours
Area F Requirements. ...................... 18 hours
EDUC 2110, EDUC 2120, EDUC 2130 .... . . . . 9 hours
Foreign Language or Language Arts (Selected from any 1000/2000-level course) . . . . 3 hours
MATH 2620 .................................. 3 hours
ACED 2400 or CS 1000 ..................... 3 hours
CSD 2998 .................................... 0 hours

Professional Education. . 60 hours
CSD 3010, CSD 3020, CSD 3040 .......... 9 hours
CSD 3060, CSD 3070, CSD 3080 .......... 9 hours
DEAF 4050, CSD 4020, CSD 4040 .......... 9 hours
CSD 4050 .................................. 2 hours
CSD 4070, CSD 4120, CSD 4130 .......... 9 hours
CSD 4110 .................................. 4 hours
CSD 4140, CSD 4151 ......................... 6 hours
SPEC 3000, SPEC 3020 or PSYC 3300 . . . 6 hours
PSYC 3120, PSYC 3220, PSYC 3210, PSYC 3220, PSYC 3500, or PSYC 3710 .... . . . . 3 hours
Electives .................................... 3 hours
All Area F courses and CSD major course requirements must be completed with a grade of “C” or higher.
Total hours required for the degree 126 semester hours

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

☑ Improve student learning outcomes: Better prepare students for graduate level clinical coursework in the areas of assessment, diagnosis, and intervention.

☑ Adopting current best practice(s) in field: To prepare student clinicians to meet the speech and
language needs of individuals with various types of communication disorders.

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

☐ Other:

**Source of Data to Support Suggested Change:**

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.

☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

**Data Sources:**

☒ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc.

☐ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Approvals:**

Department Head: [Signature] Date: 2/12/2015

College/Division Exec. Committee: [Signature] Date: 2/12/15

Dean(s)/Director(s): [Signature] Date: 2/12/15

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

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010
# Request for a New Course

**Valdosta State University**

**Date of Submission:** 02/10/2015 (mm/dd/yyyy)

<table>
<thead>
<tr>
<th>Department Initiating Request:</th>
<th>Faculty Member Requesting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSD</td>
<td>Corine Myers-Jennings</td>
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<table>
<thead>
<tr>
<th>Proposed New Course Prefix &amp; Number:</th>
<th>Proposed New Course Title:</th>
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</thead>
<tbody>
<tr>
<td>(See course description abbreviations in the catalog for approved prefixes)</td>
<td>Clinical Methods in Communication Disorders</td>
</tr>
<tr>
<td>CSD 4010</td>
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<table>
<thead>
<tr>
<th>Proposed New Course Title Abbreviation:</th>
<th>Estimated Frequency of Course Offering:</th>
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</thead>
<tbody>
<tr>
<td>(For student transcript, limit to 30 character spaces)</td>
<td>one time a year</td>
</tr>
<tr>
<td>Clinical Methods in CSD</td>
<td></td>
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<table>
<thead>
<tr>
<th>Semester/Year to be Effective:</th>
<th>Indicate if Course will be:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>☒ Requirement for Major</td>
</tr>
<tr>
<td></td>
<td>☐ Elective</td>
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</table>

<table>
<thead>
<tr>
<th>Lecture Hours: 3</th>
<th>Lab Hours: 0</th>
<th>Credit Hours: 3</th>
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</table>

<table>
<thead>
<tr>
<th>Proposed Course Description:</th>
<th>Justification:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(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.) Prerequisite: CSD 2998 or CSD 2999, and CSD 3010, and CSD 3060, and CSD 3070. Introduction to the fundamental skills and knowledge needed prior to clinical work in speech-language pathology or audiology, including professional and ethical issues, principles of assessment and intervention, and interviewing skills.</td>
<td>Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.</td>
</tr>
</tbody>
</table>

| ☒ Improving student learning outcomes: Better prepare students for graduate level clinical coursework in the areas of assessment, diagnosis, and intervention. | ☒ Adopting current best practice(s) in field: To prepare student clinicians to meet the speech and language needs of individuals with various types of communication disorders. |
| ☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies: | ☐ Other: |

| Source of Data to Support Suggested Change: |
| ☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. All that are listed. | ☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) |
**Plans for assessing the effectiveness of the course in meeting program's learning outcomes**
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**
- [x] Indirect measures: SOIs, student, employer, or alumni surveys, etc. All that are listed.
- [ ] Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
- [ ] Other:

**Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.**
<table>
<thead>
<tr>
<th>Approvals:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Dept. Head:  C. Myers-Jennings</td>
<td>2-12-2015</td>
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<td>Dean/Director:</td>
<td>2/14/15</td>
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<td>Date:</td>
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<tr>
<td>(for graduate course):</td>
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<td>Date:</td>
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<td>(for graduate course):</td>
<td></td>
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<td>Academic Committee:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Form last updated: January 6, 2010
Guiding Principles (DEPOSITS)
(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.


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


ASHA Standards for Certification:
Standard IV-D The applicant must have demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders, including consideration of anatomical/physiological, psychological, developmental, and linguistic and cultural correlates.

Standard IV-E The applicant must have demonstrated knowledge of standards of ethical conduct. The applicant must have demonstrated knowledge of the principles and rules of the current ASHA Code of Ethics.

Standard IV-F The applicant must have demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

INSTRUCTOR
Name:
Office Number:
Telephone Number:
Email Address:
Office Hours:
Website:

Positively Impacting Learning Through Evidence-Based Practices
COURSE DESCRIPTION

Introduction to the fundamental skills and knowledge needed prior to clinical work in speech-language pathology or audiology, including professional and ethical issues, principles of assessment and intervention, and interviewing skills.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS


2. Students will need Systematic Analysis of Language Software (SALT) Student Version to complete the language sample assignment. It can be obtained through http://www.saltsoftware.com/salt/student/

Reading Assignments. Students are strongly encouraged to complete the assigned readings prior to each lecture. Because the lectures closely follow the textbook, completion of the assigned readings will facilitate students’ understanding of material presented in power point lectures.

COURSE OBJECTIVES at the end of this course, the student will be able to:

1. discuss critical professional issues in our field, including public policies, issues of cultural and linguistic diversity, and service delivery models in speech-language pathology and audiology; CPL2.1, DL1, FL2.1
2. demonstrate a set of interviewing micro skills, including active listening, appropriate question-asking, selective feedback techniques, the appropriate use of silence, acknowledgements, and verbal encouragers, and awareness of body postures; CPL2, EDL 1.2, CPL
3. demonstrate language sampling procedures and analysis; CPL 2, FL 2, DL1, TI 1.2, AL3.2
4. discuss intervention procedures such as clinician directed approaches, client-centered approaches, and hybrid approaches; CPL 2, AL 3.2, DL 2.2
5. define and use assessment terms and data necessary for understanding assessment principles and techniques in speech-language pathology and audiology.AI 3.2, DL2.2, CPL 2, FL 2.1
6. demonstrate knowledge of appropriate documentation requirements for diagnostic and intervention processes, including evaluation reports, client goals and objectives, intervention plans, progress notes, and progress reports.

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Examinations and Assignments:

1. Examinations. There will be two examinations in the course. Examination questions will be multiple-choice, true false and matching. Exam weeks are listed on the course calendar.

2. Assignments. Assignments to be completed over the course of the semester:
   I. Boardmaker Assignment. Directions are as follows:
      a. Sign in on www.mayerjohnson.com
      b. Go to the recorded training Creating Print Activities with Boardmaker Software Family found at http://www.mayer-ohnson.com/training/recorded/
      c. Complete the training
      d. Individual assignments will be posted in BLAZEview.
   II. Language Sample Assignment. This assignment involves using SALT to transcribe, analyze, and integrate the results. Explicit instructions are posted under Assignments in BLAZEview.
   III. Interview Assignment. There will be one interview project required in this course. Explicit instructions are posted under Assignments in BLAZEview.
   The purpose of the project will be to develop specific interviewing skills that will be needed as part of a successful clinical practice in communication disorders.
   IV. Ethical and Professional Practices. You will be given four case studies

   Positively Impacting Learning Through Evidence-Based Practices
focused on ethical and professional practices. You will respond to questions on three of the four scenarios. Your interpretation of these questions on the three cases that you choose will include a brief (10 minute) presentation to the class.

**Penalty for late submissions:** Late submissions are not accepted without medical documentation or other valid documentation to indicate the need to submit an assignment after the scheduled deadline. Documentation must be provided within two days after the deadline for submission of the assignment. If valid documentation is provided, and accepted by me, you will be allowed to submit your assignment late, without penalty. A revised deadline will be provided to you taking your circumstances for the late submission into consideration. So, the penalty for late assignments is you do not earn the points, and this is not a positive influence on your total points for the course.

**Additional information/exceptions to examinations:**
There will be no make-up examinations without medical documentation or other valid documentation to indicate the need for an absence from an examination. Documentation must be provided within two days after the end of the scheduled examination. If valid documentation is provided, and accepted by the instructor, the student will be allowed to take the examination. The examination must be taken within one week of the scheduled examination, unless otherwise specified and approved by the instructor. In the event that an alternative date for the examination is not organized and completed, the student will receive a zero. If you need to be absent due to medical reasons (yours or your immediate family's) during an examination, you must provide a physician's note and notify me prior to class or within two days after the conclusion of that examination. If no documentation is provided, the student will receive a zero for that examination.

*There will be no further exceptions to these rules*

**Incomplete grades:**
An I grade may be awarded at the discretion of the instructor only when you are otherwise earning a passing grade. Students are advised to initiate a written contract for the incomplete grades. The contract should include a description of the work to be completed, the date that the work is to be submitted. This contract will need to be approved and signed by the instructor.

4. **Extra Credit:** No extra credit will be offered at the end of the semester. Extra credit questions may be available on examinations.

**Class Expectations & Course Delivery:**
Course material will be presented in two formats, as well as through readings and assignments:

1. **Asynchronous** (own your own) lectures (PowerPoint, videos, etc.). Lectures are intended to clarify reading and highlight important concepts and their application, with some opportunity to practice on your own.

2. **Synchronous** will be presented on BLAZEview's discussion board to enhance your learning experience in this class.

**Class Participation:**
Students are encouraged to monitor and participate in class discussions (discussion board) with your fellow students. You will not be graded on this participation, but I suggest that you utilize this tool as this is intended to assist in your learning of the material.

**COURSE EVALUATION**
The following grading scale will be used. There will be no “rounding” up of numbers for the final grade. S/U grading is not offered in this course. Remember that late assignments submissions are not accepted and that missed examinations receive 0 points. The following letter grade for points earned will be used. Final grades will be awarded as follows, and corresponding to the total points earned across all examinations and assignments for a total of 350 points.

**The following scale will be utilized for assignment of final grades:**

<table>
<thead>
<tr>
<th>POINTS</th>
<th>FINAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>315-350</td>
<td>A</td>
</tr>
<tr>
<td>280-314</td>
<td>B</td>
</tr>
<tr>
<td>245-279</td>
<td>C</td>
</tr>
<tr>
<td>209-244</td>
<td>D</td>
</tr>
<tr>
<td>&lt;209</td>
<td>F</td>
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*Positively Impacting Learning Through Evidence-Based Practices*
Grading Policy:
Final grades will be calculated based on scores earned on each assignment and examinations with points as follows:

<table>
<thead>
<tr>
<th>Assignment/Examination</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term Examination</td>
<td>100</td>
</tr>
<tr>
<td>Final Examination</td>
<td>100</td>
</tr>
<tr>
<td>Language Sampling Assignment</td>
<td>50</td>
</tr>
<tr>
<td>Interview Project</td>
<td>50</td>
</tr>
<tr>
<td>Boardmaker Assignment</td>
<td>25</td>
</tr>
<tr>
<td>Ethics</td>
<td>25</td>
</tr>
</tbody>
</table>

Attendance Policy:
The University expects that all students regularly attend all scheduled class meetings held for instruction and examination. The University recognizes that class attendance is essentially a matter between students and the instructor. I agree. Attendance for all classes and for the entire class period is required. However, I will not take attendance. In lieu of taking attendance, I will encourage your prompt arrival to class as well as remaining in class to the end, by providing extra credit opportunities. This will be done with extra credit quizzes. Explanations for these quizzes are outlined in the section: quizzes You are responsible for contacting me either by email or by phone prior to missing any assignments or exams. Make-up exams or assignments will not be administered unless the reason for missing the exam is documented, and is accepted at my discretion. You are responsible for the information covered in class. If you miss more than 20% of the classes, you will be subject to receive a failing grade in this course.

Electronic Devices and Other Things That Make Noise
Recording of class lectures is prohibited. Turn off all electronic devices (smart phone, tablets, cameras), prior to arriving to class. No flash photography.

Professionalism:
Professional Behavior: Each student is expected to demonstrate professional behavior in the classroom. Professional behavior includes maintaining a positive attitude, listening respectfully to others, and using appropriate channels to express concerns. This means that if you have an issue with a fellow student or with the instructor, you are to present your concerns in a professional manner. You are to attempt to solve problems constructively and maturely. Actively listening to speakers and focusing on class discussions are forms of professional behavior. Listening respectively also includes your instructor. If you do not know when you are to remain quiet and attentive, here is a clue: when I am talking or another student has permission to talk, you are not talking. Professional behavior also includes refraining from other off-task activities during class, such as texting, surfing, talking, sleeping, grooming, daydreaming, playing with things on your desk, eating the end of your pen, etc. Sneezing, coughing are acceptable behaviors, but I suggest you work on not yawning. However, please feel free to bring in a liquid libation so you well hydrated, but be sure to use the litter box before class so your bladder does not cause distraction. If you bring chocolate, you need to bring some for me. I will provide breaks during the class.

Dewar College of Education & Human Services Policy on Plagiarism


Accessibility 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 age,

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

| WEEK DATES | TOPICS | }
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Introduction to the Course Clinical Environment Type of Clinical Activities Clinical Discourse Lahey, Diehl, and Scaffolding</td>
</tr>
<tr>
<td>Week 3:</td>
<td>Communication Sampling: SALT transcription and practice Handout Chapter 8 Article on BLAZEview</td>
</tr>
<tr>
<td>Week 4:</td>
<td>Interviewing Basic Skills and Strategies</td>
</tr>
<tr>
<td>Week 5:</td>
<td>Ethical and Professional Practice Chapter 1 Chapter 2 Ethical and Professional Practice Scenario Due</td>
</tr>
<tr>
<td>Week 6:</td>
<td>Midterm Examination</td>
</tr>
<tr>
<td>Week 7:</td>
<td>Assessment Principles; Norm-Referenced Assessment Tools Criterion Assessment, Observation Assessment and Areas of Assessment Chapter 3 pp. 39-54 Chapter 3 pp. 54-77 Language Sample Due</td>
</tr>
<tr>
<td>Week 8:</td>
<td>School Age and Adolescents Public Policies Affecting Clinical Practice Chapter 5 pp. 118-139 Chapter 9</td>
</tr>
<tr>
<td>Week 9:</td>
<td>Clinical Service Delivery and Work Settings/Family Centered Practice Chapter 10 and Chapter 13</td>
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Positively Impacting Learning Through Evidence-Based Practices
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Chapter</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Week 10</td>
<td>Communication Intervention Principles and Procedures</td>
<td>Chapter 6</td>
<td>Interview Assignment Due</td>
</tr>
<tr>
<td>Week 11</td>
<td>Evidence Based Decision Making in Communication Intervention</td>
<td>Chapter 7</td>
<td></td>
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<tr>
<td>Week 12</td>
<td>AAC</td>
<td>Boardmaker Assignment Due</td>
<td>Chapter 12</td>
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<tr>
<td>Week 12</td>
<td>Language Sampling with Adults</td>
<td></td>
<td>Pp. 131-139 &amp; 144-150</td>
</tr>
<tr>
<td>Week 13</td>
<td>Adult Concerns</td>
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<tr>
<td>Week 14</td>
<td>Case Presentations</td>
<td></td>
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<td>Week 15</td>
<td>Case Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 16</td>
<td>Final Examination</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

<table>
<thead>
<tr>
<th>Date of Submission: February 10, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department Initiating Deactivation:</strong> Communication Sciences and Disorders</td>
</tr>
<tr>
<td><strong>Semester &amp; Year to be Effective:</strong> Fall 2015</td>
</tr>
</tbody>
</table>

**List of courses (or the program or track) to be deactivated:** CSD 4070 Introduction to Fluency Disorders

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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
- [X] Other This course will no longer be offered at the undergraduate level. It is offered at the graduate level. This will reduce any duplication of information that presently occurs. Most graduate students from other programs have not had an undergraduate fluency course.

**Source of Data to Support Suggested Change:**

- [X] **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. N/A
- [X] **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) N/A
**Approvals:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/Division Exec. Comm.:</td>
<td></td>
<td>2/1/15</td>
</tr>
<tr>
<td>Dept. Head:</td>
<td>Carine Myers-Jeann</td>
<td>Date: 2-12-2015</td>
</tr>
<tr>
<td>Dean/Director:</td>
<td></td>
<td>2/12/15</td>
</tr>
<tr>
<td>Graduate Exec. Comm.: (for grad course/program)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate Dean: (for grad course/program)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Committee:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Form last updated: January 6, 2010
# REQUEST FOR A CURRICULUM CHANGE

**Valdosta State University**

### Select Area of Change:
- [ ] Core Curriculum
- [x] Senior Curriculum
- [x] Graduate Curriculum
- [ ] Other Curriculum

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

<table>
<thead>
<tr>
<th>Current Catalog Page Number</th>
<th>Proposed Effective Date for Curriculum Change: (Month/Year)</th>
<th>Degree &amp; Program Name: (e.g., BFA, Art):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>08/2015</td>
<td>MSW</td>
</tr>
</tbody>
</table>

**Present Requirements:**
The following is the program of study for the Face-to-face cohort. The web-hybrid cohort has the same requirements, with only the timing of courses differing.

**SOWK 6000 - 2 hours (Adv. Standing Only)**

**First Year - Foundation Courses - 31 hours**
- SOWK 6004 - 2 hours
- SOWK 6100 - 1 hour
- SOWK 6201 - 3 hours
- SOWK 6202 - 3 hours
- SOWK 6301 - 3 hours
- SOWK 6302 - 3 hours
- SOWK 6303 - 2 hour
- SOWK 6400 - 3 hours
- SOWK 6500 - 3 hours
- SOWK 6600 - 3 hours
- SOWK 6610 - 1 hour
- SOWK 6700 - 3 hours
- SOWK 6710 - 1 hour

**Second Year - Concentration Courses - 29 hours**
- SOWK 7300 - 3 hours
- SOWK 7310 - 3 hours
- SOWK 7320 - 3 hours
- SOWK 7400 - 3 hours
- SOWK 7500 - 3 hours
- SOWK 7611 - 4 hours
- SOWK 7612 - 4 hours
- SOWK 7630 - 1 hour

Select a minimum of 5 hours of General Practice Electives

- SOWK 7000 - 3 hours
- SOWK 7001 - 1 to 3 hours
- SOWK 7700 - 3 hours
- SOWK 7810 - 3 hours
- SOWK 7820 - 3 hours
- SOWK 7840 - 3 hours
- SOWK 7860 - 3 hours

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

- SOWK 6000 - 2 Hours (Adv. Standing Only)*

**First Year - Foundation Courses - 31 hours**
- SOWK 6004 - 2 hours
- SOWK 6100 - 1 hour
- SOWK 6201 - 3 hours
- SOWK 6202 - 3 hours
- SOWK 6301 - 3 hours
- SOWK 6302 - 3 hours
- SOWK 6303 - 2 hour
- SOWK 6400 - 3 hours
- SOWK 6500 - 3 hours
- SOWK 6600 - 3 hours
- SOWK 6610 - 1 hour
- SOWK 6700 - 3 hours
- SOWK 6710 - 1 hour

**Second Year - Concentration Courses - 29 hours**
- SOWK 7300 - 3 hours
- SOWK 7310 - 3 hours
- SOWK 7320 - 3 hours
- SOWK 7400 - 3 hours
- SOWK 7500 - 3 hours
- SOWK 7611 - 3 hours
- SOWK 7612 - 3 hours
- SOWK 7810 - 3 hours

Select a minimum of 5 hours of General Practice Electives

- SOWK 7000 - 3 hours
- SOWK 7001 - 1 to 3 hours
- SOWK 7700 - 3 hours
- SOWK 7820 - 3 hours
- SOWK 7840 - 3 hours
- SOWK 7860 - 3 hours
SOWK 7860 – 3 hours
SOWK 7870 – 3 hours
SOWK 7880 – 3 hours
SOWK 7890 – 3 hours
SOWK 7750 – 2 hours
SOWK 7770 – 2 hours
SOWK 7800 – 2 hours
SOWK 7830 – 2 hours
SOWK 7850 – 2 hours
SOWK 7880 – 2 hours
SOWK 7890 - 3 hours

Some elective courses will be available during the fall and spring semesters.
*Web based students may take electives after completing practice courses.

SOWK 7870 - 3 hours
SOWK 7880 - 3 hours
SOWK 7890 - 3 hours
SOWK 7750 - 2 hours
SOWK 7770 - 2 hours
SOWK 7800 - 2 hours
SOWK 7830 - 2 hours
SOWK 7850 - 2 hours
SOWK 7880 - 2 hours
SOWK 7890 - 3 hours

Some elective courses will be available during the fall and spring semesters.
*Web based students may take electives after completing practice courses.

Justification:

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

☐ Improve student learning outcomes:

☐ Adopting current best practice(s) in field: 7810 contains best-practices content while 7630 is no longer relevant to student achievement and success after graduation. 7611 and 7612 are field practicums equivalent to three hour courses.

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

☐ Other:

Source of Data to Support Suggested Change:

☐ Indirect measures: SOIs, student, employer, or alumni surveys, etc. Student comments on SOIs and faculty awareness of best-practices and relevant social work education standards.

☐ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- **Indirect measures**: SOIs; student, employer, or alumni surveys, etc. Improved SOIs and graduate surveys
- **Direct measures**: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Improvement in future program evaluations re: IEP

<table>
<thead>
<tr>
<th>Approvals:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head:</td>
</tr>
<tr>
<td>Date: 2/5/2015</td>
</tr>
<tr>
<td>College/Division Exec. Committee: Donald Leech</td>
</tr>
<tr>
<td>Date: 2/11/2015</td>
</tr>
<tr>
<td>Dean(s)/Director(s):</td>
</tr>
<tr>
<td>Date: 2/11/2015</td>
</tr>
<tr>
<td>Grad. Exec. Committee:</td>
</tr>
<tr>
<td>(for graduate course)</td>
</tr>
<tr>
<td>Date: 2/26/15</td>
</tr>
<tr>
<td>Graduate Dean:</td>
</tr>
<tr>
<td>(for graduate course)</td>
</tr>
<tr>
<td>Date: 2/26/15</td>
</tr>
<tr>
<td>Academic Committee:</td>
</tr>
</tbody>
</table>

Form last updated: January 6, 2010
# Request for a Revised Course

**Valdosta State University**

**Date of Submission:** 01/26/2015 (mm/dd/yyyy)

<table>
<thead>
<tr>
<th>Department Initiating Revision:</th>
<th>Faculty Member Requesting Revision:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work</td>
<td>Michael Sanger</td>
</tr>
</tbody>
</table>

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

- SOWK 7810  Psychopathology and Assessment for Non-Medical Helpers.

### List Current and Requested Revisions:

<table>
<thead>
<tr>
<th>Current:</th>
<th>Requested:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number: SOWK 7810</td>
<td>Course Prefix and Number: SOWK 7810</td>
</tr>
<tr>
<td>Credit Hours: 3</td>
<td>Credit Hours: 3</td>
</tr>
<tr>
<td>Course Title: Psychopathology and Assessment for Non-Medical Helpers</td>
<td>Course Title: Psychopathology and Assessment for Non-Medical Helpers</td>
</tr>
<tr>
<td>Pre-requisites: Concentration Status for SOWK students or permission of department head for other graduate students</td>
<td>Pre-requisites: Concentration Status for SOWK students or permission of department head for other graduate students</td>
</tr>
<tr>
<td>Course Description: Includes information on theories within the Bio-Psycho-Social paradigm or on causality of disorders/conditions and the use of the DSM-IV.</td>
<td>Course Description: Includes information on theories within the Bio-Psycho-Social paradigm or on causality of disorders/conditions and the use of the DSM-5.</td>
</tr>
</tbody>
</table>

**Semester/Year to be Effective:**
Fall/2016

**Estimated Frequency of Course Offering:**
Annually

**Indicate if Course will be:**
- [ ] Requirement for Major
- [x] 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:
- [x] Meeting Mandates of State/Federal/Outside Accrediting Agencies: This course is mandated for clinical licensure in several neighbouring states.
- [x] Other: Social workers in direct practice with clients and indirect practice as administrators and supervisors all need to be conversent with the content of this course. The DSM-5 has recently been approved, and this course will prepare students to use this diagnostic manual in both direct and indirect practice settings.
Plans for assessing the effectiveness of the course: For the past several years students have requested this course become a required course rather than an elective. Making this a required course will allow students to take a wider range of electives, and we expect to no longer see requests to make this course required, as well as more interest in expanding the range of electives offered by the Department. In addition, making this a required part of the curriculum will strengthen the curriculum, which we expect to see reflected in our on-going program evaluation.
<table>
<thead>
<tr>
<th>Approvals:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College/Division Exec. Comm.:</td>
<td>Donald Lee</td>
</tr>
<tr>
<td>Date:</td>
<td>02/11/2015</td>
</tr>
<tr>
<td>Dept. Head:</td>
<td></td>
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<tr>
<td>Date:</td>
<td>1/28/15</td>
</tr>
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<td>Dean/Director:</td>
<td>Donald Lee</td>
</tr>
<tr>
<td>Date:</td>
<td>02/11/2015</td>
</tr>
<tr>
<td>Graduate Exec. Comm.(if needed):</td>
<td>J. Leel</td>
</tr>
<tr>
<td>Date:</td>
<td>2/26/15</td>
</tr>
<tr>
<td>Graduate Dean (if needed):</td>
<td>J. Leel</td>
</tr>
<tr>
<td>Date:</td>
<td>2/26/15</td>
</tr>
<tr>
<td>Academic Committee:</td>
<td></td>
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<tr>
<td>Date:</td>
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Form last updated: January 28, 2015
Request for a Revised Course  
Valdosta State University

**Date of Submission:** 02/09/2015 (mm/dd/yyyy)

**Department Initiating Revision:**  
Social Work

**Faculty Member Requesting Revision:**  
Michael Sanger

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
SOWK 7611 Adv. Social Work Practicum I

**List Current and Requested Revisions:**

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<tr>
<td><strong>Course Prefix and Number:</strong> SOWK 7611</td>
<td><strong>Course Prefix and Number:</strong> SOWK 7611</td>
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<tr>
<td><strong>Credit Hours:</strong> 4</td>
<td><strong>Credit Hours:</strong> 3</td>
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<tr>
<td><strong>Course Title:</strong> Adv. Social Work Practicum I</td>
<td><strong>Course Title:</strong> Adv. Social Work Practicum I</td>
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<tr>
<td><strong>Pre-requisites:</strong> Admission to the program and concentration status.</td>
<td><strong>Pre-requisites:</strong> Admission to the program and concentration status.</td>
</tr>
<tr>
<td><strong>Course Description:</strong> The first of two concentration practica designed to prepare students for advanced generalist social work practice in rural settings.</td>
<td><strong>Course Description:</strong> The first of two concentration practica designed to prepare students for advanced generalist social work practice in rural settings.</td>
</tr>
</tbody>
</table>

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
Annually

**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: Comparing our practicum courses to those in other program, faculty determined students should receive three credit hours for this course.
Plans for assessing the effectiveness of the course: The content of this course will not change; however, reducing the credit hours of this course is part of our overall plan to bring the program into alignment with current best practices. Evidence of this will be seen in our program evaluation.
<table>
<thead>
<tr>
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</tr>
<tr>
<td>Dept. Head:</td>
<td></td>
</tr>
<tr>
<td>Dean/Director:</td>
<td>Donald Leech</td>
</tr>
<tr>
<td>Graduate Exec. Comm. (if needed):</td>
<td>J. J. J.</td>
</tr>
<tr>
<td>Graduate Dean (if needed):</td>
<td></td>
</tr>
<tr>
<td>Academic Committee:</td>
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Form last updated: February 9, 2015
# Request for a Revised Course

## Valdosta State University

### Date of Submission: 02/09/2015 (mm/dd/yyyy)

<table>
<thead>
<tr>
<th>Department Initiating Revision:</th>
<th>Faculty Member Requesting Revision:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Work</td>
<td>Michael Sanger</td>
</tr>
</tbody>
</table>

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

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

SOWK 7612 Adv. Social Work Practicum II

### List Current and Requested Revisions:

<table>
<thead>
<tr>
<th>Current:</th>
<th>Requested:</th>
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<tr>
<td>Course Prefix and Number: SOWK 7612</td>
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<tr>
<td>Credit Hours: 4</td>
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<tr>
<td>Course Title: Adv. Social Work Practicum II</td>
<td>Course Title: Adv. Social Work Practicum II</td>
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<tr>
<td>Pre-requisites: Admission to the program and concentration status.</td>
<td>Pre-requisites: Admission to the program and concentration status.</td>
</tr>
<tr>
<td>Course Description: The second of two concentration practica designed to prepare students for advanced generalist social work practice in rural settings.</td>
<td>Course Description: The second of two concentration practica designed to prepare students for advanced generalist social work practice in rural settings.</td>
</tr>
</tbody>
</table>

### Semester/Year to be Effective:

Fall 2016

### Estimated Frequency of Course Offering:

Annually

### Indicate if Course will be:

- [x] 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:
- [x] Other: Comparing our practicum courses to those in other programs, faculty determined students should receive three credit hours for this course.
**Plans for assessing the effectiveness of the course:** The content of this course will not change; however, reducing the credit hours of this course is part of our overall plan to bring the program into alignment with current best practices. Evidence of this will be seen in our program evaluation.
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</thead>
<tbody>
<tr>
<td>College/Division Exec. Comm.:</td>
<td></td>
</tr>
<tr>
<td>Donald Leach, SNSF</td>
<td>Date: 02/11/2015</td>
</tr>
<tr>
<td>Dept. Head:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Date: 2/5/15</td>
</tr>
<tr>
<td>Dean/Director:</td>
<td></td>
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<tr>
<td>Donald Leach, SNSF</td>
<td>Date: 02/11/2015</td>
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<tr>
<td>Graduate Exec. Comm. (if needed):</td>
<td></td>
</tr>
<tr>
<td>J. J. J.</td>
<td>Date: 2-26-15</td>
</tr>
<tr>
<td>Graduate Dean (if needed):</td>
<td></td>
</tr>
<tr>
<td>J. J. J.</td>
<td>Date: 2-26-15</td>
</tr>
<tr>
<td>Academic Committee:</td>
<td></td>
</tr>
</tbody>
</table>

Form last updated: February 9, 2015
**REQUEST TO DEACTIVATE A COURSE/PROGRAM**

Valdosta State University

<table>
<thead>
<tr>
<th>Date of Submission: 01/28/2015</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Department Initiating Deactivation:</strong> Social Work</td>
</tr>
<tr>
<td><strong>List of courses (or the program or track) to be deactivated:</strong> SOWK 7630  Professional Seminar</td>
</tr>
</tbody>
</table>

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

- [ ] Improving Student Learning Outcomes
- [ ] Adopting Current Best Practice(s) in Field
- [x] Meeting Mandates of State/Federal/Outside Accrediting Agencies Course no longer adequately addresses curriculum goals and objectives needed for accreditation.
- [ ] Other

**Source of Data to Support Suggested Change:**

- [ ] Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- [x] Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Derived from the conclusions of our program evaluation reports over the past two years, we have determined that the course no longer effectively contributes to curriculum goals and objectives needed for accreditation.
<table>
<thead>
<tr>
<th>Approvals:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>College/Division Exec. Comm.:</td>
<td>Donald Leach</td>
<td>02/11/2015</td>
</tr>
<tr>
<td>Dept. Head:</td>
<td>signature</td>
<td>Date: 1/28/15</td>
</tr>
<tr>
<td>Dean/Director:</td>
<td>Donald Leach</td>
<td>Date: 02/11/2015</td>
</tr>
<tr>
<td>Graduate Exec. Comm.: (for grad course/program)</td>
<td>J. J. P.</td>
<td>Date: 2/26-15</td>
</tr>
<tr>
<td>Graduate Dean: (for grad course/program)</td>
<td>J. J. P.</td>
<td>Date: 2/26-15</td>
</tr>
<tr>
<td>Academic Committee:</td>
<td></td>
<td>Date:</td>
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</tbody>
</table>

Form last updated: January 6, 2010
# REQUEST FOR A CURRICULUM CHANGE
Valdosta State University

<table>
<thead>
<tr>
<th>Select Area of Change:</th>
<th>Proposed Effective Date for Curriculum Change:</th>
<th>Degree &amp; Program Name:</th>
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<tbody>
<tr>
<td>Core Curriculum</td>
<td>August 2015</td>
<td>M.Ed. in Educational Leadership</td>
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<tr>
<td>Graduate Curriculum</td>
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<td></td>
</tr>
<tr>
<td>Other Curriculum</td>
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<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Specify: Area A,B,C,D,F</th>
<th>Proposed Requirements (Underline changes after printing this form):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Remove the student affairs track and add 3 hours to the higher education leadership track/combing the two</td>
</tr>
</tbody>
</table>

### Higher Education Leadership Track:
- Core: 9 hours
  - LEAD 7840, RSCN 7100, LEAD 7850...

### Academic Concentration: 18 hours
- LEAD 7800, LEAD 7810, LEAD 7820...
- LEAD 7830, SAHE 7860, LEAD 8710...

### Guided Elective: 3

### Field Experiences (internships): 6 hours
- LEAD 7921...
- LEAD 7922 or LEAD 8710...

**Total for degree:** 36 hrs.

### Student Affairs Track:
- Core: 9 hours
  - LEAD 7840, RSCN 7100, LEAD 7850...

### Academic Concentration: 27 hours
- LEAD 7810, 7820, 7830...
- SAHE 7860, SAHE 7870, SAHE 7880...
- SAHE 7890 or ACED 7110...
- LEAD 8710 Directed Study I and II...

### Guided Elective: 3

### Field Experience LEAD 7921: 3

**Total for degree:** 39 hrs

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

- Improve student learning outcomes:

- Adopting current best practice(s) in field: In the field of student affairs there is a national trend to entitle M.Ed. programs higher ed leadership taking into account the numerous roles/leadership skills needed. This puts the program curriculum in line with similar programs nationally.

- Meeting mandates of state/federal/outside accrediting agencies:
Other: 98% of the students in the program were choosing the Higher Ed leadership track and taking electives from the other track. Combining them simplifies advising, creates a natural collaboration between the tracks. It is no longer necessary to have two tracks.

Source of Data to Support Suggested Change:

☐ Indirect measures: SOIs, student, employer, or alumni surveys, etc.
☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) data on tracks chosen by students over the last 4 years.

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

☒ Indirect measures: SOIs; student, employer, or alumni surveys, etc. SOI and alumni surveys
☐ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) portfolio

Approvals:

Department Head: [Signature] Date: 1/29/15

College/Division/Exec. Committee: [Signature] Date: 1/29/15

Dean(s)/Director(s): [Signature] Date: 1/29/15

Grad. Exec. Committee: [Signature] Date: 2/26/15
(for graduate course)

Graduate Dean: [Signature] Date: 2/26/15
(for graduate course)

Academic Committee: Date:

Form last updated: January 6, 2010
## REQUEST FOR A CURRICULUM CHANGE

**Valdosta State University**

### Select Area of Change:
- [x] Core Curriculum
- [ ] Senior Curriculum
- [x] Graduate Curriculum
- [ ] Other Curriculum

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

### Current Catalog Page Number:
N/A

### Proposed Effective Date for Curriculum Change:
(Month/Year): Summer 2016

### Degree & Program Name:
(e.g., BFA, Art): M.Ed. P-12 School Leadership

---

**Present Requirements:** Requirements for the M.Ed. Degree—Public School Leadership (P-12) Option Prior to program suspension.

**Area A Leadership.**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 7020, LEAD 7310, RSCH 7100 Area B Curriculum and Instruction.</td>
<td>9 hours</td>
</tr>
<tr>
<td>LEAD 7110, LEAD 7120, LEAD 7130</td>
<td>12 hours</td>
</tr>
<tr>
<td>CIED 7060</td>
<td>3 hours</td>
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</table>

**Area C Management.**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 7230, LEAD 7420, LEAD 7220 Area D Field-based Activities</td>
<td>9 hours</td>
</tr>
<tr>
<td>LEAD 7920, LEAD 7930</td>
<td>6 hours</td>
</tr>
</tbody>
</table>

**Total Hours Required for the Degree:**
36 semester hours

**Proposed Requirements (Underline changes after printing this form):** Requirements for the M.Ed. Degree—P-12 School Leadership Option

**Area A - Leadership.**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 7420, LEAD 8030, LEAD 8420, LEAD 7310</td>
<td>12 hours</td>
</tr>
</tbody>
</table>

**Area B - Curriculum and Instruction.**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSCH 8000, LEAD 7120, LEAD 7130, CIED 7060</td>
<td>12 hours</td>
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</table>

**Area C - Field Based Activities**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAD 7920, LEAD 7930</td>
<td>6 hours</td>
</tr>
</tbody>
</table>

**Total Hours Required for the Degree:**
30 semester hours

---

**OTHER DEGREE REQUIREMENTS**

Please note that all students who hold or are seeking this degree must successfully complete EDUC 5999. Candidates must take the GACE Content Assessment in educational leadership.

---

**ADDITIONAL CERTIFICATION REQUIREMENTS**

Please note that all students who hold or are seeking GaPSC educator certification must successfully complete EDUC 5999. Prior to being recommended for a clear renewable Georgia leadership certificate, a candidate must meet the PSC Special Requirements (PSC Rule 505-220)—Identification and Education of Children with Special Needs and pass the GACE Content Assessment in Educational Leadership.

---

**Justification:**
Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: Changes in GaSC certification requirements necessitate the redesign of the M.Ed. P-12 School Leadership Program.
- Other:

**Source of Data to Support Suggested Change:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) GaPSC requirements

**Plan for assessing the effectiveness of the change in meeting program’s learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?)**

<table>
<thead>
<tr>
<th>Data Sources:</th>
</tr>
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<tbody>
<tr>
<td>- Indirect measures: SOIs; student, employer, or alumni surveys, etc.</td>
</tr>
<tr>
<td>- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program key assessments and GaPSC Leadership Preparation Program Effectiveness Measures (LPPEM) data.</td>
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</tbody>
</table>

**Approvals:**

<table>
<thead>
<tr>
<th>Department Head:</th>
<th>Date: 1/29/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/Division Exec. Committee:</td>
<td>Date: 1/29/15</td>
</tr>
<tr>
<td>Dean(s)/Director(s):</td>
<td>Date: 1/29/15</td>
</tr>
<tr>
<td>Grad. Exec. Committee: (for graduate course)</td>
<td>Date: 2/26/15</td>
</tr>
<tr>
<td>Graduate Dean: (for graduate course)</td>
<td>Date: 2/26/15</td>
</tr>
</tbody>
</table>

1662
Form last updated: January 6, 2010
REQUEST FOR A CURRICULUM CHANGE
Valdosta State University

<table>
<thead>
<tr>
<th>Select Area of Change:</th>
<th>Proposed Effective Date for Curriculum Change:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Core Curriculum</td>
<td>(Month/Year): Summer 2016</td>
</tr>
<tr>
<td>□ Senior Curriculum</td>
<td></td>
</tr>
<tr>
<td>□ Graduate Curriculum</td>
<td></td>
</tr>
<tr>
<td>□ Other Curriculum</td>
<td></td>
</tr>
</tbody>
</table>

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

| Current Catalog Page Number: N/A | Degree & Program Name: (e.g., BFA, Art): Certification Only Tier 1 P-12 School Leadership: |

Present Requirements: Requirements prior to program suspension in 2008 due to PSC rules changes.
LEAD 7100 or LEAD 8400 ............3 Hrs.
LEAD 7300 or LEAD 8660 ............3 Hrs.
LEAD 7500 or LEAD 8650 ............3 Hrs.
LEAD 7200, LEAD 7400, LEAD 7700 and LEAD 7910 .........................12 Hrs.

Proposed Requirements (Underline changes after printing this form): Requirements for the M.Ed. Degree—P-12 School Leadership Option

Area A - Leadership.

.......................................................... 12 hours
LEAD 7420, LEAD 8030, LEAD 8420, LEAD 7310 or equivalent courses,

Area B - Curriculum and Instruction.

.................................................. 12 hours
RSCH 8000, LEAD 7120, LEAD 7130, CIED 7060 or equivalent courses

Area C - Field Based Activities

.................................................. 6 hours
LEAD 7920, LEAD 7930
Total Hours Required for the Degree ......................................... 30 semester hours

ADDITIONAL REQUIREMENTS

Please note that all students who hold or are seeking this degree and/or GaPSC educator certification must successfully complete EDUC 5999. Prior to being recommended for a clear/renewable Georgia leadership certificate, a candidate must meet the GaPSC Special Requirements (PSC Rule 505-2-20)—Identification and Education of Children with Special Needs and pass the GACE Educational Performance-Based Leadership Assessment.

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: Changes in GaSC certification requirements necessitate the re-instatement of the P-12 School Leadership Certification Program.

Other:

Source of Data to Support Suggested Change:

☐ Indirect measures: SOIs, student, employer, or alumni surveys, etc.
☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) GaPSC requirements

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

☒ Indirect measures: SOIs; student, employer, or alumni surveys, etc.
☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program key assessments and GaPSC Leadership Preparation Program Effectiveness Measures (LPPEM) data.

Approvals:

Department Head: [Signature]
Date: 1/29/15

College/Division Exec. Committee: [Signature]
Date: 1/29/15

Dean(s)/Director(s): [Signature]
Date: 1/29/15

Grad. Exec. Committee: [Signature]
Date: 2/26/15
(for graduate course)

Graduate Dean: [Signature]
Date: 2/26/15
(for graduate course)

Academic Committee: [Signature]
Date:

Form last updated: January 6, 2010
**REQUEST FOR A CURRICULUM CHANGE**

Valdosta State University

Select Area of Change:
- [ ] Core Curriculum
- [ ] Senior Curriculum
- [x] Graduate Curriculum
- [ ] Other Curriculum

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

<table>
<thead>
<tr>
<th>Current Catalog Page Number:</th>
<th>Proposed Effective Date for Curriculum Change:</th>
<th>Degree &amp; Program Name:</th>
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<tbody>
<tr>
<td>N/A</td>
<td>(Month/Year): Summer 2016</td>
<td>(e.g., BFA, Art): Ed.S. Performance-Based Leadership</td>
</tr>
</tbody>
</table>

Present Requirements: REQUIREMENTS FOR THE ED.S. DEGREE WITH A MAJOR IN EDUCATIONAL LEADERSHIP
Performance-based Building Level or System Level
Area A Core. .............................................

9 hours
LEAD 8140, LEAD 8030, RSCH 8000
Area B Guided elective. ............................... 3 hours
LEAD 8510, LEAD 8520, LEAD 8620, LEAD 8410,
LEAD 8630, LEAD 8230, LEAD 8240, or LEAD 8710
The faculty advisor will collaborate with candidate and school system partners to identify an appropriate elective.
Area C Field-based Activities .......................... 18 hours
LEAD 8920, LEAD 8930, LEAD 8940
The above field-based activities will be conducted at either the building level or system level. The two options (building or system) are differentiated by the performance component—the level at which the residency is completed.
Total Required for the Degree ...................... 30 semester hours

Proposed Requirements (Underline changes after printing this form):
REQUIREMENTS FOR THE ED.S. DEGREE WITH A MAJOR IN EDUCATIONAL LEADERSHIP (OPENING SUMMER 2016)
Performance-based Building Level or System Level
Area A Core. ............................................. 6 hours
LEAD 8620, LEAD 8520
Area C Residency ........................................... 21 hours
LEAD 8920 (3 Hrs), LEAD 8930 (6 Hrs.), LEAD 8940 (6 Hrs.), LEAD 8950 (6 Hrs.)

The residency will be completed at the candidate’s work site under the supervision of a Candidate Support Team consisting of a site mentor, a university advisor/coach, and the candidate.
Total Required for the Degree ...................... 27 hours

ADDITIONAL REQUIREMENTS

Please note that all students who hold or are seeking this degree and/or GaPSC educator certification must successfully complete EDUC 5999. Prior to being recommended for a clear/renewable Georgia leadership certificate, a candidate must meet the GaPSC Special Requirements (PSC Rule 505-2-20)—Identification and Education of Children with Special Needs and pass the GACE Educational Performance-Based Leadership Assessment.

Justification:

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

- [x] Improve student learning outcomes:
**Adopting current best practice(s) in field:**

- Meeting mandates of state/federal/outside accrediting agencies: Program key assessments and GaPSC Leadership Preparation Program Effectiveness Measures (LPPEM) data.

**Source of Data to Support Suggested Change:**

- **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) GaPSC requirements

---

**Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?)**

**Data Sources:**

- **Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Changes in GaSC certification requirements necessitate the refinement of the Performance-Based P-12 School Leadership EDS Program.

---

**Approvals:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Head</td>
<td></td>
<td>1/29/15</td>
</tr>
<tr>
<td>College/DIVision Exec. Committee</td>
<td></td>
<td>1/25/15</td>
</tr>
<tr>
<td>Dean(s)/Director</td>
<td></td>
<td>1/29/15</td>
</tr>
<tr>
<td>Grad. Exec. Committee:</td>
<td>T. urban</td>
<td>2-25-15</td>
</tr>
<tr>
<td>(for graduate course)</td>
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<td></td>
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<tr>
<td>Graduate Dean:</td>
<td>T. urban</td>
<td>2-25-15</td>
</tr>
<tr>
<td>(for graduate course)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Committee:</td>
<td></td>
<td></td>
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</tbody>
</table>

Form last updated: January 6, 2010
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:  
N/A  

Proposed Effective Date for Curriculum Change:  
(Month/Year): Summer 2016  

Degree & Program Name:  
(e.g., BFA, Art): Certification Only Performance-Based Leadership Tier 2  

Present Requirements:  
Specialist Level Leadership Courses. ........................................ 6 hours LEAD 8140, LEAD 8030, LEAD 8510, LEAD 8520, LEAD 8620, LEAD 8410, LEAD 8630, LEAD 8230, LEAD 8240, or LEAD 8710  

The faculty advisor will collaborate with candidates and school system partners to identify appropriate courses based on the candidates’ prior professional knowledge and skills. 

Field-Experience Activities.  
.......................................................... 18 hours LEAD 8920, LEAD 8930, LEAD 8940 The above field-based activities will be conducted at either the building level or system level. The two options (building or system) are differentiated by the performance component—the level at which the residency is completed. 

Total Required for Certification  
.......................................................... 24 semester hours  

Proposed Requirements (Underline changes after printing this form):  
REQUIREMENTS FOR THE PERFORMANCE-BASED CERTIFICATION ONLY PROGRAM (OPENING SUMMER 2016)  

Area A Core. ................................. 6 hours LEAD 8620, LEAD 8520 or Equivalent Courses  
Area B Residency .............................. 21 hours LEAD 8920 (3Hrs.), LEAD 8930 (6 Hrs.), LEAD 8940 (6 Hrs.), LEAD 8950 (6Hrs.)  

The residency will be completed at the candidate’s work site under the supervision of a Candidate Support Team consisting of a site mentor, a university advisor/coach, and the candidate. 

Total Required for Certification ........ 27 hours  

ADDITIONAL REQUIREMENTS  

Please note that all students who hold or are seeking this degree and/or GaPSC educator certification must successfully complete EDUC 5999. Prior to being recommended for a clear/renewable Georgia leadership certificate, a candidate must meet the GaPSC Special Requirements (PSC Rule 505-2-20)—Identification and Education of Children with Special Needs and pass the GACE Educational Performance-Based Leadership Assessment.  

Justification:  

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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:

Source of Data to Support Suggested Change:

☐ Indirect measures: SOIs, student, employer, or alumni surveys, etc.
☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) GaPSC requirements

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

☒ Indirect measures: SOIs; student, employer, or alumni surveys, etc.
☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program key assessments and GaPSC Leadership Preparation Program Effectiveness Measures (LPPEM) data.

Approvals:

Department Head: ___________________________ Date: 1/29/15

College/Division Exec. Committee: ___________________________ Date: 1/29/15

Dean(s)/Director(s): ___________________________ Date: 1/21/15

Grad. Exec. Committee: (for graduate course) ___________________________ Date: 2-25-15

Graduate Dean: (for graduate course) ___________________________ Date: 2-25-15

Academic Committee: ___________________________ Date: 

Form last updated: January 6, 2010
REQUEST FOR A REVISED CATALOGUE COPY
(New Learning Outcomes, Admissions, or Other Program Policies)
Valdosta State University

<table>
<thead>
<tr>
<th>Area of Change:</th>
<th>Core</th>
<th>Senior</th>
<th>Graduate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Catalogue Page Number: 60-69</td>
<td>Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2015</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Degree and Program Name: Curriculum, Leadership, and Technology Department |
|-----------------------------|-----------------------------------------------|
| Present Requirements: See Attached | Proposed Requirements: (highlight changes after printing) See Attached |

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

- [x] Improving Student Learning Outcomes
- [x] Adopting Current Best Practice(s) in Field
- [x] Meeting Mandates of State/Federal/Outside Accrediting Agencies
- [] Other

Source of Data to Support Suggested Change:

- [x] Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- [x] Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

1. Changes in GaSC certification requirements necessitate the refinement of the Performance-Based P-12 School Leadership Certification Program.
Plan for assessing the effectiveness of the change in meeting program’s learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

**Data Sources:**

- **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program key assessments and IER data assessments.
<table>
<thead>
<tr>
<th>Approvals:</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Department Head:</td>
<td>Date: 11/29/15</td>
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<tr>
<td>College/Division Exec. Committee:</td>
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</tr>
<tr>
<td>Dean(s)/Director(s):</td>
<td>Date: 1/29/16</td>
</tr>
<tr>
<td>Graduate Exec. Comm. (for grad program)</td>
<td>Date: 1/29/16</td>
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<tr>
<td>Graduate Dean: (for grad program)</td>
<td>Date: 2/26/15</td>
</tr>
<tr>
<td>Academic Committee:</td>
<td>Date:</td>
</tr>
</tbody>
</table>

Form last updated: January 6, 2010
Requested Catalog Changes: Curriculum, Leadership, and Technology

Change 1 (current catalog p. 60)

Department of Curriculum, Leadership, and Technology

Dr. James L. Pate Interim Head

Room 212, Communication Disorders Building

The mission of the Department of Curriculum, Leadership, and Technology is to develop practitioners and researchers who are knowledgeable and skilled in improving schools and other learning organizations. To accomplish its mission, the department offers programs in curriculum and instruction at the doctoral level; leadership at the doctoral level; educational leadership at the specialist and master’s levels; and instructional technology at the specialist and master’s levels. The department also offers a variety of certifications and endorsement programs. All programs have distance education components and are strongly supported by research courses offered within the department.

The Curriculum and Instruction major (Ed. D.) provides interrelated courses and guided experiences to develop student understanding of effective instructional systems and application of theoretical foundations in curriculum and instruction. Course work requires doctoral candidates to research, design, develop, implement, evaluate, and disseminate innovative educational practices in a variety of learning environments. The program offers concentrations for both non P-12 educators and P-12 educators (GaPSC level 6/7 certificate).

The Leadership major (Ed. D.) seeks to develop doctoral candidates who are effective, ethical, and diverse leaders seeking to maximize achievement in schools and other organizations. Skill applications serve as the connection between the knowledge and inquiry skills developed in the core curriculum and research courses and the increasingly complex world of restructured practice and school or organizational improvement. The program offers concentrations for both non P-12 educators and P-12 educators (GaPSC level 6/7 certificate).

Programs offered in educational leadership lead to an Education Specialist degree (Ed. S.) in educational leadership (performance-based building- or system-level GaPSC PL-6 certificate options), and to a Master of Education degree (M.Ed.) with a major in educational leadership (higher education leadership or student affairs options). The department also offers a GaPSC PL-6/7 certification program in performance-based building- or system-level educational leadership. The educational leadership programs provide quality instruction, research, and service to prospective and practicing educational leaders. In particular, the Master of Education degree programs are designed to provide candidates with the basic knowledge, skills, and values to perform competently at entry-level leadership roles in higher education and student affairs. Candidates who complete the Education Specialist degree will be equipped with advanced knowledge and skills to perform competently as professionals in educational leadership. The doctoral program is intended to prepare candidates to assume active leadership roles in a variety of organizations. All programs emphasize ethical decision-making and leadership for change.

The instructional technology program is offered at the master’s and specialist levels. The Master of Education (M.Ed.) degree program accepts qualified graduates from all disciplines and has three
concentrations: library media (GaPSC S-5 certificate), P-12 technology applications (GaPSC S-5 certificate), and technology application. The library media concentration prepares candidates to be school media specialists. The technology applications concentrations prepare candidates to be technology coordinators or instructional developers in a variety of contexts: business, industry, government, military service, health fields, and schools.

The Education Specialist (Ed. S.) with a major in instructional technology emphasizes leadership development and applied research skills in instructional technology practice and prepares candidates to meet present and future technological challenges within an educational organization. The program accepts qualified graduates from all disciplines and has three concentrations: library media (GaPSC S-5 certificate), P-12 technology applications (GaPSC S-5 certificate), and technology application. The library media concentration prepares candidates to be school media specialists. The technology applications concentrations prepare candidates to be technology coordinators or instructional developers in a variety of contexts: business, industry, government, military service, health fields, and schools.

Change 1: Revised Page 60

Department of Curriculum, Leadership, and Technology

Dr. James L. Pate, Department Head
Room 212, Communication Arts and Curriculum Building

The mission of the Department of Curriculum, Leadership, and Technology is to develop practitioners and researchers who are knowledgeable and skilled in improving schools and other learning organizations. To accomplish its mission, the department offers programs in curriculum and instruction at the doctoral level; leadership at the doctoral level, educational leadership at the specialist and master’s levels; and instructional technology at the specialist and master’s levels. The department also offers a variety of certifications and endorsement programs. All programs have distance education components and are strongly supported by research courses offered within the department.

The Curriculum and Instruction major (Ed. D.) provides interrelated courses and guided experiences to develop student understanding of effective instructional systems and application of theoretical foundations in curriculum and instruction. Course work requires doctoral candidates to research, design, develop, implement, evaluate, and disseminate innovative educational practices in a variety of learning environments. The program offers concentrations for both non P-12 educators and P-12 educators (GaPSC level 6/7 certificate).

The Leadership major (Ed. D.) seeks to develop doctoral candidates who are effective, ethical, and diverse leaders seeking to maximize achievement in schools and other organizations. Skill applications serve as the connection between the knowledge and inquiry skills developed in the core curriculum and research courses and the increasingly complex world of restructured practice and school or organizational improvement. The program offers concentrations for both non P-12 educators and P-12 educators (GaPSC level 6/7 certificate).

Programs offered in educational leadership lead to an Education Specialist degree (Ed. S.) in educational leadership (performance-based) and/or GaPSC PL-6 certificate options, and to a Master of Education degree (M.Ed.) with a major in educational leadership (higher education leadership or P-12 school leadership) and/or GaPSC level 5 certification options. The educational leadership programs provide quality instruction, research, and service to prospective and practicing educational leaders. In particular,
the Master of Education degree programs are designed to provide candidates with the basic knowledge, skills, and values to perform competently at entry-level leadership roles in higher education and entry-level P-12 school leadership positions. Candidates who complete the Education Specialist degree will be equipped with advanced knowledge and skills to perform competently as professionals in educational leadership. The doctoral program is intended to prepare candidates to assume active leadership roles in a variety of organizations. All programs emphasize ethical decision-making and leadership for change.

The instructional technology program is offered at the master’s and specialist levels. The Master of Education (M.Ed.) degree program accepts qualified graduates from all disciplines and has three concentrations: library media (GaPSC S-5 certificate), P-12 technology applications (GaPSC S-5 certificate), and technology application. The library media concentration prepares candidates to be school media specialists. The technology applications concentrations prepare candidates to be technology coordinators or instructional developers in a variety of contexts: business, industry, government, military service, health fields, and schools.

The Education Specialist (Ed. S.) with a major in instructional technology emphasizes leadership development and applied research skills in instructional technology practice and prepares candidates to meet present and future technological challenges within an educational organization. The program accepts qualified graduates from all disciplines and has three concentrations: library media (GaPSC S-5 certificate), P-12 technology applications (GaPSC S-5 certificate), and technology application. The library media concentration prepares candidates to be school media specialists. The technology applications concentrations prepare candidates to be technology coordinators or instructional developers in a variety of contexts: business, industry, government, military service, health fields, and schools.

**Change 2: Page 66-67 (Current Catalog)**

**MASTER OF EDUCATION WITH A MAJOR IN EDUCATIONAL LEADERSHIP**

The educational leadership M.Ed. degree allows candidates to obtain an advanced degree in the field of educational leadership. There are two options:

- The Higher Education Leadership Option prepares candidates to be administrators in institutions of higher education.
- The Student Affairs Option prepares candidates to serve as student Affairs personnel in higher education.

**SELECTED EDUCATIONAL OUTCOMES**

1. Candidates will demonstrate knowledge of ethical leadership practices in higher education settings.
2. Candidates will establish operational plans and processes to accomplish strategic goals, utilizing practical applications of theory.
3. Candidates will describe the processes of educational leadership and relate them to programs in higher education.
4. Candidates will interact effectively with internal and external audiences.

**EXAMPLES OF OUTCOME ASSESSMENTS**

1. Candidates will develop a written budget in response to established criteria.
2. Candidates will prepare a professional portfolio as evidence of their mastery of course content and ability to apply course content to real-world settings.
3. Candidates will write a narrative as part of their professional portfolio, in which they establish operational plans and processes to accomplish strategic goals, utilizing practical applications of organizational theories.
4. Candidates will successfully complete the requirements for their internships.
Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

**Higher Education Admission Deadlines:**
- Fall Deadline: July 15
- Spring Deadline: November 15
- Summer Deadline: April 15

Go to the Higher Education Leadership Website at [http://www.valdosta.edu/academics/graduate-school/our-programs/higher-education-leadership.php](http://www.valdosta.edu/academics/graduate-school/our-programs/higher-education-leadership.php) for information on:
  - Specific Higher Education Leadership Option, M.Ed. Educational Leadership Program Admission Requirements
  - Higher Educational Leadership Option, M.Ed. Educational Leadership Program Retention, Dismissal, and Re-admission Policies
  - Higher Educational Leadership Option, M.Ed. Educational Leadership Program Graduation Requirements

To Apply Online: [https://www.applyweb.com/apply/vsug/menu.html](https://www.applyweb.com/apply/vsug/menu.html)

**REQUIREMENTS FOR THE M.ED. DEGREE - HIGHER EDUCATION LEADERSHIP OPTION**

**Core Courses.** ................................................................. 9 hours
LEAD 7840, RSCH 7100, LEAD 7850

**Academic Concentration.** ............................................. 18 hours
LEAD 7800, LEAD 7810, LEAD 7820 ........................................... 9 hours
LEAD 7830, SAHE 7860, LEAD 8710 ........................................... 9 hours

**Guided Elective** ............................................................. 3 hours
**Field Experiences** ........................................................... 6 hours
LEAD 7921 ........................................................................... .3 hours
LEAD 7922 or LEAD 8710 ........................................................ .3 hours

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

**REQUIREMENTS FOR THE M.ED. DEGREE - STUDENT AFFAIRS OPTION**

**Core Courses.** ................................................................. 9 hours
LEAD 7840, RSCH 7100, LEAD 7850

**Academic Concentration.** ............................................. 27 hours
LEAD 7810, LEAD 7820, LEAD 7830 ........................................... 9 hours
SAHE 7860, SAHE 7870, SAHE 7880 ..................................................9 hours
SAHE 7890 or ACED 7110 ............................................................3 hours
LEAD 8710 Directed Study I and II ............................................6 hours
Guided Elective ...........................................................................3 hours
Field Experience LEAD 7921 ......................................................3 hours

Total Hours Required for the Degree ......................................42 semester hours

Change 2: Revised Pages 66-67

MASTER OF EDUCATION WITH A MAJOR IN EDUCATIONAL LEADERSHIP

The educational leadership M.Ed. degree allows candidates to obtain an advanced degree in the field of educational leadership. There are two options:

The Higher Education Leadership Option prepares candidates to be administrators in institutions of higher education.

The P-12 School Leadership Option prepares candidates to serve as entry-level administrators in schools or school systems.

Higher Education Option:

SELECTED EDUCATIONAL OUTCOMES

1. Candidates will demonstrate knowledge of ethical leadership practices in higher education settings.
2. Candidates will establish operational plans and processes to accomplish strategic goals, utilizing practical applications of theory.
3. Candidates will describe the processes of educational leadership and relate them to programs P-12 school leadership or in higher education.
4. Candidates will interact effectively with internal and external audiences.

EXAMPLES OF OUTCOME ASSESSMENTS

1. Candidates will develop a written budget in response to established criteria.
2. Candidates will prepare a professional portfolio as evidence of their mastery of course content and ability to apply course content to real-world settings.
3. Candidates will write a narrative as part of their professional portfolio, in which they establish operational plans and processes to accomplish strategic goals, utilizing practical applications of organizational theories.
4. Candidates will successfully complete the requirements for their internships.

Prior to admission to any graduate program at Valdosta State University, applicants must first submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.
Higher Education Admission Deadlines:

Fall Deadline: July 15

Go to the Higher Education Leadership Website at http://www.valdosta.edu/academics/graduateschool/our-programs/higher-education-leadership.php for information on:
- Specific Higher Education Leadership Option, M.Ed. Educational Leadership Program Admission Requirements
- Higher Educational Leadership Option, M.Ed. Educational Leadership Program Retention, Dismissal, and Readmission Policies
- Higher Educational Leadership Option, M.Ed. Educational Leadership Program Graduation Requirements

To Apply On-line: https://www.applyweb.com/apply/vsug/menu.html

REQUIREMENTS FOR THE M.ED. DEGREE HIGHER EDUCATION LEADERSHIP OPTION

Core Courses .................................................................................................................. 9 hours
LEAD 7840, RSCH 7100, LEAD 7850

Academic Concentration ................................................................................................. 18 hours
LEAD 7800, LEAD 7810, LEAD 7820
LEAD 7830, SAHE 7860, LEAD 8710
Guided Elective ................................................................................................................... 3 hours
Field Experiences ............................................................................................................. 6 hours
LEAD 7921
LEAD 7922 or LEAD 8740
Total Hours Required for the Degree ............................................................................. 36 semester hours

Change 3: No Current Information in Catalog

Change 3: Add beginning on page 68

P-12 School Leadership Option: (OPENING SUMMER 2016)

The P-12 school leadership program allows candidates to become entry-level school or system administrators. Candidates can obtain a M.Ed. or can add P-12 School Leadership and become GaPSC certified in educational leadership at level 5 by completing the program and posting a passing score on the GACE Educational Leadership Assessment.

SELECTED EDUCATIONAL OUTCOMES

1. Candidates will demonstrate knowledge of the pedagogy in their fields as delineated in professional, state, and institutional standards.
2. Candidates will use data and current research to inform practices.
3. Candidates will create positive environments for student learning.
4. Candidates will demonstrate the skills and knowledge to build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.
EXAMPLES OF OUTCOME ASSESSMENTS

1. Candidates will demonstrate content knowledge through passing the state-required content assessment.
2. Candidates will demonstrate their ability to use data and current research to inform their practice through completion of a project designed to improve student achievement.
3. Candidates will demonstrate their ability to create positive environments for student learning during a faculty and mentor observation of their clinical practice.
4. Candidates will demonstrate their ability to positively impact P-12 schools through their completion of an Inventory of Leadership Experiences.

Prior to admission to any graduate program at Valdosta State University applicants must submit a completed application to the Graduate School. A completed application packet includes official transcripts from all institutions previously attended, official test scores (GRE or MAT), completed application form, fee, and any additional program requirements submitted by the admission deadline. To be considered for the preferred term, all required materials must be received by the Graduate School no later than the close of business on the deadline. It is the responsibility of the applicant to allow adequate time for document submission and to ensure receipt of documents.

Admission Deadlines:
- Fall Deadline: July 15
- Spring Deadline: November 15
- Summer Deadline: April 15

For admissions information go to the Graduate School Website: http://www.valdosta.edu/academics/graduate-school/graduate-admissions/ for information on: Specific P-12 School Leadership Option, M.Ed. Educational Leadership Program admission requirements or Tier 1 P-12 School Leadership certification-only admission requirements; P-12 School Leadership M.Ed. Educational Leadership Program Retention, Dismissal, and Readmission Policies; and, P-12 School Leadership Program graduation requirements.

To apply online go to: https://www.applyweb.com/apply/vsug/menu.html

Requirements for the M.Ed. Degree—P-12 School Leadership Option

Area A - Leadership ................................................................. 12 hours
LEAD 7420, LEAD 8030, LEAD 8420, LEAD 7310

Area B - Curriculum and Instruction ...................................... 12 hours
RSCH 8000, LEAD 7120, LEAD 7130, CIED 7060

Area C - Field Based Activities ................................................. 6 hours
LEAD 7920, LEAD 7930

Total Hours Required for the Degree .................................... 30 semester hours
OTHER DEGREE REQUIREMENTS

Please note that all students who hold or are seeking this degree must successfully complete EDUC 5999. Candidates must take the GACE Content Assessment in educational leadership.

ADDITIONAL CERTIFICATION REQUIREMENTS

Please note that all students who hold or are seeking GaPSC educator certification must successfully complete EDUC 5999. Prior to being recommended for a clear renewable Georgia leadership certificate, a candidate must meet the PSC Special Requirements (PSC Rule 505-2-20) Identification and Education of Children with Special Needs and pass the GACE Content Assessment in Educational Leadership.

TIER 1 CERTIFICATION ONLY PROGRAM IN EDUCATIONAL LEADERSHIP (OPENING SUMMER 2016)

The Tier 1 certification non-degree program offers candidates the opportunity to become certified at Tier 1 in educational leadership (level 5). Candidates must hold a Tier 1 GaPSC certification and a master’s degree or higher in a field recognized by the GaPSC as a related field.

Fall Deadline: July 15
Spring Deadline: November 15
Summer Deadline: April 15

Go to the Graduate School Website at http://www.valdosta.edu/academics/graduate-school/welcome.php and click on Our Programs, and then click on Certification in Educational Leadership Program for information on:
Specific Tier 1 Certification in Ed Leadership Admission Requirements
Tier 1 Certification in Ed. Leadership Program Completion Requirements

To Apply On-line: https://www.applyweb.com/apply/vsug/menu.html

REQUIREMENTS FOR TIER 1 CERTIFICATION IN EDUCATIONAL LEADERSHIP

Area A - Leadership ................................................................. 12 hours
LEAD 7420, LEAD 8030, LEAD 8420, LEAD 7310 or the equivalent (The faculty advisor will collaborate with candidates to identify appropriate courses based on the candidates’ other graduate-level coursework and professional knowledge and skills)

Area B - Curriculum and Instruction ....................................... 12 hours
RSCH 8000, LEAD 7120, LEAD 7130, CIED 7060 or the equivalent (The faculty advisor will collaborate with candidates to identify appropriate courses based on the candidates’ other graduate-level coursework and professional knowledge and skills)

Area C - Field Based Activities ............................................. 6 hours
LEAD 7920, LEAD 7930
Total Hours Required for Certification .................................................. 30 semester hours

The above field-based activities will be conducted at the work site of the candidate and supervised by a Candidate Support Team consisting of a site mentor, a university advisor/coach, and the candidate, at which the residency is completed.

ADDITIONAL REQUIREMENTS

Please note that all students who hold or are seeking this degree and/or GaPSC educator certification must successfully complete EDUC 5999. Prior to being recommended for a clear/renewable Georgia leadership certificate, a candidate must meet the GaPSC Special Requirements (PSC Rule 505-2-20) - Identification and Education of Children with Special Needs and pass the GACE Educational Performance-Based Leadership Assessment.

REQUIREMENTS FOR THE ED.S. DEGREE WITH A MAJOR IN EDUCATIONAL LEADERSHIP (OPENING SUMMER 2016)

Performance-Based Building Level or System Level

Area A Core ........................................................................................................ 6 hours
LEAD 8620, LEAD 8520

Area B Residency .................................................................................................. 21 hours
LEAD 8920, LEAD 8930, LEAD 8940, LEAD 8950

The residency will be completed at the candidate’s work site under the supervision of a Candidate Support Team consisting of a site mentor, a university advisor/coach, and the candidate.

Total Required for the Degree ...............................................................................27 hours

The above field-based activities will be conducted at the work site of the candidate and supervised by a Candidate Support Team consisting of a site mentor, a university advisor/coach, and the candidate, at which the residency is completed.

ADDITIONAL REQUIREMENTS

Please note that all students who hold or are seeking this degree and/or GaPSC educator certification must successfully complete EDUC 5999. Prior to being recommended for a clear/renewable Georgia leadership certificate, a candidate must meet the GaPSC Special Requirements (PSC Rule 505-2-20) - Identification and Education of Children with Special Needs and pass the GACE Educational Performance-Based Leadership Assessment.

TIER 2 CERTIFICATION ONLY PROGRAM IN PERFORMANCE-BASED EDUCATIONAL LEADERSHIP

The Tier 2 certification non-degree program offers candidates the opportunity to become certified at Tier 2 in performance-based leadership (level 6 or level 7). Candidates must hold a Tier 1 GaPSC certification and a specialists or doctoral degree in a field recognized by the GaPSC as a related field.

[Signature]
To pursue Certificate in Educational Leadership, applicants must hold a specialist’s degree or higher from a regionally accredited or GaPSC approved institution and serve in a leadership position in school or system. Go to the Graduate School Website at [http://www.valdosta.edu/academics/graduate-school/welcome.php](http://www.valdosta.edu/academics/graduate-school/welcome.php) and click on Our Programs, and then click on Certification in Educational Leadership Program for information on:

Specific Certification in Ed Leadership Admission Requirements
Certification in Ed. Leadership Program Completion Requirements

To Apply On-line: [https://www.applyweb.com/apply/vsug/menu.html](https://www.applyweb.com/apply/vsug/menu.html)

**REQUIREMENTS FOR CERTIFICATION IN EDUCATIONAL LEADERSHIP**

**Leadership Courses.** ................................................................. 6 hours
LEAD 8620, LEAD 8520, or the equivalent. (The faculty advisor will collaborate with candidates and school system partners to identify appropriate courses based on the candidates’ other graduate-level coursework and professional knowledge and skills)

**Field-Experience Activities (Residency)** .................................. 21 hours
LEAD 8920, LEAD 8930, LEAD 8940, LEAD 8950
The above field-based activities will be conducted at the work site of the candidate and supervised by a Candidate Support Team consisting of a site mentor, a university advisor/coach, and the candidate, at which the residency is completed.

**Total Required for Certification** ........................................... 27 semester hours

**ADDITIONAL REQUIREMENTS**

Please note that all students who hold or are seeking this degree and/or GaPSC educator certification must successfully complete EDUC 5999. Prior to being recommended for a clear/renewable Georgia leadership certificate, a candidate must meet the GaPSC Special Requirements (PSC Rule 505-2.20)—Identification and Education of Children with Special Needs and pass the GACE Educational Performance-Based Leadership Assessment.
# REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

**Select Area of Change:**
- [ ] Core Curriculum
- [x] Senior Curriculum
- [ ] Graduate Curriculum
- [ ] Other Curriculum

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

<table>
<thead>
<tr>
<th>Current Catalog Page Number: 219</th>
<th>Proposed Effective Date for Curriculum Change: (Month/Year): August/2015</th>
<th>Degree &amp; Program Name: (e.g., BFA, Art): B.S. Ed. in Middle Grades Education</th>
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**Present Requirements:** Requirements for the B.S. Ed. Degree with a Major in Middle Grades Education

- **Core Areas A-E**
  - 42 hours

- **Area F Requirements**
  - EDUC 2110, EDUC 2120, EDUC 2130: 9 hours
  - Primary Concentration: 6 hours
  - (Select one) Language Arts, Mathematics, Science, Social Studies, Reading (Select from approved course list for concentration area)
  - Secondary Concentration: 3 hours
  - Language Arts, Mathematics, Science, Social Studies, Reading (Select from approved course list for concentration area)
  - MGED 2999: 0 hours
  - All courses in Area F must be completed with a grade of "C" or better.

- **College of Education Health and Physical Education Requirements**
  - KSPE 2000, KSPE 2150: 4 hours
  - Two KSP Fitness/Activity Courses: 2 hours

- **Program Requirements**
  - 63 hours
  - All courses listed under program requirements must be completed with a grade of "C" or better.
  - Professional Courses: 14 hours
    - SPEC 3000, MGED 3220, MGED 3990, MGED 3991: 12 hours
    - MGED 3020: 2 hours
  - Teaching Concentrations: 24 hours
    - Primary Concentration Area: 12 hours
      - (Select one) Language Arts, Mathematics, Science, Social Studies, Reading (select from the approved course list for concentration area)
    - Secondary Concentration Area: 12 hours
      - (Select one) Language Arts, Mathematics, Science, Social Studies, Reading (select from approved course list for concentration area)

**Proposed Requirements (Underline changes after printing this form):** Requirements for the B.S. Ed. Degree with a Major in Middle Grades Education

- **Core Areas A-E**
  - 42 hours

- **AREA F REQUIREMENTS**
  - EDUC 2110, EDUC 2120, EDUC 2130: 9 hours
  - Primary Concentration: 6 hours
  - (Select one area) Language Arts, Mathematics, Science, Social Studies, Reading (Select from approved course list for concentration area)
  - Secondary Concentration: 3 hours
  - (Select one area) Language Arts, Mathematics, Science, Social Studies, Reading (Select from approved course list for concentration area)
  - MGED 2999: 0 hours

- **College of Education Health and Physical Education Requirements**
  - KSPE 2000, KSPE 2150: 4 hours
  - Two KSP Fitness/Activity Courses: 2 hours

- **PROGRAM REQUIREMENTS**
  - 63 hours

- **TEACHING CONCENTRATIONS**
  - Primary Concentration Area: 12 hours
    - (Select one) Language Arts, Mathematics, Science, Social Studies, Reading (select from the approved course list for concentration area)
  - Secondary Concentration Area: 12 hours
    - (Select one) Language Arts, Mathematics, Science, Social Studies, Reading (select from approved course list for concentration area)
concentration area)
Secondary Concentration Area 12 hours
(Select one.) Language Arts,
Mathematics, Science, Social Studies,
Reading (select from approved course
list for concentration area)
Professional Program 25 hours
MGED 4000 3 hours
Methods Courses (select two.)
MGED 4100, MGED 4200,
MGED 4300, MGED 4400,
MGED 4500 6 hours
MGED 4620, MGED 3110 4 hours
MGED 4790 10 hours
MGED 4800 2 hours

Total hours required for the degree 129 semester hours

PROFESSIONAL COURSES 39 hours
SPEC 3000, MGED 3220,
MGED 3990, MGED 3991 12 hours
MGED 3020 2 hours
MGED 4000 3 hours
Methods Courses (select two.)
MGED 4100, MGED 4200,
MGED 4300, MGED 4400,
MGED 4500 6 hours
MGED 4620, MGED 3110 4 hours
MGED 4790 10 hours
MGED 4800 2 hours

Total hours required for the degree 129 semester hours

Program Grade/GPA Requirements
Must earn a minimum grade of "C" in all Area F,
teaching concentration and professional courses;
earn an adjusted GPA of 3.00 or higher across Area
F, Teaching Concentrations, and Professional
Courses; and maintain an overall cumulative GPA
of 2.75 or higher.

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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: CAEP Accrediting Standards
Standard 3: Candidate Quality, Recruitment, and Selectivity
The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences.

Admission Standards Indicate That Candidates Have High Academic Achievement And Ability
3.2 The provider sets admissions requirements, including CAEP minimum criteria or the state’s minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0.

Selectivity During Preparation
3.4 The provider creates criteria for program progression and monitors candidates’ advancement from admissions through completion. Providers evidence to indicate candidates’ developing content knowledge, pedagogical content knowledge, and pedagogical skills, and the integration of technology in all of these domains.

☐ Other:
### Source of Data to Support Suggested Change:

- **Indirect measures:** SOIs, student, employer, or alumni surveys, etc.

MSRD Advisory Board members' feedback indicates a need to address candidates' readiness to enter Apprenticeship and Student Teaching. Additionally, mentor teachers working with the candidates express concern regarding some candidates' content and/or pedagogical knowledge.

- **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Candidates' performance on program key assessments including observation instruments, GACE content scores, and GPA data as well as program completer data.

### Plan for assessing the effectiveness of the change in meeting program’s learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

### Data Sources:

- **Indirect measures:** SOIs; student, employer, or alumni surveys, etc. Student, employer, and alumni surveys, and Advisory Board members' feedback
- **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Adjusted GPA across Area F, Teaching Concentration courses, and Professional Courses. EPP Assessments, Program Assessments, and Proficiency Level Assessments aligned to CAEP, PSC, and AMLE standards. Assessments include two external assessments (GACE Content exams and edTPA portfolio).

### Approvals:

<table>
<thead>
<tr>
<th>Role</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>Department Head</td>
<td></td>
<td>2/12/15</td>
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<tr>
<td>College/Division Exec. Committee</td>
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<td>2/12/15</td>
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<td>Dean(s)/Director(s)</td>
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<tr>
<td>Grad. Exec. Committee</td>
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<td>(for graduate course)</td>
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<tr>
<td>Academic Committee</td>
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**Request for a Revised Course**  
Valdosta State University

**Date of Submission:** 02/12/2015 (mm/dd/yyyy)

<table>
<thead>
<tr>
<th>Department Initiating Revision:</th>
<th>Faculty Member Requesting Revision:</th>
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<tbody>
<tr>
<td>Middle, Secondary, Reading, and Deaf</td>
<td>Barbara J. Radcliffe</td>
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<tr>
<td>Education</td>
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</tbody>
</table>

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

MGED 4000: Development and Education of the Middle Grades Student, Part 2

**List Current and Requested Revisions:**

<table>
<thead>
<tr>
<th>Current:</th>
<th>Requested:</th>
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</thead>
<tbody>
<tr>
<td>Course Prefix and Number: MGED 4000</td>
<td>Course Prefix and Number: MGED 4000</td>
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<tr>
<td>Credit Hours: 3</td>
<td>Credit Hours: 3</td>
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<tr>
<td>Course Title: Development and Education of the Middle Grades Student, Part 2</td>
<td>Course Title: Development and Education of the Middle Grades Student, Part 2</td>
</tr>
<tr>
<td>Pre-requisites: MGED 2999 and admission to the MGED professional program.</td>
<td>Pre-requisites: Appropriate 2999 course and admission to the MGED professional program; Co-requisite: MGED 4620.</td>
</tr>
<tr>
<td>Course Description: Study of the curriculum needs of middle grades student. Emphasis on curriculum as it relates to the unique transitional needs of middle grades students. Areas addressed are curricular planning, construction, and materials selection. Part of professional program and all courses in Block A must be taken together.</td>
<td>Course Description: Designed to give candidates the curriculum and assessment strategies needed for effective teaching and learning in the middle grades. Emphasis on curriculum and assessment as it relates to the unique transitional needs of middle grades students.</td>
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</table>

**Semester/Year to be Effective:**  
Fall 2015

**Estimated Frequency of Course Offering:**  
Fall and 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: Georgia teachers are now evaluated on how well they use assessment strategies and their use of assessment data. The two standards related to the assessment domain on the Teacher Assessment on Performance Standards (50% of teachers' annual evaluation) are 1) Assessment Strategies and 2) Assessment Use. These two standards require teachers demonstrate that they 1) systematically choose a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population, and 2) systematically gather, analyze, and use relevant
data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents. This course revision places a stronger emphasis on assessment in order to assist candidates in being "first day ready" and successful in the profession.

Additionally, the requested change will strengthen the alignment of the Middle Grades Education program content with the EPP assessments, program assessments, and proficiency level assessments.

☐ Adopting current best practice(s) in field:

☑ Meeting Mandates of State/Federal/Outside Accrediting Agencies: The BSED/MGED program is nationally recognized by the Association of Middle Level Educators (AMLE). AMLE Standard 2 - Middle level curriculum - states that middle level teacher candidates demonstrate their ability to analyze content and assess the needs of their students. They purposely select and integrate teaching and assessment strategies that include information literacy skills and state-of-the-art technologies for all students. AMLE Standard 3 Middle Level Instruction and Assessment - states that middle level teacher candidates demonstrate their knowledge of content specific teaching and assessment strategies, use a wide variety of them in their teaching, and modify their use based on the unique learning needs of their students. Middle level teacher candidates collaborate with students and colleagues to select and create a wide variety of formative and summative assessments. They analyze the data to evaluate their practice and inform their instruction (e.g., adjust pace, differentiate for individuals, create meaningful learning experiences, and implement effective lessons).

In fall 2015, all BSED/MGED teaching candidates will be required to successfully meet the minimum score set by the Georgia PSC on the eTTPA portfolio. One-third of the plan-teach-assess cycle in the portfolio is dedicated to improving student learning through assessments.

☐ Other:

**Plans for assessing the effectiveness of the course:** EPP Assessments (CAPS, edTPA), Program Assessments (CAPS, edTPA), and the Proficiency Level Assessments to CAEP and PSC standards (Mock Data Plan, Assessment Plan).
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<td>Academic Committee:</td>
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Form last updated: February 12, 2015
Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education

MGED 4000
Development and Education of the Middle Grades Student, Part 2
3 Semester Hours
Fall 2015

Guiding Principles (DEPOSITS)
(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.


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


National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes
InTASC Model Core Teacher Standards*
(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Positively Impacting Learning Through Evidence-Based Practices
Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.


INSTRUCTOR

Name:
Office Number:
Telephone Number: (229) 333-5611
Email Address: @valdosta.edu
Office Hours:

COURSE DESCRIPTION

Pre-requisites: MGED 2999 and admission to the MGED professional program.
Co-requisite: MGED 4620
Designed to give candidates the curriculum and assessment strategies needed for effective teaching and learning in the middle grades. Emphasis on curriculum and assessment as it relates to the unique transitional needs of middle grades students.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

✓ A LiveText software account is required. Undergraduate seniors should purchase the three-year edition, and it must be purchased online.


✓ Subscription to Association for Middle Level Educators- student membership.
http://www.amle.org/membership.aspx

✓ A copy of your content standards.

*Positively Impacting Learning Through Evidence-Based Practices*
COURSE OBJECTIVES (Indicate alignment with the above standards, competencies, program objectives, and/or student learning outcomes.)

Upon completion of this course, the student will be able to:

1. Apply knowledge of appropriate methods of instruction, curriculum, and assessment based upon an understanding of the needs and abilities of middle grades children within a content area unit. (InTASC Standard 1, 4, 5, 6, 7, AL1.2).

2. Utilize technology and other appropriate media to enhance pupils’ understanding of concepts (InTASC Standards 1, 2, 8).

3. Identify and apply developmentally and culturally appropriate methods of modifying instruction based on information provided from various assessment types to meet diverse needs of students (InTASC Standards 2, 5, 6, FL1.1, 1.2, AL 3.1).

4. Identify, design, and use appropriate alternative, formal, informal, formative and summative assessment strategies (InTASC Standards 3, 5, 6, FL 1.3, AL1.1, AL 1.3, AL 2.1, AL 2.2, AL 2.3).

5. Demonstrate skills as a reflective practitioner who evaluates choices and seeks opportunities to grow professionally (InTASC Standards 3, 4, 7, 8, 9, 10, EDL 2.2).

6. Demonstrate how to interpret and make instructional decisions based on student records from state, district, and class-room level testing and discuss the legal/social implications of relevant school documentation (InTASC Standards 9, 10, AL 3.3).

7. Join and participate in a professional organization for educators (InTASC Standards 8, 9, 10, EDL 1.1, EDL 2.1).

8. Implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs (InTASC Standard 1, 2 AL 3.2).

9. Write and speak in a professional manner (InTASC Standard 9, EDL 1.2).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A brief description of each assignment is included; however, you will be provided a more detailed description of assignments and rubrics in class.

Professional Membership in the Association for Middle Level Educators: (5 points). The benefits of joining a professional organization include having access to current trends in teaching and specific subject areas, teaching tips, professional affiliation, and opportunities to attend conferences. Additionally, membership in a professional organization demonstrates your commitment to the profession and you desire to grow professionally. The Association for Middle Level Education (AMLE) is the leading international organization advancing the education of all students' ages 10 to 15, helping them succeed as learners and make positive contributions to their communities and to the world. AMLE is committed to helping middle grades educators. As a future middle grade teacher, you will join AMLE via a student membership. (CO 5, 7)

Professional Organization Website Review: (10 points). Professional organizations provide a wide range of support for teachers -- content, teaching materials, teaching strategies, professional development, opportunities for collaboration and leadership, and publications. You will review resources and information provided on the Association for Middle Level Education website. (CO 5, 7)

Professional Literature Review: (10 points). You will overview an issue of an AMLE journal following the provided guidelines. (CO 5, 7).

Weekly Assignments: (15 points): Weekly assignments will include, but are not limited to, review and application of textbook information, case study and/or article reviews, class discussions, and
presentations, and working with data. Guidelines for each assignment will be provided. We will use the Teach like a pirate text in our weekly assignments. (CO 1, 2, 3, 4, 5, 8)

Use of Data Plan: (20 points): You will analyze both student learning and data to determine how to make instructional changes. This task will provide the sub-skills needed to complete edTPA task 3. (CO 1, 5, 6, 8, 9) *This is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.

Assessment Plan: (25 points) Students will develop goals, objectives, lesson plans, formative assessments, and summative assessments for a unit in one of their content areas. You will write rationales for how to properly use the assessments and emphasis will be placed on design, format, and content. Guidelines will be provided. The assessment plan will be submitted as a key course assessment in Live Text. (CO1, 2, 3, 4, 5, 6, 8) *This is a required Proficiency Level Assessment and should not be modified or removed from this course without the approval of the program faculty.

Final Exam: (15 points) The final exam will be a comprehensive exam. Details regarding the content and format of the exam will be provided. (CO 1, 2, 3, 4, 5, 6, 7, 8, 9)

COURSE EVALUATION

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Professional Membership</td>
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<tr>
<td>Professional Organization Website Review</td>
<td>5</td>
</tr>
<tr>
<td>Professional Literature Review</td>
<td>10</td>
</tr>
<tr>
<td>Weekly Assignments</td>
<td>20</td>
</tr>
<tr>
<td>Use of Data Plan</td>
<td>20</td>
</tr>
<tr>
<td>Assessment Plan</td>
<td>25</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15</td>
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<tr>
<td>Total</td>
<td>100</td>
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</tbody>
</table>

NOTE: Final grades will not be “rounded-up”.

ATTENDANCE POLICY

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), “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” (p. 87).
LATE WORK

NO LATE WORK WILL BE ACCEPTED. If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. All work will be handed in at the beginning of class.

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

Professionalism - Ethics
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf).
Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student’s actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

Professionalism – Dress code
In this course, classes are held in public schools. Professional dress code is required.

Professionalism - Communication
Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments
All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity
Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology

Positively Impacting Learning Through Evidence-Based Practices
As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

**Professional Improvement Plan**
The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process on the COEHS website.

**DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

*http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php*

**DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION**

**STATEMENT ON ACADEMIC INTEGRITY**

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.nea.org/home/30442.htm). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.

- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style — name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

**DESCRIPTION OF ACADEMIC DISHONESTY**

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone’s words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**

- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources; including lesson plans, learning activities, or PowerPoint presentations, without citing the source.

*Positively Impacting Learning Through Evidence-Based Practices*
- **Misquoting**: If, when composing an assignment, students directly quote a source and cite it, but alter the author’s words to strengthen their argument, they have committed plagiarism.

- **Paraphrasing or Summarizing Without Citing**: An allowable practice in academia is for students to take an author’s words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author’s words, students must cite that original source. If they do not cite the original source, they have effectively stolen the original author’s idea and have committed plagiarism.

- **Duplicating Publication**: Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master’s Degree Program in Curriculum and Instruction do not allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

- **Duplication of Peer Student Work**: Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note**: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see Turnitin for Students (http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php).

**ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

**STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.
REQUEST TO DEACTIVATE A COURSE/PROGRAM
Valdosta State University

Date of Submission: January 9, 2015

<table>
<thead>
<tr>
<th>Department Initiating Deactivation:</th>
<th>Semester &amp; Year to be Effective:</th>
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<tr>
<td>Middle, Secondary, Reading &amp; Deaf Ed</td>
<td>Fall 2015</td>
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</table>

List of courses (or the program or track) to be deactivated:
MGED 4030: Humanities Methods for Middle Grades Education

MGED 4050: Science and Mathematics Methods for Middle Grades Education

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

- [ ] Improving Student Learning Outcomes
- [x] Adopting Current Best Practice(s) in Field
- [ ] Meeting Mandates of State/Federal/Outside Accrediting Agencies
- [x] Other MGED 4030 and MGED 4050 were split into five content-specific methods courses (MGED 4100, MGED 4200, MGED 4300, MGED 4400, MGED 4500). MGED 4030 and MGED 4050 are no longer part of the Middle Grades Education program of study and are no longer offered.

Source of Data to Support Suggested Change:

- [x] Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs: Candidates cited the blended methods courses (MGED 4030 and MGED 4050) as an area of concern and dissatisfaction. Students are required to choose two areas of study from the following concentrations: reading, language arts, social studies, mathematics, science; yet, they were required to take blended methods courses covering all concentration areas.

MSRD Advisory Board members' feedback indicated a need to address candidates' readiness to enter Apprenticeship and Student Teaching. Additionally, mentor teachers working with the candidates expressed concern regarding some candidates' content knowledge. The five content-specific methods courses that replaced MGED 4030 and 4050 have improved the depth of content incorporated within each course.

- [ ] Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
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Form last updated: January 6, 2010
Introduction to and Overview of Proposed Changes to the MAT Program, College of Education and Human Services, Valdosta State University:

The following program of study represents alterations to the initial certification program currently in place for the Master of Arts in Teaching degree. These proposed changes are the result of a needs assessment performed during the academic year 2013-2014. MAT students enrolled at that time were surveyed extensively about their impressions of the program and its effectiveness for teacher preparation and professional development. MAT faculty were also interviewed for their impressions of the program and for input regarding the perceived effectiveness of individual courses. The following proposed changes reflect the feedback that students and faculty provided during this period.

Drs. Spires and Cox retained two goals during the process of program revision:

(1) to retain aspects of the current program that were perceived to be effective and to update the requisite components for an initial certification program as mandated by the Georgia Professional Standards Commission.

(2) To cut out any unnecessary redundancy from course activities and assessments across the program of study.

MAT program faculty were commissioned to assist in creating new course descriptions, activities, and assessments for the new program syllabi. Thus, the proposed changes are the result of a thoroughly peer-reviewed process among program faculty and teaching candidates.
New MAT Proposed Courses:

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>MSED 5100</td>
<td>Math Teaching Methods for middle and secondary</td>
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<tr>
<td>MSED 5200</td>
<td>Science Teaching Methods for middle and secondary</td>
<td>The MSED 5000 -5500 courses are co-listed with MGED 4000 level content teaching methods courses and designed for the fulltime student track. These courses are adapted to the new PDS model allowing the courses to be taught in P-12/University partner schools and facilitating hands-on application of content methods course material.</td>
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<tr>
<td>MSED 5300</td>
<td>Social Studies Teaching Methods for middle and secondary</td>
<td></td>
</tr>
<tr>
<td>MSED 5400</td>
<td>Language Arts Teaching Methods for middle and secondary</td>
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<tr>
<td>MSED 5500</td>
<td>Reading Teaching Methods for middle and secondary</td>
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<tr>
<td>MSED 5600</td>
<td>General content teaching methods for employed teacher track</td>
<td>MSED 5600 is the general content methods course designed for the employed track teachers due to the 5000-5500 courses being offered during the school day in the public school setting. This course will be differentiated by content concentration in terms of textbooks, class activities and assignments.</td>
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<tr>
<td>MSED 6000: Written and Verbal Communication for Teachers</td>
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<td>6000 was designed specifically to target candidate weaknesses in written and verbal communication skills as noted through faculty feedback and mentor/partner school feedback, and designed to assist teaching candidates in developing those communications skills requisite to successful middle and secondary classroom instruction. Verbal and Written communications skills in standardized English will be emphasized. Candidates will perform a variety of communicative tasks, including (but not limited to) writing emails, memoranda, essays, and short research papers; public speaking in the form of class discussions, individual, and group presentations; and listening in the form of written and verbal feedback to the course instructor and student colleagues. Class discussions and exercises will emphasize conventions of written and oral discourse (e.g. grammar, voice instruction) as well as communication theory, propaganda, and the analysis of various discursive scenarios. Students registered in this course MUST demonstrate adequate skills in written and spoken discourse in order to proceed towards certification and the Master of Arts in Teaching degree.</td>
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<tr>
<td>MSED 6001: Planning for Instruction</td>
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<td>6001 combines elements of our MSED 7001 and 7002. Candidates will examine lesson and unit planning, developing engaging learning environments, and classroom management</td>
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<tr>
<td>MSED 6002: Assessment</td>
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<td>6002 focuses on the variety of assessment types, effective assessment elements, use of data to drive instruction</td>
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<tr>
<td>MSED 6003: Differentiation and multiculturalism</td>
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<td>6003 combines elements from several MSED 7000 level courses to centralize the topics of differentiation, multiculturalism and the use of technology to differentiate instruction and assessment</td>
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</tbody>
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New MAT proposed courses continued...

<table>
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<tr>
<td>MSED 6004:</td>
<td>Content Area Literacy</td>
<td>6004 consists largely of elements and objectives from the MSED 7004 course entitled Teaching Reading and Writing to Middle and Secondary Students. One new emphasis of the course, based on candidate feedback, is a balanced approach to incorporating literacy strategies that focus on the content concentrations for secondary as well as middle grades, including biology, chemistry, history, mathematics, political science. Digital literacy is a second new emphasis.</td>
</tr>
<tr>
<td>MSED 6005:</td>
<td>Educational philosophy, law and ethics</td>
<td>6005 combines elements of MSED 7010 and 7003. 7010 focused on current issues and trends in education which had elements of philosophy, law and ethics. 7003 also incorporated elements of ethics and law. Redesigning the material in this way allows for a graduate level advanced study of the foundational issues in education while contextualizing them in current classroom realities and streamlining program material to cut out redundancies.</td>
</tr>
<tr>
<td>MSED 6010:</td>
<td>Teaching Internship I</td>
<td>6010 and 6020 are reiterations of MSED 7005 and 7006 for employed teacher track MAT candidates. One major difference is that these courses will incorporate seminar meetings on campus rather than a separate course number for those meetings. This allows the MAT to streamline course offerings as well as more consistent credit hours for field experience and time on campus.</td>
</tr>
<tr>
<td>MSED 6020:</td>
<td>Teaching Internship 2</td>
<td></td>
</tr>
<tr>
<td>MSED 6100:</td>
<td>Apprenticeship in Teaching</td>
<td>6100 is a co-requisite with the MSED 5000-5500 and consists of 2 days a week for 10 weeks in one field placement and 5 days a week for 4 weeks, as well as seminar meetings on campus.</td>
</tr>
<tr>
<td>MSED 6200:</td>
<td>Student Teaching</td>
<td>6200 is 15 week student teaching clinical experience and on campus seminar meetings. The new arrangement of student teaching and apprenticeship streamlines field experience, clinical experience and on campus meetings related to these to provide consistent credit hours for these time commitments.</td>
</tr>
<tr>
<td>MSED 6300:</td>
<td>Capstone</td>
<td>Culminating course for the program with many elements from MSED 7800 in addition to culminating activities related to clinical experiences and prior coursework.</td>
</tr>
</tbody>
</table>
REQUEST FOR A NEW COURSE
Valdosta State University

<table>
<thead>
<tr>
<th>Date of Submission: 01/21/2015 (mm/dd/yyyy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Initiating Request:</td>
</tr>
<tr>
<td>Middle, Secondary, Reading and Deaf</td>
</tr>
<tr>
<td>Education</td>
</tr>
</tbody>
</table>

| Faculty Member Requesting:                  |
| Barbara J. Radcliffe                        |

| Proposed New Course Prefix & Number:        |
| (See course description abbreviations in the catalog for approved prefixes) |
| MSED 5100                                   |

| Proposed New Course Title:                  |
| Mathematics Methods for Middle Grades or    |
| Secondary Education                         |

| Proposed New Course Title Abbreviation:     |
| (For student transcript, limit to 30 character spaces) |
| Mathematics Methods MSED                    |

| Semester/Year to be Effective:              |
| Spring 2016                                 |

| Estimated Frequency of Course Offering:     |
| Fall                                        |

| Indicate if Course will be:                 |
| ☒ Requirement for Major                     |
| ☐ Elective                                  |

<table>
<thead>
<tr>
<th>Lecture Hours: 2</th>
<th>Lab Hours: 2</th>
<th>Credit Hours: 3</th>
</tr>
</thead>
</table>

| 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.) Prerequisite: Appropriate 2999 course. Co-requisite: MSED 6100. Examine mathematics teaching methods in middle grades (4th-8th) and secondary (6th-12th) levels in accordance with national and state standards. A field experience is required. |

| Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. |
| ☒ Improving student learning outcomes: MSED 5100 will be designed for students electing mathematics as a concentration area in Middle Grades or Secondary Education. Having a methods course focused specifically on mathematics education will allow for a deeper exploration of math content as well as effective methods for teaching mathematics at the middle grades or secondary level. |
| ☒ Adopting current best practice(s) in field: P-12 student learning must serve as the focal point for the design and implementation of clinically-based teacher preparation. MSED 5100 will have a supervised field study component allowing candidates the opportunity to apply their content and pedagogical knowledge in an authentic school setting while receiving feedback from on-site professors. |
| ☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Within the teacher preparation program, candidates are required to spend the equivalent of a full year in a classroom setting. Accreditation standards require that candidates demonstrate evidence of pedagogical content knowledge; this course provides the instruction necessary. |
| ☐ Other:                                     |
Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs: Candidates continue to cite the general content methods course (MSED 7002) as an area of concern and dissatisfaction. Students must select two areas of study from the following concentrations for middle grades: reading, language arts, social studies, mathematics, or science; or one of the following concentration areas for secondary education: English, history, political science, mathematics, biology, chemistry, earth/space science, or physics. Yet, they are required to take a methods course encompassing all concentration areas.

MSRD Advisory Board members' feedback indicates a need to address the candidates' readiness to enter Apprenticeship and Student Teaching for candidates on the Full-time Student Track.

- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) A mathematics methods course will allow candidates to learn effective teaching methodologies for mathematics instruction and prepare candidates for edTPA.

Plans for assessing the effectiveness of the course in meeting program’s learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, Advisory Board members' feedback

- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards

- Other:

**Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.**
<table>
<thead>
<tr>
<th>Approvals:</th>
<th></th>
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<tbody>
<tr>
<td>Dept. Head:</td>
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<tr>
<td>College/Division Exec. Comm.:</td>
<td></td>
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<tr>
<td>Date: 2/1/15</td>
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<tr>
<td>Dean/Director:</td>
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<tr>
<td>Date: 2/18/15</td>
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<tr>
<td>Graduate Exec. Comm.:</td>
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<tr>
<td>(for graduate course):</td>
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<tr>
<td>Date: 2/25/15</td>
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<tr>
<td>Graduate Dean:</td>
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<td>(for graduate course):</td>
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<tr>
<td>Date: 2/25/15</td>
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<tr>
<td>Academic Committee:</td>
<td></td>
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<tr>
<td>Date:</td>
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</tbody>
</table>

Form last updated: January 6, 2010
Dewar College of Education and Human Services  
Valdosta State University  
Department of Middle, Secondary, Reading, and Deaf Education

MSED 5100  
Mathematics Methods for Middle Grades and Secondary Education  
3 SEMESTER HOURS

Guiding Principles (DEPOSITs)  
(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.


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

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

**InTASC Model Core Teacher Standards**

*(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.


INSTRUCTOR

Name: Dr. Ellice Martin
Office Number: 1050, Education Center
Telephone Number: 229 333-5611 (dept. office)
229 333-5657 (personal office)
229 548-0380 (cell)
Email Address: epmartin@valdosta.edu
Office Hours: As stated below and by appointment
MON: 10 a.m. - 3 p.m.
TUES: At Lowndes Middle 9 – 10 a.m. and 2:30 -3:30 p.m.
WED: 10 a.m. – 1 p.m.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

A LiveText software account is required. Undergraduate seniors should purchase the three-year edition, and it must be purchased online. Other undergraduates will purchase the five-year edition, and it may be purchased at the bookstore or online.


Additional readings will be assigned.

COURSE DESCRIPTION

Prerequisites: Appropriate 2999 course and admission to the MGED professional program; Co-requisite: MSED 6100. Examine mathematics teaching methods in middle grades (4th-8th) and secondary (6th-12th) levels in accordance with national and state standards. A field experience is required.
COURSE OBJECTIVES (Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).

Upon completion of this course, the candidates will be able to:

1. Demonstrate skills needed for teaching mathematics (InTASC Standards 1, 2, 3, 4, 5, 6, 7, 8).
2. Use a variety of strategies, motivational techniques, and assessment procedures for problem solving (InTASC Standards 4, 5, 6, 8 AL2.1, CPL 1.1, CPL1.2, CPL2.3).
3. Develop math lessons based the Common Core Georgia Performance Standards that will instruct and motivate students, as well as provide for individual differences of middle and secondary grades students (InTASC Standards 1, 2, 4, 5, 7, 8, 9 CPL 1.3, 2.1).
4. Use concrete models to teach new concepts, to expand and reinforce established concepts, and to help students see familiar topics in new and different ways (InTASC Standards 5, 8; CPL 1.1, CPL1.2).
5. Use technology to assist in students’ learning mathematics content and process skills, and to meet the diverse needs of students (InTASC Standards 5, 7, 8 TL3.1, CPL 1.1, CPL1.2).
6. Collaborate with other educators to plan and provide for students effective learning experiences (InTASC Standards 4, 5, 7, 8, 10).
7. Connect mathematics and technology to other disciplines through applications and interdisciplinary curriculum models (InTASC Standards 1, 2, 3, 4, 5, 7, 8, 10).
8. Demonstrate a developmentally appropriate learner-oriented approach to teaching mathematics while accommodating the multicultural diversity of middle and secondary level students (InTASC Standards 1, 2, 3 9 DL 2.1, 2.2, 2.3, CPL 1.1, CPL1.2).
9. Demonstrate knowledge of state and national professional mathematics organizations, the services they offer, and professional literature available for middle grades mathematics teachers (InTASC Standards 4, 9, 10; TL1.3).
10. Observe and participate in authentic course requirements and field experiences in their Professional Development School placement(s). (InTASC Standards 1-10; DL1.1, FL1.1, FL1.2, FL1.3, EDL1.2)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Apprenticeship dates: TBD

This course is evaluated with many performance assessments. It is important that you view each assignment as an opportunity to demonstrate evidence that you understand important pedagogical knowledge as outlined by the InTASC Standards. You should demonstrate insight and depth of understanding and go well beyond a superficial “participation” assignment.

Professional Membership in the National Council of Teachers of Mathematics. The benefits of joining a professional organization include having access to current trends in teaching and specific subject areas, teaching tips, professional affiliation, and opportunities to attend conferences. Additionally, membership in a professional organization demonstrates your commitment to the profession and you desire to grow professionally. The National Council of Teachers of Mathematics (NCTM) is the professional organization for mathematics educators. As a future mathematics educator, you will join NCTM via a student membership. You will also receive a free membership in the Georgia Council of Teachers of Mathematics.

Professional Organization Website Review. Professional organizations provide a wide range of support for teachers - - content, teaching materials, teaching strategies, professional development, opportunities

Positively Impacting Learning Through Evidence-Based Practices

3
for collaboration and leadership, and publications. You will review resources and information provided on the National Council of Teachers of Mathematics website.

*Professional Literature Review.* You will overview an issue of NCTM’s journal for middle grades mathematics teachers, *Mathematics Teaching in the Middle School* following the provided guidelines.

*Lesson Plans.* Twice during the semester, you will research, select, and plan a *mathematics lesson* that addresses all required lesson elements. For each lesson plan, you will use the MSRD approved lesson plan format. Lesson plans should indicate the appropriate connections to the Common Core Georgia Performance Standards. You may obtain strategies from professional journals, professional books, class discussions, or your independent study.

*Designing a Learning Environment.* Middle grades educators must create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. You will design your own learning environment. This assignment will be uploaded to your LiveText Portfolio under Standard III: Learning Environments.

*Clinical Practice Planning and Teaching.* For each field experience clinical session in a middle school classroom, you will follow specific instructions for that session. After the session, you will answer the analysis questions and submit them as requested.

*Teaching Simulations.* You will prepare and present a given mathematics topic, with appropriate manipulatives and assessment, to a group of classmates (2 simulations @ 5 points each).

*Calculator Activity Design and Implementation.* You will design and teach a calculator-based activity. Guidelines for preparing this activity will be provided in a separate handout.

*Mathematics Foldables Creation and Implementation.* You will create two foldables, will present one of them to the class, will use both of them in clinical experience, and will assess their effectiveness.

*Notebook and Participation.* A 3-ring notebook will be kept for MGED 4100. In the notebook will first be the Syllabus and the Course Schedule, followed by two tabbed sections: *Class Notes and Handouts* and *Assignments.* Materials in the notebook should be organized chronologically within each section. Dated class notes must be evident for each class meeting and handouts, exercises, and activities related to the lesson should be kept with the notes for that class. Keeping the notebook allows you to collect and organize a file of mathematics learning materials which should prove valuable as you prepare for student teaching and to enter the teaching profession. Notebooks will be turned in for scoring. They are due Tuesday, April 29, and will be returned on Thursday, May 1. Please see the attendance policy for specific information on absences and late assignments. The grade for Notebook and Participation includes the notebook itself kept as directed, attendance, evidence of preparation and planning for class, demonstrated ability to interact effectively with peers, completing an equal share of group assignments, and adequately completing clinical experiences.

**COURSE EVALUATION**

No Program Key Assessments are designated for this course

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

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ATTENDANCE POLICY

Students are developing professionals and are therefore expected to attend all classes and field experiences. Punctuality is also essential. Students who are absent from 3 or more classes may fail the course. Multiple tardies will count as absences.

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

Professionalism - Ethics
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf).
Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

Professionalism – Dress code
In this course, classes are held in public schools. Professional dress code is required.

Professionalism - Communication
Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments
All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity
Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology
As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Positively Impacting Learning Through Evidence-Based Practices
Professional Improvement Plan
The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process on the COEHS website.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION

STATEMENT ON ACADEMIC INTEGRITY
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.nea.org/home/30442.htm). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

• In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.

• All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

DESCRIPTION OF ACADEMIC DISHONESTY
To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone’s words as their own, there are many types of plagiarism.

• Stealing Verbatim: This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.

• Use of Professional Resources Without Acknowledgement. Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.

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• Misquoting: If, when composing an assignment, students directly quote a source and cite it, but alter the author’s words to strengthen their argument, they have committed plagiarism.

• Paraphrasing or Summarizing Without Citing: An allowable practice in academia is for students to take an author’s words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author’s words, students must cite that original source. If they do not cite the original source, they have effectively stolen the original author’s idea and have committed plagiarism.

• Duplicating Publication: Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master’s Degree Program in Curriculum and Instruction do not allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

• Duplication of Peer Student Work: Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see Turnitin for Students (http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php).

ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification
through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

DIRECTIONS FOR USING LIVETEXT

How To Submit Portfolio Assignments in LiveText
Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio.
Note: Lesson Plans assessed after supervisors have observed in the field in MGED 4620, MGED 4790, MSED 7021, MSED 7041, MSED 7005, and MSED 7006 are not included in your portfolio. Follow separate directions for submitting these lesson plans for your university supervisor to assess.

All portfolio submissions should follow a basic process:
1. Load your assignment into the appropriate page of your portfolio.
2. Complete the four-part description of your artifact, explaining how it provides evidence that you have met COE's Conceptual Framework Standards.
3. Hide all pages except the current assignment.
4. Submit the portfolio (single page visible).

Directions for submission:
First, you need to edit your portfolio to include the new assignment
1. Click on Documents tab
2. Open your portfolio
3. Open the page for the current assignment under the Table of Contents
4. Click the "Edit" button of the Description and Rationale section
5. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
   a. The Description section can be very brief.
   b. In the Rationale section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
   c. In the Impact section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
   d. In the Reflection section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
6. Towards the bottom there is a File Attachment(s) section, click "Edit"
7. Select "Upload New File," click Choose File, and browse for your file on your computer
8. After the file loads, Click "Save & Finish"
Then, you hide all pages except the current assignment
The assessor should see only the single page of your portfolio.
   9. Select Manage Pages.
   10. Click on the box next to Title to select all pages.
   11. Click on the box next to the current artifact page to unselect it.
   12. Select Hide Pages: Save and Finish.
   13. Note: Don’t forget to unhide pages after you have submitted your assignment so you don’t panic next time you open your portfolio.

Then, you need to submit the portfolio:
   14. Near the top of the screen, select the Dashboard tab
   15. Find the assignment and click on the corresponding Begin Assignment button
   16. On the Assignment page, click on the Attach Files button. (Note that you will not be able to submit until you have attached at least one file.)
   17. Click on the LiveText Documents tab to find your portfolio. Do not click on Browse.
   18. Click “Attach Selected Files”
   19. Type any optional comments you wish to send to the instructor and click Submit Assignment when you are finished.
      • A confirmation that your assessment has been successfully submitted will appear and the assignment status on your dashboard will change to Awaiting Assessment.
      • Each submission is saved as a snapshot of what you sent. Any further changes you make to your portfolio will not affect what you have already submitted.
      • If you do not submit your assignment correctly, Your instructor will send it back to you for resubmission.

If you have to resubmit your assignment:
   1. Find the problem and fix any problems with your portfolio. See comments from your instructor.
      There are two common problems:
         a. Submitting the assignment and not the portfolio (see #17 above).
         b. Not hiding pages of your portfolio other than the current assignment page (see #9-13 above). Check that only one page is visible.
   2. From your Dashboard tab, find the relevant assignment and click on Continue Assignment.
      This allows you to see previous submissions and messages from your instructor.
   3. Click on Continue to Step 3 in the top right corner.
   4. Remove any of the previous attachments by clicking in the red "X" button next to each file.
   5. Under Step 2 of 3, you will see "Have you already created files of LiveText documents for this assignment?" Click on Attach files, then follow directions 17-19 above.

How to Post Your Lesson Plan for Assessment with COE Observation Instrument (Student Teaching)
   1. From the Dashboard: >Documents>New
   2. Under Folder>Valdosta State University Lesson Plans

   Positively Impacting Learning Through Evidence-Based Practices
3. Under Template>Lesson Plan Template for ATTACHED Lesson Plan
4. Title: Program Semester Year LP Observation# Lastname, Firstname
   (e.g. MGED F10 Week 4 LP Martin, Sue)
   No description necessary
5. >Save as New Document
6. In the document, under Section for Attaching Lesson Plan, >Edit
7. At bottom, under File Attachments, >Edit
8. >Upload New File
9. >Browse, choose the correct lesson plan, and open it.
10. >Save and Finish, >Send for Review, Type in reviewer’s name (Supervisor and/or yourself).
11. >Submit for Review

How to Post a Portfolio Assignment for Self Assessment with COE Observation Instrument (graduates)
You will use the COE Observation Instrument (COI) to evaluate a video of your own teaching and write a narrative analysis. This narrative assignment is submitted as a portfolio assignment as usual. In addition, you will enter rubric scores into a LiveText COI rubric.

1. Click on Documents tab, and open your portfolio.
2. Hide all pages other than the assignment page for your narrative analysis of your evaluation. Manage Pages> click on top left box to select all pages > click on the assignment page to deselect it >Hide pages.
3. Select Send for Review. Note: Send for Review starts from your portfolio, not from your Dashboard tab.
4. Type in reviewer’s name (your own name for self-evaluation). Select the username when it appears.
5. Select Submit for Review.

How to use the COE Observation Instrument for Self Evaluation
1. Send your portfolio page to yourself for review as described above.
2. Select Reviews tab, then open the document you sent to yourself.
3. Select Assess document, and click in the radio button next to COE Observation Instrument that is in your inbox. Note: If you click on the link you will only view the rubric, but cannot enter data.
   • Student Teaching: COE Observation Instrument (ST/Intern Self-Evaluation) NEW.
   • Graduate programs: COE Advanced Observation Instrument – Self-Assess
5. Click on each subheading to expand the rubric. Enter the level in the drop-down menu. Add comments and select Save (or you will lose the comments).
6. From the Milestone drop-down menu, select Final (final observation).
7. From the Reporting Type menu, select Official.
8. Click on Save and Submit.

How to Send Completed Portfolio for Final Review (Exit from Program)
Use this process only if there is no designated exit course (such as student teaching), where there is an assignment on your dashboard.
1. From the Dashboard, click on Documents tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the Send for Review button
4. Type in the name of your reviewer and select the correct name.
5. Click on Submit for Review.

How to Complete Forms in LiveText
1. Click the Forms tab located in the top center of the screen.
2. From within the Forms Inbox, click the Take form link or Take again link located to the right side of the form to be completed.
3. The form will open. Complete each question. Questions with a red asterisk* are required. Below are some tips for each type of question you may encounter:
   - Short Text: Enter responses up to 255 characters.
   - Long Text: Enter responses up to 65,000 characters.
   - Date: Enter the date according to the provided format (MM/DD/YYYY).
   - Radio Buttons: Click the button to the left of the appropriate choice. Only one choice may be selected.
   - Dropdown: Click the down arrow located on the right side of the dropdown box, and select the appropriate choice. Only one choice may be selected.
   - Checkboxes: Click the checkbox to the left of each appropriate choice. Multiple choices may be selected.
4. After completing the form, there are two options below the final form question:
   - Save Form: Click this button to routinely save form responses or to save and complete later. Responses will not be submitted to the owner.
   - Submit Form: Click this button to save and submit form responses to the owner. All required questions must be completed before submitting the form.
5. To view form responses in a printable format before submitting, click the Save Form button located below the final form question, and then click the Create a Printable Version link located in the top right corner.

Directions for Other LiveText Tasks
The following directions should be provided to individual students on an as-needed basis.

How to Add Artifact Pages to Your Portfolio
Sometimes, you need to add an additional artifact page to your portfolio. For instance, you may take a course as an elective and you do not have the appropriate page to upload an assignment. The easiest way to add a page to your portfolio is to copy an existing portfolio page, rename it, and then move it to the appropriate place.
1. From Documents, open your portfolio.
2. Select Manage Pages.
3. Click in the box to select Artifact Page for Copying (at the bottom of the page list). If you created your portfolio before summer 2011, you will not have a page with that title. Instead, select any unused artifact page. >Copy.
4. Click in the box next to the copied page (at the very bottom of the page list). >Edit Titles.
5. Type the name for the assignment, using naming convention similar to other artifact pages.
6. Click on Page Order. Highlight the new page. Use the arrows to move the new page to the correct location under the appropriate Standard.
7. Save & Finish.
How to Share LiveText Documents with Visitors
Prospective employers may ask to see your portfolio.

Create a Visitor Pass
1. From the home page, find the Quick Links on the top right corner of the screen.
2. Click on Visitor Pass.
3. Select New and Type in the title (e.g. “Guest”), and select Save.
4. The chart will then list the new visitor name with a pass code. Send this pass code to anyone you want to allow access to your document.

Share the Document
5. From the Documents tab, open the document you want to share.
6. Select the Share button, then click on the Advanced Sharing Options button, then the Visitor tab.
7. From the Visitor drop-down menu, select the name of the visitor, select Add, and Save and Finish.
8. If you go back to the visitor pass link on the home page, you will be able to see that this document can now be accessed from your new visitor pass.

Send Directions to the Visitor
1. Go to http://www.livetext.com
2. Click on the Use Visitor Pass button and enter the Pass Code in the dialog box.
3. Click on the Visitor Pass Entry.

How to Send Completed Portfolio for Final Review (Exit from Program)
1. From the Dashboard, click on Documents tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the Send for Review button.
4. Type in the name of your reviewer and select the correct name.
5. Click on Submit for Review.
REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 01/21/2015 (mm/dd/yyyy)

Department Initiating Request: Middle, Secondary, Reading and Deaf Education

Faculty Member Requesting: Barbara J. Radcliffe

Proposed New Course Prefix & Number: MSED 5200

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

**Co-list with MGED 4200

Proposed New Course Title: Science Methods for Middle Grades or Secondary Education

Proposed New Course Title Abbreviation: Science Methods MSED

Semester/Year to be Effective: Spring 2016

Estimated Frequency of Course Offering: Fall

Indicate if Course will be: ☒ Requirement for Major ☐ Elective

Lecture Hours: 2 Lab Hours: 2 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.) Prerequisite: Appropriate 2999 course. Co-requisite: MSED 6100. Examine science teaching methods in middle grades (4th-8th) and secondary (6th-12th) in accordance with national and state standards. A field experience is required.

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

☒ Improving student learning outcomes: MSED 5200 will be designed for students electing science as a concentration area in Middle Grades or Secondary Education. Having a methods course focused specifically on science education will allow for a deeper exploration of science content as well as effective methods for teaching science at the middle grades or secondary level.

☒ Adopting current best practice(s) in field: P-12 student learning must serve as the focal point for the design and implementation of clinically-based teacher preparation. MSED 5200 will have a supervised field study component allowing candidates the opportunity to apply their content and pedagogical knowledge in an authentic school setting while receiving feedback from the on-site professors.

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Within the teacher preparation program, candidates are required to spend the equivalent of a full year in a classroom setting. Accreditation standards require that candidates demonstrate evidence of pedagogical content knowledge; this course provides the instruction necessary.

☐ Other:
**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs: Candidates continue to cite the general content methods course (MSED 7002) as an area of concern and dissatisfaction. Students must select two areas of study from the following concentrations for middle grades: reading, language arts, social studies, mathematics, or science; or one of the following concentration areas for secondary education: English, history, political science, mathematics, biology, chemistry, earth/space science, or physics. Yet, they are required to take a methods course encompassing all concentration areas.

MSRD Advisory Board members' feedback indicates a need to address the candidates' readiness to enter Apprenticeship and Student Teaching for candidates on the Full-time Student Track.

- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) A science methods course will allow candidates to learn effective teaching methodologies for science instruction and prepare candidates for edTPA.

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**Plans for assessing the effectiveness of the course in meeting program's learning outcomes**
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, Advisory Board members' feedback

- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards

☐ Other:

**Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.**
<table>
<thead>
<tr>
<th>Approvals:</th>
<th></th>
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<tbody>
<tr>
<td>Dept. Head:</td>
<td>2/6/15</td>
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<tr>
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<td>2/10/15</td>
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<td>Dean/Director:</td>
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<td>(for graduate course)</td>
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<td>Academic Committee:</td>
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Form last updated: January 6, 2010
Dewar College of Education and Human Services  
Valdosta State University  
Department of Middle, Secondary, Reading, and Deaf Education  

MSED 5200  
Science Methods for Middle Grades and Secondary Education  
3 Semester Hours

Guiding Principles (DEPOSITS)  
(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.


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


InTASC Model Core Teacher Standards*  
(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Positively Impacting Learning Through Evidence-Based Practices
Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.


INSTRUCTOR
Name: Dr. Regina Suriel
Office Number: EC 1049
Telephone Number: 229 333-5611 (dept. office)
                                 229 333-5926 (personal office)
Email Address: rlsuriel@valdosta.edu
Office Hours: Office Hours: As stated below and by appointment

Mondays: 11 - 3 p.m.
Tuesdays: 10 a.m. – 12 p.m.
Thursdays: 11 a.m. – 3 p.m.

COURSE DESCRIPTION
Prerequisites: Appropriate 2999 course and admission to the MGED professional program; Co-requisite: MSED 6100. Examine science teaching methods in middle grades (4th-8th) and secondary (6th-12th) in accordance with national and state standards. A field experience is required.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS
A LiveText software account is required. Undergraduate seniors should purchase the three-year edition, and it must be purchased online. Other undergraduates will purchase the five-year edition, and it may be purchased at the bookstore or online.


Readings:
  u/readingroom/books/nses/html/)
  NSTA. National Science Teachers Association Position Statements available online at http://www.nsta.org/position

COURSE OBJECTIVES
Numbers in parentheses following objectives refer to InTASC Standards.

Positively Impacting Learning Through Evidence-Based Practices
By the end of the semester, candidates will:

1. Demonstrate knowledge and skills needed for teaching science in middle grades and secondary classrooms in accordance with ethical conduct and professional standards (InTASC Standards 4, 5, 6, 8, CPL1.1, CPL 1.2).

2. Use a variety of strategies, motivational techniques, and assessment procedures for problem solving and inquiry-based learning (InTASC 3-9, AL2.1, CPL1.1, CPL 1.2, CPL 2.3).

3. Develop science lessons based on the Georgia Performance Standards and NGSS that will instruct and motivate students, as well as provide for individual differences of middle grades and secondary students ((InTASC Standards 1, 2, 4, 5, 7, 8, 9; CPL1.3, 2.1).

4. Use technology to analyze instructional effectiveness.

5. Use concrete models to teach new concepts, to expand and reinforce established concepts, and to help students see familiar topics in new and different ways (InTASC Standards 5, 8; CPL1.1, CPL 1.2).

6. Use technology to assist in students’ learning science content and process skills, and to meet the diverse needs of students (InTASC Standards 5, 7, 8; TL3.1, CPL1.1, CPL 1.2).

7. Collaborate with other educators to plan and provide for students’ effective learning experiences (InTASC Standards 4, 5, 7, 8, 10).

8. Connect science and technology to other disciplines through applications and interdisciplinary curriculum models (InTASC Standards 1, 2, 3, 4, 5, 7, 8, 10).

9. Demonstrate a developmentally appropriate learner-oriented approach to teaching science while accommodating the multicultural diversity of middle level students (InTASC Standards 1, 2, 3 9; DL2.1, DL2.2, DL2.3).

10. Demonstrate knowledge of state and national professional science organizations, the services they offer, and professional literature available for middle grades science teachers (InTASC Standards 4, 9, 10; TL1.3).

11. Observe and participate in authentic course requirements and field experiences in their Professional Development School placement(s). (InTASC Standards 1-10; DL1.1, FL1.1, FL1.2, FL1.3, EDL1.2)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A brief description of each assignment is included; however, you will be provided a more detailed description of assignments and rubrics in class.

*Professional Membership in the National Science Teacher Association: (5 points). The benefits of joining a professional organization include having access to current trends in teaching and specific subject areas, teaching tips, professional affiliation, and opportunities to attend conferences. Additionally, membership in a professional organization demonstrates your commitment to the profession and you desire to grow professionally. The National Science Teacher Association is the professional organization for science education and Science educators. As a future middle grades, science educator, you will join NSTA via a student membership. (CO 10)*

*Professional Organization Website Review: (10 points). Professional organizations provide a wide range of support for teachers -- content, teaching materials, teaching strategies, professional development, opportunities for collaboration and leadership, and publications. You will review resources and information provided on the National Science Teacher Association website. (CO 2, 3, 6, 9) Submit the assignment in BlazeView by 1 p.m. on the due date.*

*Positively Impacting Learning Through Evidence-Based Practices*
**Professional Literature Review:** (10 points). You will overview an issue of NSTA’s journal for middle grades science teachers, *Science Scope*, following the provided guidelines. (CO 1, 2, 5)

**Lesson Plans:** (20 points total). During the semester, you will research, select, and plan three inquiry-based science lessons. You will use the attached MSRD approved lesson plan format. Lesson plans should indicate the appropriate connections to the Common Core Georgia Performance Standards. You may obtain strategies from professional journals, professional books, class discussions, or your independent study. (CO 2, 4, 6, 7, 8)

**Formative and Summative Assessments:** (10 points). The assessment of student learning informs educational practitioners about students’ progress and lesson effectiveness. You will review a number of national, international and regional science assessments as well as websites to gather ideas and approaches to assessment design. You will create a bank of science assessment resources pertinent to your discipline and student grade level. (CO 1, 2, 9)

**Designing a Learning Environment:** (10 points). Middle grades educators must be create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. You will design your own learning environment. This assignment will be uploaded to your LiveText Portfolio under Standard III: Learning Environments. (CO 2, 3, 5, 6)

***LiveText:*** The *Designing a Learning Environment* will be one of your portfolio artifacts for CFS V-G and must be uploaded correctly before a grade can be assigned.

**Reflective Practice:** (20 points). Students will write reflections on observations and participation in middle school science classrooms. The number of reflections will vary based on questions provided by the professor and will be graded based on Satisfactory or Unsatisfactory completion of the written reflection. (CO 1, 2, 4, 6, 7, 8).

**Class Presentation:** (15 points). In the teaching profession, educators are often asked to teach and share lessons with peers as part of school-wide professional development. As a final class project, you will teach a student-centered, hands-on, minds-on inquiry-based science mini lesson to your peers. The lesson will be a collaboratively or independently planned. Include a log to document group collaboration.

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**COURSE EVALUATION**

If 0 points are accumulated in any of the following categories, student will be ineligible to receive a grade of A.

No Program Key Assessments are designated for this course

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LATE WORK: NO LATE WORK WILL BE ACCEPTED. If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. All work will be handed in at the beginning of class.

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Positively Impacting Learning Through Evidence-Based Practices
Assessment/Evaluation

Grading Scale
A = 100 - 90   D = 69 - 60
B = 89 - 80     F = 59 - 0
C = 79 - 70

ATTENDANCE POLICY
When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), “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” (p. 87).

PROFESSIONALISM
The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

Professionalism - Ethics
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-01.pdf).

Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student’s actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

Professionalism – Dress code
In this course, classes are held in public schools. Professional dress code is required.

Professionalism - Communication
Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments
All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in Times New Roman 12 point font style with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar.
papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

**Professionalism - Diversity**
Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

**Professionalism - Technology**
As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

**Professional Improvement Plan**
The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION

**STATEMENT ON ACADEMIC INTEGRITY**
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.nea.org/home/30442.htm). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.

- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

**DESCRIPTION OF ACADEMIC DISHONESTY**

Positively Impacting Learning Through Evidence-Based Practices
To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone’s words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**

- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.

- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author’s words to strengthen their argument, they have committed plagiarism.

- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author’s words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author’s words, students must cite that original source. If they do not cite the original source, they have effectively stolen the original author’s idea and have committed plagiarism.

- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master’s Degree Program in Curriculum and Instruction do not allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student’s express consent or knowledge.

**Note:** Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see Turnitin for Students (http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php).

**ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

*Positively Impacting Learning Through Evidence-Based Practices*
Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT SUCCESS CENTER
The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION
At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

DIRECTIONS FOR USING LIVETEXT

How To Submit Portfolio Assignments in LiveText
Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio.
Note: Lesson Plans assessed after supervisors have observed in the field in MGED 4620, MGED 4790, MSED 7021, MSED 7041, MSED 7005, and MSED 7006 are not included in your portfolio. Follow separate directions for submitting these lesson plans for your university supervisor to assess.

All portfolio submissions should follow a basic process:
1. Load your assignment into the appropriate page of your portfolio.
2. Complete the four-part description of your artifact, explaining how it provides evidence that you have met COE’s Conceptual Framework Standards.
3. Hide all pages except the current assignment.
4. Submit the portfolio (single page visible).

Directions for submission:
First, you need to edit your portfolio to include the new assignment
1. Click on Documents tab
2. Open your portfolio
3. Open the page for the current assignment under the Table of Contents
4. Click the “Edit” button of the Description and Rationale section

Positively Impacting Learning Through Evidence-Based Practices
5. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
   a. The **Description** section can be very brief.
   b. In the **Rationale** section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
   c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
   d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.

6. Towards the bottom there is a File Attachment(s) section, click "Edit"
7. Select “Upload New File,” click Choose File, and browse for your file on your computer
8. After the file loads, Click “Save & Finish”

Then, you hide all pages except the current assignment
The assessor should see only the single page of your portfolio.

9. Select **Manage Pages**.
10. Click on the box next to **Title** to select all pages.
11. Click on the box next to the current artifact page to unselect it.
12. Select **Hide Pages: Save and Finish**.
13. Note: Don’t forget to unhide pages after you have submitted your assignment so you don’t panic next time you open your portfolio.

Then, you need to submit the portfolio:
14. Near the top of the screen, select the **Dashboard** tab
15. Find the assignment and click on the corresponding **Begin Assignment** button
16. On the Assignment page, click on the **Attach Files** button. (Note that you will not be able to submit until you have attached at least one file.)
17. Click on the **LiveText Documents** tab to find your portfolio. **Do not click on Browse.**
18. Click **“Attach Selected Files”**
19. Type any optional comments you wish to send to the instructor and click **Submit Assignment** when you are finished.
   - A confirmation that your assessment has been successfully submitted will appear and the assignment status on your dashboard will change to **Awaiting Assessment**.
   - Each submission is saved as a snapshot of what you sent. Any further changes you make to your portfolio will not affect what you have already submitted.
   - If you do not submit your assignment correctly, Your instructor will send it back to you for resubmission.

If you have to resubmit your assignment:
1. Find the problem and fix any problems with your portfolio. See comments from your instructor.
   There are two common problems:
   a. Submitting the assignment and not the portfolio (see #17 above).

*Positively Impacting Learning Through Evidence-Based Practices*
b. Not hiding pages of your portfolio other than the current assignment page (see #9-13 above). Check that only one page is visible.

2. From your Dashboard tab, find the relevant assignment and click on Continue Assignment. This allows you to see previous submissions and messages from your instructor.

3. Click on Continue to Step 3 in the top right corner.

4. Remove any of the previous attachments by clicking in the red "X" button next to each file.

5. Under Step 2 of 3, you will see "Have you already created files of LiveText documents for this assignment?" Click on Attach files, then follow directions 17-19 above.

How to Post Your Lesson Plan for Assessment with COE Observation Instrument (Student Teaching)

1. From the Dashboard: >Documents>New
2. Under Folder>Valdosta State University Lesson Plans
3. Under Template>Lesson Plan Template for ATTACHED Lesson Plan
4. Title: Program Semester Year LP Observation# Lastname, Firstname
   (e.g. MGED F10 Week 4 LP Martin, Sue)
   No description necessary
5. >Save as New Document
6. In the document, under Section for Attaching Lesson Plan, >Edit
7. At bottom, under File Attachments, >Edit
8. >Upload New File
9. >Browse, choose the correct lesson plan, and open it.
10. >Save and Finish, >Send for Review, Type in reviewer’s name (Supervisor and/or yourself).
11. >Submit for Review

How to Post a Portfolio Assignment for Self Assessment with COE Observation Instrument (graduates)
You will use the COE Observation Instrument (COI) to evaluate a video of your own teaching and write a narrative analysis. This narrative assignment is submitted as a portfolio assignment as usual. In addition, you will enter rubric scores into a LiveText COI rubric.

1. Click on Documents tab, and open your portfolio.
2. Hide all pages other than the assignment page for your narrative analysis of your evaluation: Manage Pages> click on top left box to select all pages > click on the assignment page to deselect it >Hide pages.
3. Select Send for Review. Note: Send for Review starts from your portfolio, not from your Dashboard tab.
4. Type in reviewer’s name (your own name for self-evaluation). Select the username when it appears.
5. Select Submit for Review.

How to use the COE Observation Instrument for Self Evaluation
1. Send your portfolio page to yourself for review as described above.
2. Select Reviews tab, then open the document you sent to yourself.
3. Select Assess document, and click in the radio button next to COE Observation Instrument that is in your inbox. Note: If you click on the link you will only view the rubric, but cannot enter data.
• Student Teaching: COE Observation Instrument (ST/Intern Self-Evaluation) NEW.
• Graduate programs: COE Advanced Observation Instrument – Self-Assess

4. **Select Document.**
5. Click on each subheading to expand the rubric. Enter the level in the drop-down menu. Add comments and select Save (or you will lose the comments).
6. From the **Milestone** drop-down menu, select Final (final observation).
7. From the **Reporting Type** menu, select Official.
8. Click on **Save and Submit**.

**How to Send Completed Portfolio for Final Review (Exit from Program)**
Use this process only if there is no designated exit course (such as student teaching), where there is an assignment on your dashboard.
1. From the Dashboard, click on Documents tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the **Send for Review** button
4. Type in the name of your reviewer and select the correct name.
5. Click on **Submit for Review**.

**How to Complete Forms in LiveText**
1. Click the **Forms** tab located in the top center of the screen.
2. From within the **Forms Inbox**, click the **Take form** link or **Take again** link located to the right side of the form to be completed.
3. The form will open. Complete each question. Questions with a red asterisk* are required. Below are some tips for each type of question you may encounter:
   • Short Text: Enter responses up to 255 characters.
   • Long Text: Enter responses up to 65,000 characters.
   • Date: Enter the date according to the provided format (MM/DD/YYYY).
   • Radio Buttons: Click the button to the left of the appropriate choice. Only one choice may be selected.
   • Dropdown: Click the down arrow located on the right side of the dropdown box, and select the appropriate choice. Only one choice may be selected.
   • Checkboxes: Click the checkbox to the left of each appropriate choice. Multiple choices may be selected.
4. After completing the form, there are two options below the final form question:
   • **Save Form**: Click this button to routinely save form responses or to save and complete later. Responses will not be submitted to the owner.
   • **Submit Form**: Click this button to save and submit form responses to the owner. All required questions must be completed before submitting the form.
5. To view form responses in a printable format before submitting, click the **Save Form** button located below the final form question, and then click the **Create a Printable Version** link located in the top right corner.

**Directions for Other LiveText Tasks**
The following directions should be provided to individual students on an as-needed basis.

**How to Add Artifact Pages to Your Portfolio**

*Positively Impacting Learning Through Evidence-Based Practices*
Sometimes, you need to add an additional artifact page to your portfolio. For instance, you may take a course as an elective and you do not have the appropriate page to upload an assignment. The easiest way to add a page to your portfolio is to copy an existing portfolio page, rename it, and then move it to the appropriate place.

1. From Documents, open your portfolio.
2. Select Manage Pages.
3. Click in the box to select Artifact Page for Copying (at the bottom of the page list). If you created your portfolio before summer 2011, you will not have a page with that title. Instead, select any unused artifact page. >Copy.
4. Click in the box next to the copied page (at the very bottom of the page list). >Edit Titles.
5. Type the name for the assignment, using naming convention similar to other artifact pages.
6. Click on Page Order. Highlight the new page. Use the arrows to move the new page to the correct location under the appropriate Standard.
7. Save & Finish.

How to Share LiveText Documents with Visitors
Prospective employers may ask to see your portfolio.

Create a Visitor Pass
1. From the home page, find the Quick Links on the top right corner of the screen.
2. Click on Visitor Pass.
3. Select New and Type in the title (e.g. “Guest”), and select Save.
4. The chart will then list the new visitor name with a pass code. Send this pass code to anyone you want to allow access to your document.

Share the Document
5. From the Documents tab, open the document you want to share.
6. Select the Share button, then click on the Advanced Sharing Options button, then the Visitor tab.
7. From the Visitor drop-down menu, select the name of the visitor, select Add, and Save and Finish.
8. If you go back to the visitor pass link on the home page, you will be able to see that this document can now be accessed from your new visitor pass.

Send Directions to the Visitor
1. Go to http://www.livetext.com
2. Click on the Use Visitor Pass button and enter the Pass Code in the dialog box.
3. Click on the Visitor Pass Entry.

How to Send Completed Portfolio for Final Review (Exit from Program)
1. From the Dashboard, click on Documents tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the Send for Review button.
4. Type in the name of your reviewer and select the correct name.
5. Click on Submit for Review.
Teacher Education Dispositions*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

**Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

**Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

**Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

**Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

**Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

**Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

**Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

*Adapted from Mississippi State University COE

**Dispositions Contract**

I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

_________________  ___________________  ________________
Your Signature     Your Name – Printed           Date

Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.

**Student Contract**

I understand that my instructor and departmental faculty will communicate via the course email.

*Positively Impacting Learning Through Evidence-Based Practices*
I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

**Communications Skills**

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

**Participation Policy**

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

**Academic Integrity**

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate’s Name __________________________

Candidate’s Signature ______________________

Date ________________________________
## REQUEST FOR A NEW COURSE
Valdosta State University

### Date of Submission: 01/21/2015 (mm/dd/yyyy)

<table>
<thead>
<tr>
<th>Department Initiating Request:</th>
<th>Faculty Member Requesting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle, Secondary, Reading and Deaf Education</td>
<td>Barbara J. Radcliffe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed New Course Prefix &amp; Number:</th>
<th>Proposed New Course Title:</th>
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</thead>
<tbody>
<tr>
<td>(See course description abbreviations in the catalog for approved prefixes)</td>
<td>Social Science Methods for Middle Grades or Secondary Education</td>
</tr>
<tr>
<td>MSEd 5300</td>
<td></td>
</tr>
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</table>

*Co-list with MGED 4300

<table>
<thead>
<tr>
<th>Proposed New Course Title Abbreviation:</th>
<th>Estimated Frequency of Course Offering:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(For student transcript, limit to 30 character spaces)</td>
<td>Fall</td>
</tr>
<tr>
<td>SS Methods MSEd</td>
<td></td>
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</tbody>
</table>

### Semester/Year to be Effective:
Spring 2016

### Indicate if Course will be:
- [x] Requirement for Major
- [ ] Elective

<table>
<thead>
<tr>
<th>Lecture Hours: 2</th>
<th>Lab Hours: 2</th>
<th>Credit Hours: 3</th>
</tr>
</thead>
</table>

### 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.)
Prerequisite: Appropriate 2999 course. Co-requisite: MSEd 6100. Examine teaching methods appropriate for middle (4th-8th) and secondary (6th-12th) social studies in accordance to national and state standards. A field experience is required.

<table>
<thead>
<tr>
<th>Justification:</th>
<th></th>
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<tbody>
<tr>
<td>Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.</td>
<td></td>
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</tbody>
</table>

- [x] Improving student learning outcomes: MSEd 5300 will be designed for students electing social science as a concentration area in Middle Grades or Secondary Education. Having a methods course focused specifically on social science education will allow for a deeper exploration of social science content as well as effective methods for teaching social science at the middle grades or secondary level.

- [x] Adopting current best practice(s) in field: P-12 student learning must serve as the focal point for the design and implementation of clinically-based teacher preparation. MSEd 5300 will have a supervised field study component allowing candidates the opportunity to apply their content and pedagogical knowledge in an authentic school setting while receiving feedback from on-site professors.

- [x] Meeting Mandates of State/Federal/Outside Accrediting Agencies: Within the teacher preparation program, candidates are required to spend the equivalent of a full year in a classroom setting. Accreditation standards require that candidates demonstrate evidence of pedagogical content knowledge; this course provides the instruction necessary.

- [ ] Other:
Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs: Candidates continue to cite the general content methods course (MSED 7002) as an area of concern and dissatisfaction. Students must select two areas of study from the following concentrations for middle grades: reading, language arts, social studies, mathematics, or science; or one of the following concentration areas for secondary education: English, history, political science, mathematics, biology, chemistry, earth/space science, or physics. Yet, they are required to take a methods course encompassing all concentration areas.

MSRD Advisory Board members' feedback indicates a need to address the candidates' readiness to enter Apprenticeship and Student Teaching for candidates on the Full-time Student Track.

- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) A social science methods course will allow candidates to learn effective teaching methodologies for social science instruction and prepare candidates for edTPA.

---

Plans for assessing the effectiveness of the course in meeting program’s learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, Advisory Board members' feedback

- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards

- Other:

**Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.**
<table>
<thead>
<tr>
<th>Position</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept. Head:</td>
<td></td>
<td>2/6/15</td>
</tr>
<tr>
<td>College/Division Exec. Comm.:</td>
<td></td>
<td>2/6/15</td>
</tr>
<tr>
<td>Dean/Director:</td>
<td></td>
<td>2/6/15</td>
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<tr>
<td>Graduate Exec. Comm.: (for</td>
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<tr>
<td>graduate course):</td>
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<td>Graduate Dean: (for graduate</td>
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<td>course):</td>
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<tr>
<td>Academic Committee:</td>
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</tbody>
</table>

Form last updated: January 6, 2010
MSED 5300
Social Studies Methods for Middle Grades and Secondary Education
3 Semester Hours

Dewar College of Education
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education
Conceptual Framework: Guiding Principles (DEPOSITS)
(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.
Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

InTASC Model Core Teacher Standards*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Positively Impacting Learning Through Evidence-Based Practices
Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.


LEARNING OUTCOMES FOR VSU’S CORE CURRICULUM
All learning outcomes in the major continue to build upon those in VSU’s Core Curriculum listed at http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml.

INSTRUCTOR

Name: Dr. Bob Spires

Office Number: Dewar College of Education

Telephone Number: 229-333-

Email Address: rwspires@valdosta.edu

Office Hours: Wednesday 8:00 - 5:00

Thursday 8:00 - 5:00

REQUIRED TEXTBOOKS


Positively Impacting Learning Through Evidence-Based Practices
COURSE DESCRIPTION

Prerequisites: Appropriate 2999 course and admission to the MGED professional program; Co-requisite: MSED 6100. Examine teaching methods appropriate for middle (4th-8th) and secondary (6th-12th) social studies in accordance to national and state standards. A field experience is required.

COURSE OBJECTIVES (CO):

Numbers in parentheses following objectives refer to College of Education Conceptual Framework Standards.

Students will be able to:

1. Explain the historical development of social studies with the aid of various activities handouts, and readings throughout the course. (InTASC 4; CPL 1.1, CPL1.2)
2. Identify how social studies curriculum is developed and analyze examples of curriculum presented to evaluate its validity in social studies. (InTASC 4; CPL 1.1, CPL1.2, CPL1.3)
3. Create a social studies lesson based on the development of concepts and generalizations on a defined social studies theme. (InTASC 5, 7, 8)
4. Plan a lesson through the listing of objectives, activities, materials and evaluation. (InTASC 5, 7, 8)
5. Summarize various philosophical and theoretical approaches to social studies, including thematic social studies, social studies for a democratic society, service learning in social studies, and critical thinking based social studies. (InTASC 1, 2, 3; CPL 1.1, CPL1.2)
6. Use technology to assist in students' learning social studies content and process skills, and to meet the diverse needs of students (InTASC Standards 5, 7, 8; TL3.1).
7. Use a variety of strategies, motivational techniques, and assessment procedures for social studies (InTASC 3-9, AL2.1, CPL 2.3).
8. Develop and teach activities that reflect the Common Core Georgia Performance Standards (InTASC 5, 7 CPL 2.1)
9. Bring multiple perspectives to discussions of content, including attention to learners' personal, family, and community experiences and cultural norms. Identify the strengths and needs of diverse learners when planning and adjusting instruction that incorporates the histories, experiences and representations of students and families from diverse populations. Use understanding of individual differences and diverse cultures and communities (Diversity Theme DL 2.1, 2.2, 2.3)
10. Observe and participate in authentic course requirements and field experiences in their Professional Development School placement(s). (InTASC Standards 1-10; DL1.1, FL1.1, FL1.2, FL1.3, EDL1.2)
11. Demonstrate knowledge of state and national professional social studies organizations, the services they offer, and professional literature available for middle grades mathematics teachers (InTASC Standards 4, 9, 10; TL1.3).
COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS
A brief description of each assignment is included; however, you will be provided a more detailed description of assignments and rubrics in class.

1. Class Participation and Attendance: See attendance policy for specific information regarding attendance requirements. Grades will also be given for classroom participation and involvement with classroom discussions (CO 1, 2, 4, 8).

2. Clinical Practice Planning and Teaching: (20 points). For each field experience clinical sessions in a middle school classroom, students will plan, teach, and appropriately assess literacy skills and strategies. After the lesson, students will answer the analysis questions and submit them in the correct assignment section (CO 1, 2, 8, 9).

3. Student based, Middle Grades or Secondary appropriate lesson incorporating social studies methodologies: Students will be responsible for the completion of a daily lesson plan involving all aspects within an instructional block of time. The lesson plan will be developed on the departmental template (CO 5, 7).

4. Review of a social studies (or history) professional journal: Each student will choose a peer reviewed journal applicable to the social studies field, and review said article as determined within posted directions. This assignment will be uploaded into your LiveText Portfolio (CO 1, 7).

5. Teaching Simulations: Students will prepare and present a given social studies topic or standard to a group of their peers within the class setting (CO 4, 5, 9).

6. Chapter Quizzes: Students will participate in multiple, short quizzes based on their chapter readings of the textbook. (CO 1, 2, 6, 7).
COURSE EVALUATION.

LATE WORK: NO LATE WORK WILL BE ACCEPTED. If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. All work will be handed in at the beginning of class.

Assessment/Evaluation

No Program Key Assessments are designated for this course

Grading Scale
A = 100 - 90        D = 69 - 60
B = 89 - 80         F = 59 - 0
C = 79 - 70

ATTENDANCE POLICY

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), “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” (p. 87).

PROFESSIONALISM

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

Professionalism - Ethics
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student’s actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

Professionalism – Dress code
In this course, classes are held in public schools. Professional dress code is required.

Professionalism - Communication
Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose
communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

**Professionalism - Assignments**

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted. All assignments should be your original work, not group work.

**Professionalism - Diversity**

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

**Professionalism - Technology**

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

**Statement on Academic Integrity**

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at [http://www.gapsc.com/Professionalpractices/NEthics.asp](http://www.gapsc.com/Professionalpractices/NEthics.asp)) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

**Description of Academic Dishonesty**

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

*Positively Impacting Learning Through Evidence-Based Practices*
While students are likely to understand plagiarism as stealing someone’s words as their own, there are many types of plagiarism.

- **Stealing Verbatim**: This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**

- **Use of Professional Resources Without Acknowledgement**: Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.

- **Misquoting**: If, when composing an assignment, students directly quote a source and cite it, but alter the author’s words to strengthen their argument, they have committed plagiarism.

- **Paraphrasing or Summarizing Without Citing**: An allowable practice in academia is for students to take an author’s words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author’s words, students must cite that original source. If they do not cite the original source, they have effectively stolen the original author’s idea and have committed plagiarism.

- **Duplicating Publication**: Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master’s Degree Program in Curriculum and Instruction do not allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

- **Duplication of Peer Student Work**: Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note:** Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

**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:**

*Positively Impacting Learning Through Evidence-Based Practices*
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 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 Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). The Dewar College of Education Concern Form Policy will be followed.
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.”

ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

Positively Impacting Learning Through Evidence-Based Practices
STUDENT OPINION OF INSTRUCTION
At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

INSTRUCTOR

Name: Dr. Bob Spires

Office Number: Dewar College of Education

Telephone Number: 229-333-

Email Address: rwspires@valdosta.edu

Office Hours: Wednesday 8:00 - 5:00
Thursday 8:00 - 5:00
# REQUEST FOR A NEW COURSE

**Valdosta State University**

**Date of Submission:** 01/21/2015 (mm/dd/yyyy)

<table>
<thead>
<tr>
<th>Department Initiating Request:</th>
<th>Faculty Member Requesting:</th>
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<tbody>
<tr>
<td>Middle, Secondary, Reading and Deaf Education</td>
<td>Barbara J. Radcliffe</td>
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<tr>
<th>Proposed New Course Prefix &amp; Number:</th>
<th>Proposed New Course Title:</th>
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<tbody>
<tr>
<td>(See course description abbreviations in the catalog for approved prefixes)</td>
<td>English/Language Arts Methods for Middle Grades or Secondary Education</td>
</tr>
<tr>
<td>MSED 5400</td>
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<tr>
<td>*Co-list with MGED 4400</td>
<td>ELA Methods MSED</td>
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<tr>
<th>Semester/Year to be Effective:</th>
<th>Estimated Frequency of Course Offering:</th>
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<tr>
<td>Spring 2016</td>
<td>Fall</td>
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<th>Indicate if Course will be:</th>
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<tr>
<td>☒ Requirement for Major</td>
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<tr>
<th>Lecture Hours:</th>
<th>Lab Hours:</th>
<th>Credit Hours:</th>
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<tr>
<td>2</td>
<td>2</td>
<td>3</td>
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**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.) Prerequisite: Appropriate 2999 course. Co-requisite: MSED 6100. Examine language arts teaching methods in middle grades (4th-8th) and secondary (6th-12th) in accordance with national and state standards. A field experience is required.

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

- ☒ Improving student learning outcomes: MSED 5400 will be designed for students electing language arts as a concentration area in Middle Grades or Secondary Education. Having a methods course focused specifically on language arts education will allow for a deeper exploration of English/language arts content as well as effective methods for teaching language arts at the middle grades or secondary level.

- ☒ Adopting current best practice(s) in field: P-12 student learning must serve as the focal point for the design and implementation of clinically-based teacher preparation. MSED 5400 will have a supervised field study component allowing candidates the opportunity to apply their content and pedagogical knowledge in an authentic school setting while receiving feedback from on-site professors.

- ☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Within the teacher preparation program, candidates are required to spend the equivalent of a full year in a classroom setting. Accreditation standards require that candidates demonstrate evidence of pedagogical content knowledge; this course provides the instruction necessary.

☐ Other:
Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs: Candidates continue to cite the general content methods course (MSED 7002) as an area of concern and dissatisfaction. Students must select two areas of study from the following concentrations for middle grades: reading, language arts, social studies, mathematics, or science; or one of the following concentration areas for secondary education: English, history, political science, mathematics, biology, chemistry, earth/space science, or physics. Yet, they are required to take a methods course encompassing all concentration areas.

MSRD Advisory Board members' feedback indicates a need to address the candidates' readiness to enter Apprenticeship and Student Teaching for candidates on the Full-time Student Track.

- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) A language arts methods course will allow candidates to learn effective teaching methodologies for language arts instruction and prepare candidates for edTPA.

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, Advisory Board members' feedback

- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards

- Other:

**Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.**
<table>
<thead>
<tr>
<th>Approvals:</th>
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<tr>
<td>Dept. Head:</td>
<td>2/6/15</td>
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<tr>
<td>College/Division Exec. Comm.:</td>
<td>2/10/15</td>
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<td>Dean/Director:</td>
<td>2/12/15</td>
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<td>Graduate Exec. Comm.:</td>
<td>2-26-15</td>
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<td>(for graduate course):</td>
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<td>Graduate Dean:</td>
<td>2-26-15</td>
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<td>(for graduate course):</td>
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<td>Academic Committee:</td>
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Form last updated: January 6, 2010
Guiding Principles (DEPOSITS)
(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.


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


InTASC Model Core Teacher Standards*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Positively Impacting Learning Through Evidence-Based Practices
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.


INSTRUCTOR
Name: Dr. Barbara J. Radcliffe
Office Number: EC 1051
Telephone Number: 333-5659
Email Address: biradcliffe@valdosta.edu
Office Hours: Tuesday/Wednesday/Friday 8:30AM-12PM and by Appointment

Positively Impacting Learning Through Evidence-Based Practices
COURSE DESCRIPTION
Prerequisites: Appropriate 2999 course and admission to the MGED professional program;
Co-requisite: MSED 6100. Examine language arts teaching methods in middle grades (4th-8th) and secondary (6th-12th) in accordance with national and state standards. A field experience is required.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS
Subscription to the following NCTE journals:
1. Voices from the Middle and
2. Language Arts or English Journal
3. Various trade books (TBD).
4. A LiveText software account is required. Undergraduate seniors should purchase the three-year edition, and it must be purchased online. Other undergraduates will purchase the five-year edition, and it may be purchased at the bookstore or online.

COURSE OBJECTIVES
Numbers in parentheses following objectives refer to InTASC Model Core Teacher Standards.

By the end of the semester candidates will:

1. demonstrate knowledge of English Language Arts subject matter content that specifically includes literature, multimedia texts, language and writing as well as knowledge of young adolescents as language users (InTASC S4 and S5; NCTE S1 and S2; CPL1.1, CPL1.2, CPL1.3)
2. Demonstrate a developmentally appropriate learner-oriented approach to teaching English Language Arts while accommodating the multicultural diversity of middle and secondary level students (InTASC Standards 1, 2, 3 9 DL 2.1, 2.2, 2.3, CPL1.1, CPL1.2).
3. design a language learning environment for a diverse population (InTASC S1, S2, and S3; NCTE S5 and S6; DL2.2 and DL2.3)
4. plan instruction and design assessments for reading, the study of literature, and composing texts (i.e., oral, written, and visual) based on the Common Core Georgia Performance Standards for language arts, and major concepts, principles, theories, and research related to the developmental nature and learning needs of middle grades and secondary learners (InTASC S1, S2, S5, S6, S7, and S8; NCTE S3, S4, and S5; AL2.1, CPL1.3, CPL2.1)
5. select, create and use instructional strategies, learning activities and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about young adolescent learning in English Language Arts (InTASC S1, S2, S7, and S8; NCTE S3, S4, and S5; CPL1.1, CPL1.2, CPL2.3, TL3.1)
6. recognize the importance of educating students for the 21st century and implement elements of planning, supporting, and assessing students set forth in the NCTE Framework for 21st Century Curriculum and Assessment (InTASC S6, S7, and S8; NCTE S2 and S4)

Positively Impacting Learning Through Evidence-Based Practices
7. engage in professional growth opportunities (InTASC S9 and S10; NCTE S7)
8. develop and engage in reflective practice (InTASC S9 and S10; NCTE S7)
9. observe and participate in authentic course requirements and field experiences in their
   Professional Development School placement(s). (InTASC Standards 1-10; DL1.1, FL1.1,
   FL1.2, FL1.3, EDL1.2)
10. Demonstrate knowledge of state and national professional English language arts
    organizations, the services they offer, and professional literature available for middle
    grades mathematics teachers (InTASC Standards 4, 9, 10; TL1.3).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS
A brief description of each assignment is included; however, you will be provided a more
 Detailed description of assignments and rubrics in class.

Professional Membership in the National Council of Teachers of English: (5 points). The
benefits of joining a professional organization include having access to current trends in teaching
and specific subject areas, teaching tips, professional affiliation, and opportunities to attend
conferences. Additionally, membership in a professional organization demonstrates your
commitment to the profession and you desire to grow professionally. The National Council of
Teachers of English is the professional organization for language arts and English educators. As
a future middle grades, language arts educator, you will join NCTE via a student membership.
(CO 6)

Professional Organization Website Review: (10 points). Professional organizations provide a
wide range of support for teachers - - content, teaching materials, teaching strategies,
professional development, opportunities for collaboration and leadership, and publications. You
will review resources and information provided on the National Council of Teachers of English
website. (CO 1, 5, 6)

Professional Literature Review: (10 points). You will overview an issue of NCTE’s journal for
middle grades language arts teachers, Voices from the Middle or Language Arts following the
provided guidelines. (CO 1, 6).

Lesson Plans: (20 points total; 10 points each). Twice during the semester, you will research,
select, and plan a literacy strategy lesson (reading or writing) that integrates narrative,
expository, and/or argumentative texts. For each strategy, you will use the attached MSRD
approved lesson plan format. Lesson plans should indicate the appropriate connections to the
Common Core Georgia Performance Standards. You may obtain strategies from professional
journals, professional books, class discussions, or your independent study. (CO 1, 3, 4, 5)

Designing a Learning Environment: (10 points). Middle grades educators must be create
learning environments that encourage positive social interaction, active engagement in learning,
and self-motivation. You will design your own learning environment. This assignment will be
uploaded to your LiveText Portfolio under Standard III: Learning Environments. (CO 1, 2, 4, 5)

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Reflective Practice in Clinical Practice: (20 points). For each field experience clinical sessions in a middle school classroom, students will plan, teach, and appropriately assess literacy skills and strategies. After the lesson, students will respond to analysis/reflection questions. (CO 1, 6, 7).

Instructional Strategy Mini-Lessons: (5 points). You will design three mini-lessons focused on a specific literacy strategy that should increase in complexity (think gradual release model). You will implement each mini-lesson with at least one middle grades student, collect data, analyze the data, and make recommendations or modification based on the student performance data. (CO 1, 3, 4)

Text Set: (10 points). You will develop a text set to use with middle grades students when studying a specific topic or literary piece. You will utilize a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media. Your selections should reflect varying readability levels for the same topic so that you could match students with an appropriate text for their reading level. In addition to proficient readers, you must consider advance readers, struggling readers, and ESOL readers. You will then write a rationale for choosing each selection citing major concepts, principles, theories, and research and provide an explanation of how each could provide access to the content knowledge for a wide range of student needs. (CO 1, 3, 4)

21st Century Learning Project (10 points). This assignment focuses on integrating technology with academic skill development and core content with teacher and student creativity. The focus should be on an aspect of literacy or multiple literacies. In this assignment you will use technology to develop a set of learning sequences for use with the students in your PDS placement. The NCTE Framework for 21st Century Curriculum and Assessment must be evident in this assignment. You will receive more information in class.

COURSE EVALUATION
The course evaluation is divided into language arts methods and social studies methods with an explanation of how both components contribute to the final overall grade.

Assessment/Evaluation

<table>
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<th>Point Value</th>
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No Program Key Assessments are designated for this course

LATE WORK: NO LATE WORK WILL BE ACCEPTED. If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. All work will be handed in at the beginning of class.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>100 - 90</td>
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<tr>
<td>B</td>
<td>89 - 80</td>
</tr>
<tr>
<td>C</td>
<td>79 - 70</td>
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<tr>
<td>D</td>
<td>69 - 60</td>
</tr>
<tr>
<td>F</td>
<td>59 - 0</td>
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</table>
ATTENDANCE POLICY
When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2013-14), “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” (p. 77).

PROFESSIONALISM
The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

Professionalism - Ethics
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student’s actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

Professionalism – Dress code
In this course, classes are held in public schools. Professional dress code is required.

Professionalism - Communication
Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments
All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity
Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology

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6
The College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

**Professional Improvement Plan**
The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process on the COEHS website.

**DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

*http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php*

**DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION STATEMENT ON ACADEMIC INTEGRITY**
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at [http://www.nea.org/home/30442.htm](http://www.nea.org/home/30442.htm)). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

**DESCRIPTION OF ACADEMIC DISHONESTY**
To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone’s words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have

*Positively Impacting Learning Through Evidence-Based Practices*
committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**

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**Note:** **Assignments in this course may be checked electronically for plagiarism.** By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see [Turnitin for Students](http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php).

**ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit [http://www.valdosta.edu/access](http://www.valdosta.edu/access) or email: access@valdosta.edu.

**STUDENT SUCCESS CENTER**

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The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.
DIRECTIONS FOR USING LIVETEXT
How To Submit Portfolio Assignments in LiveText
Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio.

Note: Lesson Plans assessed after supervisors have observed in the field in MGED 4620, MGED 4790, MSED 7021, MSED 7041, MSED 7005, and MSED 7006 are not included in your portfolio. Follow separate directions for submitting these lesson plans for your university supervisor to assess.

All portfolio submissions should follow a basic process:
1. Load your assignment into the appropriate page of your portfolio.
2. Complete the four-part description of your artifact, explaining how it provides evidence that you have met COE’s Conceptual Framework Standards.
3. Hide all pages except the current assignment.
4. Submit the portfolio (single page visible).

Directions for submission:
First, you need to edit your portfolio to include the new assignment
1. Click on Documents tab
2. Open your portfolio
3. Open the page for the current assignment under the Table of Contents
4. Click the “Edit” button of the Description and Rationale section
5. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
   a. The Description section can be very brief.
   b. In the Rationale section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
   c. In the Impact section, describe how the skills or knowledge you learned from this assignment will impact your students’ learning.
   d. In the Reflection section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
6. Towards the bottom there is a File Attachment(s) section, click “Edit”
7. Select “Upload New File,” click Choose File, and browse for your file on your computer
8. After the file loads, Click “Save & Finish”

Then, you hide all pages except the current assignment
The assessor should see only the single page of your portfolio.

9. Select Manage Pages.
10. Click on the box next to Title to select all pages.
11. Click on the box next to the current artifact page to unselect it.
12. Select Hide Pages: Save and Finish.
13. Note: Don’t forget to unhide pages after you have submitted your assignment so you don’t panic next time you open your portfolio.

Then, you need to submit the portfolio:
14. Near the top of the screen, select the Dashboard tab
15. Find the assignment and click on the corresponding Begin Assignment button
16. On the Assignment page, click on the Attach Files button. (Note that you will not be able to submit until you have attached at least one file.)
17. Click on the LiveText Documents tab to find your portfolio. Do not click on Browse.
18. Click “Attach Selected Files”
19. Type any optional comments you wish to send to the instructor and click Submit Assignment when you are finished.
   - A confirmation that your assessment has been successfully submitted will appear and the assignment status on your dashboard will change to Awaiting Assessment.
   - Each submission is saved as a snapshot of what you sent. Any further changes you make to your portfolio will not affect what you have already submitted.
   - If you do not submit your assignment correctly, Your instructor will send it back to you for resubmission.

If you have to resubmit your assignment:
1. Find the problem and fix any problems with your portfolio. See comments from your instructor. There are two common problems:
   a. Submitting the assignment and not the portfolio (see #17 above).
   b. Not hiding pages of your portfolio other than the current assignment page (see #9-13 above). Check that only one page is visible.
2. From your Dashboard tab, find the relevant assignment and click on Continue Assignment. This allows you to see previous submissions and messages from your instructor.
3. Click on Continue to Step 3 in the top right corner.
4. Remove any of the previous attachments by clicking in the red "X" button next to each file.
5. Under Step 2 of 3, you will see "Have you already created files of LiveText documents for this assignment?" Click on Attach files, and then follow directions 17-19 above.

How to Post Your Lesson Plan for Assessment with COE Observation Instrument (Student Teaching)

1. From the Dashboard: >Documents>New
2. Under Folder>Valdosta State University Lesson Plans
3. Under Template>Lesson Plan Template for ATTACHED Lesson Plan
4. Title: Program Semester Year LP Observation# Lastname, Firstname
   (e.g. MGED F10 Week 4 LP Martin, Sue)

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5. **Save as New Document**
6. In the document, under **Section for Attaching Lesson Plan**, >Edit
7. At bottom, under **File Attachments**, >Edit
8. **Upload New File**
9. Browse, choose the correct lesson plan, and open it.
10. **Save and Finish**, >**Send for Review**, Type in reviewer’s name (Supervisor and/or yourself).
11. >**Submit for Review**

**How to Post a Portfolio Assignment for Self-Assessment with COE Observation Instrument (graduates)**
You will use the COE Observation Instrument (COI) to evaluate a video of your own teaching and write a narrative analysis. This narrative assignment is submitted as a portfolio assignment as usual. In addition, you will enter rubric scores into a LiveText COI rubric.
   1. Click on **Documents** tab, and open your portfolio.
   2. Hide all pages other than the assignment page for your narrative analysis of your evaluation. **Manage Pages** > click on top left box to select all pages > click on the assignment page to deselect it > **Hide** pages.
   3. Select **Send for Review**. Note: **Send for Review** starts from your portfolio, not from your Dashboard tab.
   4. Type in reviewer’s name (your own name for self-evaluation). Select the username when it appears.
   5. Select **Submit for Review**.

**How to use the COE Observation Instrument for Self Evaluation**
1. Send your portfolio page to yourself for review as described above.
2. Select **Reviews** tab, and then open the document you sent to yourself.
3. Select **Assess document**, and click in the radio button next to COE Observation Instrument that is in your **inbox**. Note: If you click on the link you will only view the rubric, but cannot enter data.
   - Student Teaching: COE Observation Instrument (ST/Intern Self-Evaluation) NEW.
   - Graduate programs: COE Advanced Observation Instrument – Self-Assess
4. **Select Document**.
5. Click on each subheading to expand the rubric. Enter the level in the drop-down menu. Add comments and select **Save** (or you will lose the comments).
6. From the **Milestone** drop-down menu, select **Final** (final observation).
7. From the **Reporting Type** menu, select **Official**.
8. Click on **Save and Submit**.

**How to Send Completed Portfolio for Final Review (Exit from Program)**
Use this process only if there is no designated exit course (such as student teaching), where there is an assignment on your dashboard.
1. From the Dashboard, click on **Documents** tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).

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3. Click on the Send for Review button
4. Type in the name of your reviewer and select the correct name.
5. Click on Submit for Review.

**How to Complete Forms in LiveText**

1. Click the Forms tab located in the top center of the screen.
2. From within the Forms Inbox, click the Take form link or Take again link located to the right side of the form to be completed.
3. The form will open. Complete each question. Questions with a red asterisk* are required. Below are some tips for each type of question you may encounter:
   - Short Text: Enter responses up to 255 characters.
   - Long Text: Enter responses up to 65,000 characters.
   - Date: Enter the date according to the provided format (MM/DD/YYYY).
   - Radio Buttons: Click the button to the left of the appropriate choice. Only one choice may be selected.
   - Dropdown: Click the down arrow located on the right side of the dropdown box, and select the appropriate choice. Only one choice may be selected.
   - Checkboxes: Click the checkbox to the left of each appropriate choice. Multiple choices may be selected.
4. After completing the form, there are two options below the final form question:
   - **Save Form**: Click this button to routinely save form responses or to save and complete later. Responses will not be submitted to the owner.
   - **Submit Form**: Click this button to save and submit form responses to the owner. All required questions must be completed before submitting the form.
5. To view form responses in a printable format before submitting, click the Save Form button located below the final form question, and then click the Create a Printable Version link located in the top right corner.

**Directions for Other LiveText Tasks**
The following directions should be provided to individual students on an as-needed basis.

**How to Add Artifact Pages to Your Portfolio**

Sometimes, you need to add an additional artifact page to your portfolio. For instance, you may take a course as an elective and you do not have the appropriate page to upload an assignment. The easiest way to add a page to your portfolio is to copy an existing portfolio page, rename it, and then move it to the appropriate place.

1. From Documents, open your portfolio.
2. Select Manage Pages.
3. Click in the box to select Artifact Page for Copying (at the bottom of the page list). If you created your portfolio before summer 2011, you will not have a page with that title. Instead, select any unused artifact page. >Copy.
4. Click in the box next to the copied page (at the very bottom of the page list). >Edit Titles.

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5. Type the name for the assignment, using naming convention similar to other artifact pages.
6. Click on Page Order. Highlight the new page. Use the arrows to move the new page to the correct location under the appropriate Standard.
7. Save & Finish.

How to Share LiveText Documents with Visitors
Prospective employers may ask to see your portfolio.

Create a Visitor Pass
1. From the home page, find the Quick Links on the top right corner of the screen.
2. Click on Visitor Pass.
3. Select New and Type in the title (e.g. “Guest”), and select Save.
4. The chart will then list the new visitor name with a pass code. Send this pass code to anyone you want to allow access to your document.

Share the Document
5. From the Documents tab, open the document you want to share.
6. Select the Share button, and then click on the Advanced Sharing Options button, then the Visitor tab.
7. From the Visitor drop-down menu, select the name of the visitor, select Add, and Save and Finish.
8. If you go back to the visitor pass link on the home page, you will be able to see that this document can now be accessed from your new visitor pass.

Send Directions to the Visitor
1. Go to http://www.livetext.com
2. Click on the Use Visitor Pass button and enter the Pass Code in the dialog box.
3. Click on the Visitor Pass Entry.

How to Send Completed Portfolio for Final Review (Exit from Program)
1. From the Dashboard, click on Documents tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the Send for Review button.
4. Type in the name of your reviewer and select the correct name.
5. Click on Submit for Review.
Teacher Education Dispositions*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

**Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

**Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

**Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

**Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

**Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

**Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

**Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

*Adapted from Mississippi State University COE

**Dispositions Contract**

I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

_________________________  ______________________  _____________
Your Signature                     Your Name – Printed            Date

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Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.

**Student Contract**

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

**Communications Skills**

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

**Participation Policy**

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

**Academic Integrity**

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate’s Name ________________________________

Candidate’s Signature __________________________

Date ________________________________

*Positively Impacting Learning Through Evidence-Based Practices*  
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# REQUEST FOR A NEW COURSE

**Valdosta State University**

**Date of Submission:** 11/11/2014 (mm/dd/yyyy)

<table>
<thead>
<tr>
<th>Department Initiating Request:</th>
<th>Faculty Member Requesting:</th>
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<tbody>
<tr>
<td>Middle, Secondary, Reading and Deaf Education</td>
<td>Barbara J. Radcliffe</td>
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<th>Proposed New Course Prefix &amp; Number:</th>
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<tr>
<td>(See course description abbreviations in the catalog for approved prefixes)</td>
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<td>MSED 5500</td>
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**Proposed New Course Title:**
Methods of Teaching Reading for Middle Grades or Secondary Education

**Proposed New Course Title Abbreviation:**
(For student transcript, limit to 30 character spaces)
Methods of Teaching Read MSED

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<th>Semester/Year to be Effective:</th>
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<tr>
<td>Spring 2016</td>
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<tr>
<th>Estimated Frequency of Course Offering:</th>
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<tr>
<td>Fall/Spring</td>
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**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 and admission to the MGED professional program. Co-requisite: MSED 6100. Examine reading teaching methods in middle grades (4th-8th) and secondary (6th-12th) in accordance with national and state standards. Field experience required.

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

- ✗ Improving student learning outcomes: MSED 5500 will be designed for students electing reading as a concentration area in Middle Grades or Secondary Education. Having a methods course focused specifically on reading education will allow for a deeper exploration of scientifically-based reading strategies as well as effective methods for teaching reading at the middle grades or secondary level.

- ✗ Adopting current best practice(s) in field: P-12 student learning must serve as the focal point for the design and implementation of clinically-based teacher preparation. MSED 5500 will have a supervised field study component allowing candidates the opportunity to apply their content and pedagogical knowledge in an authentic school setting while receiving feedback from on-site professors.

- ✗ Meeting Mandates of State/Federal/Outside Accrediting Agencies: Within the teacher preparation program, candidates are required to spend the equivalent of a full year in a classroom setting. Accreditation standards require that candidates demonstrate evidence of pedagogical content knowledge; this course provides the instruction necessary.

- □ Other:
Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs: Candidates continue to cite the general content methods course (MSED 7002) as an area of concern and dissatisfaction. Students must select two areas of study from the following concentrations for middle grades: reading, language arts, social studies, mathematics, or science; or one of the following concentration areas for secondary education: English, history, political science, mathematics, biology, chemistry, earth/space science, or physics. Yet, they are required to take a methods course encompassing all concentration areas.

MSRD Advisory Board members' feedback indicates a need to address the candidates' readiness to enter Apprenticeship and Student Teaching for candidates on the Full-time Student Track.

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) A reading methods course will allow candidates to learn effective teaching methodologies for reading instruction and prepare candidates for edTPA.

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Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, Advisory Board members' feedback

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards

☐ Other:

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

<table>
<thead>
<tr>
<th>Role</th>
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<tr>
<td>Dept. Head</td>
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<td>College/Division Exec. Comm.</td>
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<td>Dean/Director</td>
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<td>2/18/15</td>
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<td>Graduate Exec. Comm. (for grad course)</td>
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<td>Graduate Dean</td>
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<td>Academic Committee</td>
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Form last updated: January 6, 2010
Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education

MSED 5500
Methods of Teaching Reading for Middle Grades and Secondary Education
3 Semester Hours
Spring 2014

Guiding Principles (DEPOSITS)
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Disposition 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.


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


InTASC Model Core Teacher Standards*
(To be used for all educator preparation program courses. Identify those that apply specifically to this course.)

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.


INSTRUCTORS
Name:
Office Number:
Telephone Number:
Email Address:
Office Hours:

COURSE DESCRIPTION
Prerequisites: appropriate 2999 and admission to the MGED professional program.
Co-requisite: MSED 6100. Examine reading teaching methods in middle grades (4th-8th) and secondary (6th-12th) in accordance with national and state standards. Field experience required.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS


Positively Impacting Learning Through Evidence-Based Practices
Membership in the International Reading Association and a subscription to The Reading Teacher (IRA journal).

COURSE OBJECTIVES

Upon completion of this course, the candidates will be able to:

1. apply knowledge of appropriate methods of instruction and curriculum based upon an understanding of the needs and abilities of middle grades and secondary students and the Common Core Georgia Performance Standards (InTASC S4 and S5; IRA S1, S2, and S4; CPL1.3, CPL2.1)

2. select, create and use instructional strategies, learning activities and teaching resources consistent with what is currently known about middle and secondary readers (InTASC S1, S2, S7, and S8; IRA S2, and S4; CPL1.1, CPL1.2, CPL2.3)

3. develop and apply appropriate classroom management skills to create a classroom environment conducive to learning, inquiry, and respect for student diversity (InTASC S1, S2, and S3; IRA S5; DL2.1, DL2.3)

4. describe and interpret contextual factors impacting student learning (InTASC S1, S2, and S3; IRA S4; DL2.2)

5. demonstrate how to integrate technology into the classroom to meet the diverse needs of the students (InTASC S1, S2, and S3; IRA S4 and S6; TL3.1)

6. demonstrate how to interpret student records and discuss the legal/social implications of relevant school documentation (InTASC S6, S9, and S10)

7. identify, design, and use appropriate alternative, formal, informal, formative, and summative assessment strategies (InTASC S6; IRA S3; AL2.1)

8. demonstrate skill as a reflective practitioner who evaluates choices and seeks opportunities to grow professionally (InTASC S9 and S10; IRA S6)

9. engage in professional growth opportunities (InTASC S9 and S10; IRA S6)

10. demonstrate knowledge of state and national professional reading organizations, the services they offer, and professional literature available for middle grades mathematics teachers (InTASC Standards 4, 9, 10; TL1.3).

11. observe and participate in authentic course requirements and field experiences in their Professional Development School placement(s). (InTASC Standards 1-10; DL1.1, FL1.1, FL1.2, FL1.3, EDL1.2)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A brief description of each assignment is included; however, you will be provided a more detailed description of assignments and rubrics in class.
Professional Membership in the International Reading Organization: (5 points). The benefits of joining a professional organization include having access to current trends in teaching and specific subject areas, teaching tips, professional affiliation, and opportunities to attend conferences. Additionally, membership in a professional organization demonstrates your commitment to the profession and you desire to grow professionally. The International Reading Association is a professional organization for reading teachers. As a future middle grades, reading educator, you will join IRA via a student membership. (CO 9)

Professional Organization Website Review: (10 points). Professional organizations provide a wide range of support for teachers - content, teaching materials, teaching strategies, professional development, opportunities for collaboration and leadership, and publications. You will review resources and information provided on the International Reading Association website. (CO 1, 9)

Professional Literature Review: (10 points). You will overview an issue of IRA’s journal for reading teachers, The Reading Teacher following the provided guidelines. (CO 1, 9).

Lesson Plans: (20 points total; 10 points each). Twice during the semester, you will create a comprehension strategy lesson plan that integrates comprehension reading strategies based on the needs of the students with which you are working. Possible lessons could be: determining the main idea, summarizing, thinking aloud, inferencing or visualizing. For each strategy, you will use the attached MSRD approved lesson plan format. Lesson plans should indicate the appropriate connections to the Common Core Georgia Performance Standards. Your Harvey and Goudvis textbook is a great starting point. You may also want to research other strategies as well. (CO 1, 2, 4, 5, 6, 7, 8)

Designing a Learning Environment: (10 points). Middle grades educators must be create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. You will design your own learning environment. This assignment will be uploaded to your LiveText Portfolio under Standard III: Learning Environments. (CO 2, 3, 5)

Clinical Practice Planning and Teaching: (20 points). For each field experience clinical sessions in a middle school classroom, students will plan, teach, and appropriately assess literacy skills and strategies. After the lesson, students will conduct a critical analysis of the day’s activities and submit it in the correct assignment section. (CO 1, 2, 4, 6, 7, 8).

Contextual Factors Analysis (5 points). Students will gather as much information about the students in the classes in which they are placed. After analyzing this data, student should discuss how the diversity will impact curriculum decision making. (CO 1, 2)

Online Quizzes/discussion board (10 points). Students will complete online quizzes and/or discussion boards reinforcing material learned online. (CO 1, 2, 7)

Strategy Toolbox (10 points). Students will create appropriate strategies in the following areas of comprehension: compare/contrast, summarizing, inferences, textual evidence, vocabulary, and writing. Students will share their strategies and be prepared to use them through interaction with middle grade students. Students will also reflect upon the success of the strategy implementation (CO 1, 2, 3, 5)

COURSE EVALUATION

Positively Impacting Learning Through Evidence-Based Practices
No Program Key Assessments are designated for this course

**Final Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
</tr>
<tr>
<td>B</td>
<td>89-80</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
</tr>
<tr>
<td>D</td>
<td>69-60</td>
</tr>
<tr>
<td>F</td>
<td>59-0</td>
</tr>
</tbody>
</table>

**ATTENDANCE POLICY**

Absences, for whatever reason (excused OR unexcused), will be handled according to school policy as set forth in the Valdosta State University catalog. A student who misses more than 20% of the classes will be subject to receiving a failing grade for the course. Attendance includes all on-campus meetings and all apprenticeship days.

**PROFESSIONALISM**

The following areas describe the professional expectations for all preservice students in the Department of Middle, Secondary, Reading, and Deaf Education.

*Professionalism - Ethics*

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student’s actions or attitudes are judged to be less than professional appropriate remedial action will be taken. You will participate in the Code of Ethics training conducted at Lowndes Middle School during the first week of the semester.

*Professionalism – Dress code*

In this course, classes are held in public schools. Professional dress code is required.

*Professionalism - Communication*

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Students must use their official VSU e-mail account for all e-mail correspondence. Any e-mails received from any other accounts will be disregarded.

*Professionalism - Assignments*

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar.

*Positively Impacting Learning Through Evidence-Based Practices*
papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity
Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology
As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Professional Improvement Plan
The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process on the COEHS website.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION

STATEMENT ON ACADEMIC INTEGRITY
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.nea.org/home/30442.htm). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.

- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

Positively Impacting Learning Through Evidence-Based Practices
DESCRIPTION OF ACADEMIC DISHONESTY

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone’s words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**

- **Use of Professional Resources Without Acknowledgement:** Students may not use published professional resources; including lesson plans, learning activities, or PowerPoint presentations, without citing the source.

- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author’s words to strengthen their argument, they have committed plagiarism.

- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author’s words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author’s words, students must cite that original source. If they do not cite the original source, they have effectively stolen the original author’s idea and have committed plagiarism.

- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master’s Degree Program in Curriculum and Instruction do not allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student’s express consent or knowledge.

**Note:** Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see Turnitin for Students (http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php).

ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT SUCCESS CENTER
The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION
At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

DIRECTIONS FOR USING LIVETEXT

How To Submit Portfolio Assignments in LiveText
Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio.

Note: Lesson Plans assessed after supervisors have observed in the field in MGED 4620, MGED 4790, MSED 7021, MSED 7041, MSED 7005, and MSED 7006 are not included in your portfolio. Follow separate directions for submitting these lesson plans for your university supervisor to assess.

All portfolio submissions should follow a basic process:
1. Load your assignment into the appropriate page of your portfolio.
2. Complete the four-part description of your artifact, explaining how it provides evidence that you have met COE's Conceptual Framework Standards.
3. Hide all pages except the current assignment.
4. Submit the portfolio (single page visible).

Directions for submission:
First, you need to edit your portfolio to include the new assignment

Positively Impacting Learning Through Evidence-Based Practices
1. Click on Documents tab
2. Open your portfolio
3. Open the page for the current assignment under the Table of Contents
4. Click the “Edit” button of the Description and Rationale section
5. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
   a. The Description section can be very brief.
   b. In the Rationale section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
   c. In the Impact section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
   d. In the Reflection section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
6. Towards the bottom there is a File Attachment(s) section, click “Edit”
7. Select “Upload New File,” click Choose File, and browse for your file on your computer
8. After the file loads, Click “Save & Finish”

Then, you hide all pages except the current assignment
The assessor should see only the single page of your portfolio.
9. Select Manage Pages.
10. Click on the box next to Title to select all pages.
11. Click on the box next to the current artifact page to unselect it.
12. Select Hide Pages: Save and Finish.
13. Note: Don’t forget to unhide pages after you have submitted your assignment so you don’t panic next time you open your portfolio.

Then, you need to submit the portfolio:
14. Near the top of the screen, select the Dashboard tab
15. Find the assignment and click on the corresponding Begin Assignment button
16. On the Assignment page, click on the Attach Files button. (Note that you will not be able to submit until you have attached at least one file.)
17. Click on the LiveText Documents tab to find your portfolio. Do not click on Browse.
18. Click “Attach Selected Files”
19. Type any optional comments you wish to send to the instructor and click Submit Assignment when you are finished.
   • A confirmation that your assessment has been successfully submitted will appear and the assignment status on your dashboard will change to Awaiting Assessment.
   • Each submission is saved as a snapshot of what you sent. Any further changes you make to your portfolio will not affect what you have already submitted.
   • If you do not submit your assignment correctly, Your instructor will send it back to you for resubmission.
If you have to resubmit your assignment:

1. Find the problem and fix any problems with your portfolio. See comments from your instructor.
   There are two common problems:
   a. Submitting the assignment and not the portfolio (see #17 above).
   b. Not hiding pages of your portfolio other than the current assignment page (see #9-13 above). Check that only one page is visible.

2. From your Dashboard tab, find the relevant assignment and click on Continue Assignment. This allows you to see previous submissions and messages from your instructor.

3. Click on Continue to Step 3 in the top right corner.

4. Remove any of the previous attachments by clicking in the red "X" button next to each file.

5. Under Step 2 of 3, you will see "Have you already created files of LiveText documents for this assignment?" Click on Attach files, and then follow directions 17-19 above.

How to Post Your Lesson Plan for Assessment with COE Observation Instrument (Student Teaching)

1. From the Dashboard: >Documents>New
2. Under Folder>Valdosta State University Lesson Plans
3. Under Template>Lesson Plan Template for ATTACHED Lesson Plan
4. Title: Program Semester Year LP Observation# Lastname, Firstname (e.g. MGED F10 Week 4 LP Martin, Sue)
   No description necessary
5. Save as New Document
6. In the document, under Section for Attaching Lesson Plan, >Edit
7. At bottom, under File Attachments, >Edit
8. Upload New File
9. Browse, choose the correct lesson plan, and open it.
10. Save and Finish, >Send for Review, Type in reviewer’s name (Supervisor and/or yourself).
11. Submit for Review

How to Post a Portfolio Assignment for Self Assessment with COE Observation Instrument (graduates)

You will use the COE Observation Instrument (COI) to evaluate a video of your own teaching and write a narrative analysis. This narrative assignment is submitted as a portfolio assignment as usual. In addition, you will enter rubric scores into a LiveText COI rubric.

1. Click on Documents tab, and open your portfolio.
2. Hide all pages other than the assignment page for your narrative analysis of your evaluation. Manage Pages->click on top left box to select all pages > click on the assignment page to deselect it >Hide pages.
3. Select Send for Review. Note: Send for Review starts from your portfolio, not from your Dashboard tab.
4. Type in reviewer’s name (your own name for self-evaluation). Select the username when it appears.
5. Select Submit for Review.

How to use the COE Observation Instrument for Self Evaluation

1. Send your portfolio page to yourself for review as described above.

   Positively Impacting Learning Through Evidence-Based Practices
2. Select **Reviews** tab, and then open the document you sent to yourself.
3. Select **Assess document**, and click in the radio button next to COE Observation Instrument that is in your **inbox**. Note: If you click on the link you will only view the rubric, but cannot enter data.
   - Student Teaching: COE Observation Instrument (ST/Intern Self-Evaluation) NEW.
   - Graduate programs: COE Advanced Observation Instrument – Self-Assess
4. **Select Document**.
5. Click on each subheading to expand the rubric. Enter the level in the drop-down menu. Add comments and select **Save** (or you will lose the comments).
6. From the **Milestone** drop-down menu, select **Final** (final observation).
7. From the **Reporting Type** menu, select **Official**.
8. Click on **Save and Submit**.

**How to Send Completed Portfolio for Final Review (Exit from Program)**
Use this process only if there is no designated exit course (such as student teaching), where there is an assignment on your dashboard.

1. From the Dashboard, click on **Documents** tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the **Send for Review** button
4. Type in the name of your reviewer and select the correct name.
5. Click on **Submit for Review**.

**How to Complete Forms in LiveText**

1. Click the **Forms** tab located in the top center of the screen.
2. From within the **Forms Inbox**, click the **Take form** link or **Take again** link located to the right side of the form to be completed.
3. The form will open. Complete each question. Questions with a red asterisk* are required. Below are some tips for each type of question you may encounter:
   - **Short Text**: Enter responses up to 255 characters.
   - **Long Text**: Enter responses up to 65,000 characters.
   - **Date**: Enter the date according to the provided format (MM/DD/YYYY).
   - **Radio Buttons**: Click the button to the left of the appropriate choice. Only one choice may be selected.
   - **Dropdown**: Click the down arrow located on the right side of the dropdown box, and select the appropriate choice. Only one choice may be selected.
   - **Checkboxes**: Click the checkbox to the left of each appropriate choice. Multiple choices may be selected.
4. After completing the form, there are two options below the final form question:
   - **Save Form**: Click this button to routinely save form responses or to save and complete later. Responses will not be submitted to the owner.
   - **Submit Form**: Click this button to save and submit form responses to the owner. All required questions must be completed before submitting the form.
5. To view form responses in a printable format before submitting, click the **Save Form** button located below the final form question, and then click the **Create a Printable Version** link located in the top right corner.

**Directions for Other LiveText Tasks**
The following directions should be provided to individual students on an as-needed basis.

How to Add Artifact Pages to Your Portfolio
Sometimes, you need to add an additional artifact page to your portfolio. For instance, you may take a course as an elective and you do not have the appropriate page to upload an assignment. The easiest way to add a page to your portfolio is to copy an existing portfolio page, rename it, and then move it to the appropriate place.
1. From Documents, open your portfolio.
2. Select Manage Pages.
3. Click in the box to select Artifact Page for Copying (at the bottom of the page list). If you created your portfolio before summer 2011, you will not have a page with that title. Instead, select any unused artifact page. >Copy.
4. Click in the box next to the copied page (at the very bottom of the page list). >Edit Titles.
5. Type the name for the assignment, using naming convention similar to other artifact pages.
6. Click on Page Order. Highlight the new page. Use the arrows to move the new page to the correct location under the appropriate Standard.
7. Save & Finish.

How to Share LiveText Documents with Visitors
Prospective employers may ask to see your portfolio.

Create a Visitor Pass
1. From the home page, find the Quick Links on the top right corner of the screen.
2. Click on Visitor Pass.
3. Select New and Type in the title (e.g. “Guest”), and select Save.
4. The chart will then list the new visitor name with a pass code. Send this pass code to anyone you want to allow access to your document.

Share the Document
5. From the Documents tab, open the document you want to share.
6. Select the Share button, and then click on the Advanced Sharing Options button, then the Visitor tab.
7. From the Visitor drop-down menu, select the name of the visitor, select Add, and Save and Finish.
8. If you go back to the visitor pass link on the home page, you will be able to see that this document can now be accessed from your new visitor pass.

Send Directions to the Visitor
1. Go to http://www.livetext.com
2. Click on the Use Visitor Pass button and enter the Pass Code in the dialog box.
3. Click on the Visitor Pass Entry.

How to Send Completed Portfolio for Final Review (Exit from Program)
1. From the Dashboard, click on Documents tab, and open your Portfolio.
2. Make sure all pages are visible (no hidden pages).
3. Click on the Send for Review button.
4. Type in the name of your reviewer and select the correct name.

Positively Impacting Learning Through Evidence-Based Practices
5. Click on Submit for Review.
# REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 01/21/2015 (mm/dd/yyyy)

<table>
<thead>
<tr>
<th><strong>Department Initiating Request:</strong></th>
<th><strong>Faculty Member Requesting:</strong></th>
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</thead>
<tbody>
<tr>
<td>Middle, Secondary, Reading and Deaf Education</td>
<td>Barbara J. Radcliffe</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Proposed New Course Prefix &amp; Number:</strong></th>
<th><strong>Proposed New Course Title:</strong></th>
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</thead>
<tbody>
<tr>
<td>(See course description abbreviations in the catalog for approved prefixes) MSED 5600</td>
<td>Content Teaching Methods for Middle Grades or Secondary Education</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Proposed New Course Title Abbreviation:</strong></th>
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<tbody>
<tr>
<td>(For student transcript, limit to 30 character spaces) Content Methods MSED</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Semester/Year to be Effective:</strong></th>
<th><strong>Estimated Frequency of Course Offering:</strong></th>
</tr>
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<tbody>
<tr>
<td>Spring 2016</td>
<td>Fall</td>
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</table>

**Indicate if Course will be:**
- ☑ Requirement for Major
- ☐ Elective

<table>
<thead>
<tr>
<th><strong>Lecture Hours:</strong></th>
<th><strong>Lab Hours:</strong></th>
<th><strong>Credit Hours:</strong></th>
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<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>3</td>
</tr>
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**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.)
Prerequisite: Appropriate 2999 course. Examine a variety of teaching methods and best practices appropriate for teaching middle and secondary students in relation to current national and state curriculum standards.

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

- ☑ Improving student learning outcomes: MSED 5600 is designed for employed track MAT teaching candidates. Students will receive training on a variety of general teaching methods including flexible grouping and the use of assessment data to drive instructional strategies and planning. Candidates will examine student centered vs teacher centered practices, and project based learning as well as ways to incorporate technology into teaching the content. Students’ course texts will vary depending on their content concentration. Common assessments and course activities will be adapted to the candidates concentration area.

- ☑ Adopting current best practice(s) in field: P-12 student learning must serve as the focal point for the design and implementation of teacher preparation. MSED 5600 candidates will explore a variety of current best practices in teaching methodology and tailor those practices to their own concentration area.

- ☑ Meeting Mandates of State/Federal/Outside Accrediting Agencies: InTASC Teacher Standards

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

☐ Other:

Source of Data to Support Suggested Change:

☒ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs: Candidates continue to cite the current content methods course (MSED 7002) as an area of concern and dissatisfaction. Students must select two areas of study from the following concentrations for middle grades: reading, language arts, social studies, mathematics, or science; or one of the following concentration areas for secondary education: English, history, political science, mathematics, biology, chemistry, earth/space science, or physics. This re-envisioning of the General Content Course to align to the new MAT program of study will be tailored to address student concerns, faculty feedback and demands of employed teacher track candidates' schedules.

☒ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) student surveys and feedback, faculty feedback, program key assessments

Plans for assessing the effectiveness of the course in meeting program’s learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, student and faculty feedback

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards

☐ Other:

**Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.**
<table>
<thead>
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<th>Approval</th>
<th>Date</th>
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<tbody>
<tr>
<td>Dept. Head:</td>
<td>2/6/15</td>
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<td>2/10/15</td>
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<td>2/26/15</td>
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<tr>
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<td>2/26/15</td>
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<td>(for graduate course):</td>
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<td>Academic Committee:</td>
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Form last updated: January 6, 2010
MSED 5600
Content Methods for Middle Grades and Secondary Education
3 Semester Hours

Dewar College of Education
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education
Conceptual Framework: Guiding Principles (DEPOSITS)
(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.
Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

InTASC Model Core Teacher Standards*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.


INSTRUCTOR

Name:
Office Number:
Telephone Number: 229 333-5611 (dept. office)
Email Address:
Office Hours:

TEXTBOOKS AND READINGS

The following are suggested textbooks used in content teaching methods:

Social Studies

Science


Positively Impacting Learning Through Evidence-Based Practices

**Language Arts**

Subscription to the following NCTE journals:
1. *Voices from the Middle* and
2. *Language Arts or English Journal*
3. Various trade books (TBD).

**Reading**


**Mathematics**


**COURSE PREREQUISITES:**

Prerequisites: MGED 2999 or SEED 2999, and SPEC 3000, MSED 7100

Corequisite or prerequisite: MSED 7200

**COURSE DESCRIPTION**

Prerequisites: Appropriate 2999 course. Examine a variety of teaching methods and best practices appropriate for teaching middle and secondary students in relation to current national and state curriculum standards.


**LEARNING OUTCOMES FOR VSU’S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU’s Core Curriculum listed at http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml.

*Positively Impacting Learning Through Evidence-Based Practices*
COURSE OBJECTIVES (CO):
Candidates will be able to:

1. Explain the historical development of their content area concentration and its curriculum. (InTASC 4; CPL1.1, CPL1.2)
2. Create a content area concentration focused lesson based on content area curriculum including the listing of objectives, activities, materials and evaluation that reflect the Common Core Georgia Performance Standards (InTASC 5, 7, 8, CPL 1.3, 2.1)
3. Summarize various philosophical and theoretical approaches to teaching the chosen content area. (InTASC 1, 2, 3; CPL1.1, CPL1.2, CPL 1.3)
4. Distinguish between and uses formal, informal and alternative assessments. (InTASC 6 AL2.1)
5. Incorporate multiple perspectives to the teaching of content area curriculum, including attention to learners' personal, family, and community experiences and cultural norms (DL2.1; CPL1.1, CPL1.2)
6. Demonstrate a developmentally appropriate learner-oriented approach to teaching the content area while accommodating the multicultural diversity of middle and secondary level students (InTASC Standards 1, 2, 3 9 DL 2.1, 2.2, 2.3; CPL1.1, CPL1.2).
7. Use technology to assist in students' learning content and process skills, and to meet the diverse needs of students (InTASC Standards 5, 7, 8 TL3.1).
8. Use a variety of strategies, motivational techniques, and assessment procedures for problem solving (InTASC Standards 4, 5, 6, 8 AL2.1, CPL 2.3).
9. Demonstrate knowledge of state and national professional organizations for their content areas, the services they offer, and professional literature available for middle grades mathematics teachers (InTASC Standards 4, 9, 10; TL1.3).
10. Observe and participate in authentic course requirements and field experiences in their Professional Development School placement(s). (InTASC Standards 1-10; DL1.1, FL1.1, FL1.2, FL1.3, EDL1.2)

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COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS
The following descriptions are suggested course activities designed to meet the course objectives. Course instructors have the academic freedom to adapt all course assignments except those noted as Key Course Assessments.

1. **Class Participation and Attendance**: See attendance policy for specific information regarding attendance requirements. Grades will also be given for classroom participation and involvement with classroom discussions (CO 1, 2, 4, 8).

2. **Develop a group project based on content concentration** (CO 1, 2, 8, 9). Suggestions include: literature circles, RAFT, group research. All materials, rubrics, instructions for the group project must be provided.

3. **Student based, Middle Grades or Secondary appropriate lesson plans incorporating content-based methodologies**: Candidates will be responsible for the completion of a daily lesson plan involving all aspects within an instructional block of time. The lesson plan will be developed on the departmental template (CO 5, 7).

4. **Review of a content professional journal**: Each student will choose a peer reviewed journal applicable to the content concentration field, and review said article as determined within posted directions. (CO 1, 7).

5. **Create an effective learning environment**: Candidates will collect, organize and arrange content based materials, learning stations, grouping strategies, classroom resources to be used in the concentration area. Students organize a class library with supplemental reading and activities for students to remediate and accelerate students in the subject. Students develop informative and useful wall material, visual aids, textual resources and websites into a standards based collection.

6. **Teaching Simulations**: Candidates will prepare and present a given content-based topic focused on a standard to a group of their peers within the class setting (CO 4, 5, 9).

COURSE EVALUATION.

LATE WORK: NO LATE WORK WILL BE ACCEPTED. If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. All work will be handed in at the beginning of class.

Assessment/Evaluation

No Program Key Assessments are designated for this course

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Grading Scale
A = 100 - 90       D = 69 - 60
B = 89 - 80        F = 59 - 0
C = 79 - 70

ATTENDANCE POLICY
When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), “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” (p. 87).

PROFESSIONALISM

The following areas describe the professional expectations for all pre-service students in the Department of Middle, Secondary, Reading, and Deaf Education. A student who does not meet professional expectations is placed on a Professional Improvement Plan. Please see http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc

Professionalism - Ethics
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf).
Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student’s actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

Professionalism – Dress code
In this course, classes are held in public schools. Professional dress code is required.

Professionalism - Communication
Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments
All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or...
grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

*Professionalism - Diversity*
Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

*Professionalism - Technology*
As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

*Statement on Academic Integrity*
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsce.com/Professionalpractices/NEthics.asp) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

*Description of Academic Dishonesty*
To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone’s words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.
• **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.

• **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author’s words to strengthen their argument, they have committed plagiarism.

• **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author’s words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author’s words, students must cite that original source. If they do not cite the original source, they have effectively stolen the original author’s idea and have committed plagiarism.

• **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master’s Degree Program in Curriculum and Instruction do not allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

• **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student’s express consent or knowledge.

**Note:** Assignments in this course may be checked electronically for plagiarism. By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

**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 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).

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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 Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). The Dewar College of Education Concern Form Policy will be followed.
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.”

Note: Assignments in this course may be checked electronically for plagiarism.
By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email

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notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

DIRECTIONS FOR POSTING TO LIVETEXT
How To Submit Assignments in LiveText
Note: These directions apply only to assignments visible on your dashboard.

All dashboard submissions should follow a basic process:

1. From the Dashboard, click the Begin Assignment button for the assignment you want to submit. The button will be red.
2. In Step 2 of 3, under "Have you already created files or LiveText documents for this assignment?," click the Attach Files button.
3. Under the Upload New File tab, click the Browse button.
4. Choose the document you want to submit.
5. Once the document is loaded, click the Attach Selected Files.
6. Once the file is attached, click the Submit Assignment button.
7. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. The button will be yellow.

If you have to resubmit your assignment:

1. From the Dashboard, click the Continue Assignment button for the assignment for which a resubmission request has been made. The button will be red.
2. Click the Continue to Step 3 button in the top right corner.
3. In Step 2 of 3, under "Have you already created files or LiveText documents for this assignment?," click the Attach Files button.
4. Under the Upload New File tab, click the Browse button.
5. Choose the document you want to submit.
6. Once the document is loaded, click the Attach Selected Files.
7. Once the file is attached, click the Submit Assignment button.
8. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. The button will be yellow.
Teacher Education Dispositions*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

Responsibility: Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

Communication: Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

Interpersonal Skills: Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

Classroom Characteristics: Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

Judgment: Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

Ethics: Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

Self-Reflection: Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

*Adapted from Mississippi State University COE

Dispositions Contract
I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

Your Signature _____________________________ Your Name - Printed _____________________________ Date _____________________________

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Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.

Student Contract

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

Communications Skills

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

Participation Policy

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

Academic Integrity

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate’s Name

Candidate’s Signature

Date

Positively Impacting Learning Through Evidence-Based Practices
# REQUEST FOR A NEW COURSE

## Valdosta State University

### Date of Submission:
11/11/2014 (mm/dd/yyyy)

### Department Initiating Request:
Middle, Secondary, Reading and Deaf Education

### Faculty Member Requesting:
Barbara J. Radcliffe

### Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
MSED 6000

### Proposed New Course Title:
Written and Verbal Communication for Teachers

### Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Communication for MSED Teachers

### Semester/Year to be Effective:
Spring 2016

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

### Indicate if Course will be:
- [x] 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. A course for developing verbal and written communication skills in standardized English requisite to successful middle and secondary classroom instruction. Verbal and written communication skills in standardized English will be emphasized. Teaching candidates will be given instruction and support in the areas of speaking, reading, writing, and listening.

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

- [x] Improving student learning outcomes: MSED 7000 is designed to assist teaching candidates in developing those communication skills requisite to successful middle and secondary classroom instruction. Verbal and Written communication skills in standardized English will be emphasized.
- [x] Adopting current best practice(s) in field: Effective written and verbal communication skills are essential to today's middle and secondary teachers and necessary to impact student learning and achievement in all content areas
- [x] Meeting Mandates of State/Federal/Outside Accrediting Agencies: InTASC STandards 3, 5, 9 and essential to effective implementation of teaching strategies
- [x] Other: Basing need for course on candidate weakness in written and verbal communication in clinical field experiences and coursework.

### Source of Data to Support Suggested Change:
continue to cite assessment as an area of concern weakness.

☑ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program protfolios, written assignments, Communication section of the Candidate Observation Instrument

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:
☑ Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, Advisory Board members' feedback
☑ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program Assessments and Key Course Assessments including written assignments and the Communication section of the Candidate Assessment on Performance Standards
☐ Other:

**Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.**
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Form last updated: January 6, 2010
MSED 6000
Written and Verbal Communication for Teachers
3 Semester Hours

Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education
Conceptual Framework: Guiding Principles (DEPOSITS)
(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.


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

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

**InTASC Model Core Teacher Standards**

*Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

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Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.


REQUIRED TEXTBOOKS

TBD

COURSE PREREQUISITES:

MGED 2999 or SEED 2999,

COURSE DESCRIPTION

Prerequisites: appropriate 2999 course. A course for developing verbal and written communications skills in standardized English requisite to successful middle and secondary

Positively Impacting Learning Through Evidence-Based Practices 2
classroom instruction. Teaching candidates will be given instruction and support in the areas of speaking, reading, writing, and listening. Students registered in this course MUST demonstrate adequate skills in written and spoken discourse in order to proceed towards certification and the Master of Arts in Teaching degree.

**LEARNING OUTCOMES FOR VSU’S CORE CURRICULUM**

All learning outcomes in the major continue to build upon those in VSU’s Core Curriculum listed at [http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml](http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml).

**COURSE OBJECTIVES (CO):**

The candidate will:

1. Develop effective and appropriate communications skills (writing, speaking, listening) commensurate with the demands of classroom instruction and professional development in the field of education. (InTASC Standards 3, 5, and 9; EDL1.1)
2. Identify and apply key academic language and vocabulary for the successful negotiation of professional learning environments. (InTASC Standard 3; CPL2.2)
3. Examine candidates’ own frames of reference to identify potential biases that impede effective communication in the classroom (InTASC 9; DL1.2).
4. Identify key features of discourse communities and use methods of reconciling student diversity with the demands associated with standardized language usage. (InTASC Standards 1, 2, and 9; DL1.3)

**COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

The following descriptions are suggested course activities designed to meet the course objectives. Course instructors have the academic freedom to adapt all course assignments except those noted as Key Course Assessments:

**Writing (40%)**

**Professional Email Portfolio:** MAT candidates are to compose a weekly email to the course instructor in which they (1) report on their training activities from the previous week and (2) set goals for the upcoming week and (3) self-assess for progress or regress in terms of their communications skills/confidence. Candidates will also be given “situational contexts” to respond to via email. After the instructor responds to the email, candidates will keep each mail and response in a separate e-folder in their email account. Emails will be evaluated for formatting, structure, grammar, spelling, and surface conventions.

**Educational Manifesto:** MAT candidates are to compose a manifesto of their beliefs pertaining to public education and related matters of learning and human development. This is an informal/creative version of the philosophy of education that will come in later coursework. Manifestos will be evaluated for formatting, structure, grammar, spelling, and surface conventions.

*Positively Impacting Learning Through Evidence-Based Practices*
**I-Search Report (informal register):** MAT candidates are to research and compose a short research paper (1000-2000 words) on any topic or subtopic that both interests them and that emerges from the field of education (current issues, trends, research, theory, educational law, educational policy). This paper can be written in an informal style, utilizing first-person narrative technique. I-Search Reports will be evaluated for formatting, structure, grammar, spelling, and surface conventions.

**Research Paper (formal register):** MAT candidates are to research and compose a 2nd short research paper (1000-2000 words) on any topic or subtopic that both interests them and that emerges from the field of education (current issues, trends, research, theory, educational law, educational policy). Research Papers will be written in a formal register, utilizing third-person narrative technique. Research papers will be evaluated for formatting, structure, grammar, spelling, and surface conventions.

**Speaking (30%)**

**Reports on Research Papers:** MAT candidates are to present the findings from two research assignments to the class. Speaking presentations will be evaluated for structure, quality and accuracy of visual aids, voice, pacing, and physical presence.

**My Manifesto:** MAT candidates will deliver an oral version of their educational manifesto to the entire class. Presentations will be evaluated on structure, voice, physical presence, and the capacity to look like Lenin addressing a crowd in Red Square, circa 1919.

**In the News:** MAT candidates will be assigned to groups of 3-4. Each group will research, write, and present a "newscast" to the class. Each individual’s role is to present material that represents his or her content area. Together, each the groups should integrate the various content areas into a single coherent presentation of news (look for common themes). Groups will be assessed on the quality of the presentation: structure, quality and accuracy of visual aids, voice, pacing, and physical presence.

**The Happening:** MAT candidates will be assigned to groups of 2-5. Each group is responsible for staging a "happening" in a public venue and recording the event for presentation to the whole class. Groups will be assessed on the quality of the class presentation: structure, quality and accuracy of visual aids (video of event), voice, pacing, and physical presence.

**Alone in the Spotlight:** MAT candidates will create, write, and perform a song, poem, dance or any combination of these for the entire class. The topic is “my teaching metaphors,” and candidates are encouraged to create their performance piece from their self-perceptions as teachers-in-training and from their individual content areas and artistic interests and influences.

**Listening (30%)**

**Peer Feedback Forms:** Evaluation and constructive criticism are big parts of the teaching profession, and in this class MAT candidates need to be active listeners and learners. For every
presentation, audience members will be asked to complete a feedback form for individuals and groups. On the feedback forms they will provide their impressions of the presentation and suggestions for improvement. Feedback forms will be evaluated by

Pop Quizzes on Discussion Prompts and Materials: Candidates will be randomly assessed for knowledge of class discussions, educational vocabulary, concepts, and terms. These short quizzes will be evaluated for completion and accuracy.

COURSE EVALUATION.

LATE WORK: NO LATE WORK WILL BE ACCEPTED. If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. Professional ethics, behavior, quality, and timeliness are expected in all products and performances. Given the percentage weights above, final grades will be assigned according to the following scale (NOTE-A ZERO IN ANY OF THESE CATEGORIES WILL PRECLUDE THE CANDIDATE FROM RECEIVING AN “A” IN THE COURSE):

Assessment/Evaluation

TBD

No Key Assessments are designated for this course.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100-90</td>
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<tr>
<td>B</td>
<td>89-80</td>
</tr>
<tr>
<td>C</td>
<td>79-70</td>
</tr>
<tr>
<td>D</td>
<td>69-60</td>
</tr>
<tr>
<td>F</td>
<td>59-0</td>
</tr>
</tbody>
</table>

ATTENDANCE POLICY

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), “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” (p. 87).

PROFESSIONALISM
The following areas describe the professional expectations for all pre-service students in the Department of Middle, Secondary, Reading, and Deaf Education. A student who does not meet professional expectations is placed on a Professional Improvement Plan. Please see http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc

**Professionalism - Ethics**

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student’s actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

**Professionalism – Dress code**

In this course, classes are held in public schools. **Professional dress code is required.**

**Professionalism - Communication**

Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

**Professionalism - Assignments**

All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

**Professionalism - Diversity**

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

**Professionalism - Technology**

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

_Positively Impacting Learning Through Evidence-Based Practices_
Statement on Academic Integrity
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Professionalpractices/NEDirections.asp ) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.

- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

Description of Academic Dishonesty
To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone’s words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**

- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.

- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author’s words to strengthen their argument, they have committed plagiarism.

- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author’s words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author’s words, students must cite that original source. If they do not cite the original source, they have effectively stolen the original author’s idea and have committed plagiarism.

- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master’s Degree Program in Curriculum and Instruction do not allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student’s express consent or knowledge.

*Positively Impacting Learning Through Evidence-Based Practices*
Note: Assignments in this course may be checked electronically for plagiarism.
By taking this course, you agree that all required course work may be subject to submission for
electronic review based on textual similarity.

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 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 Dewar College of Education Concern form
   (http://www.valdosta.edu/coe/studentsinfo.shtml). The Dewar College of Education
   Concern Form Policy will be followed.
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.”

Note: Assignments in this course may be checked electronically for plagiarism.
By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

DIRECTIONS FOR USING LIVETEXT

How To Submit Portfolio Assignments in LiveText

Positively Impacting Learning Through Evidence-Based Practices
Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio. The list of portfolio artifacts required for your program of study is available at http://www.valdosta.edu/coe/sec/studentresources.shtml

Note: Lesson Plans assessed after supervisors have observed in the field in MGED 4620, MGED 4790, MSED 7021, MSED 7041, MSED 7005, and MSED 7006 are not included in your portfolio. Follow separate directions for submitting these lesson plans for your university supervisor to assess.

All portfolio submissions should follow a basic process:
1. Load your assignment into the appropriate page of your portfolio.
2. Complete the four-part description of your artifact, explaining how it provides evidence that you have met COE’s Conceptual Framework Standards.
3. Hide all pages except the current assignment.
4. Submit the portfolio (single page visible).

Directions for submission:
First, you need to edit your portfolio to include the new assignment
1. Click on Documents tab
2. Open your portfolio
3. Open the page for the current assignment under the Table of Contents
4. Click the “Edit” button of the Description and Rationale section
5. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
   a. The Description section can be very brief.
   b. In the Rationale section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.
   c. In the Impact section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.
   d. In the Reflection section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.
6. Towards the bottom there is a File Attachment(s) section, click “Edit”
7. Select “Upload New File,” click Choose File, and browse for your file on your computer
8. After the file loads, Click “Save & Finish”

Then, you hide all pages except the current assignment
The assessor should see only the single page of your portfolio.
9. Select Manage Pages.
10. Click on the box next to Title to select all pages.
11. Click on the box next to the current artifact page to unselect it.
12. Select Hide Pages: Save and Finish.
13. Note: Don’t forget to unhide pages after you have submitted your assignment so you don’t panic next time you open your portfolio.

Positively Impacting Learning Through Evidence-Based Practices
Then, you need to submit the portfolio:
14. Near the top of the screen, select the Dashboard tab
15. Find the assignment and click on the corresponding Begin Assignment button
16. On the Assignment page, click on the Attach Files button. (Note that you will not be able
to submit until you have attached at least one file.)
17. Click on the LiveText Documents tab to find your portfolio. Do not click on Browse.
18. Click “Attach Selected Files”
19. Type any optional comments you wish to send to the instructor and click Submit
   Assignment when you are finished.

- A confirmation that your assessment has been successfully submitted will appear and the
  assignment status on your dashboard will change to Awaiting Assessment.
- Each submission is saved as a snapshot of what you sent. Any further changes you make
to your portfolio will not affect what you have already submitted.
- If you do not submit your assignment correctly, Your instructor will send it back to you
  for resubmission.

If you have to resubmit your assignment:
20. Find the problem and fix any problems with your portfolio. See comments from your
    instructor. There are two common problems:
    a. Submitting the assignment and not the portfolio (see #17 above).
    b. Not hiding pages of your portfolio other than the current assignment page (see #9-
       13 above). Check that only one page is visible.
21. From your Dashboard tab, find the relevant assignment and click on Continue
    Assignment. This allows you to see previous submissions and messages from your
    instructor.
22. Click on Continue to Step 3 in the top right corner.
23. Remove any of the previous attachments by clicking in the red "X" button next to each
    file.
24. Under Step 2 of 3, you will see "Have you already created files of LiveText documents
    for this assignment?" Click on Attach files, then follow directions 17-19 above.

Directions for Other LiveText Tasks
The following directions should be provided to individual students on an as-needed basis.

How to Add Artifact Pages to Your Portfolio
Sometimes, you need to add an additional artifact page to your portfolio. For instance, you may
take a course as an elective and you do not have the appropriate page to upload an assignment.
The easiest way to add a page to your portfolio is to copy an existing portfolio page, rename it,
and then move it to the appropriate place.
1. From Documents, open your portfolio.
2. Select Manage Pages.
3. Click in the box to select Artifact Page for Copying (at the bottom of the page list). If
   you created your portfolio before summer 2011, you will not have a page with that title.
   Instead, select any unused artifact page. 

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4. Click in the box next to the copied page (at the very bottom of the page list). >Edit Titles.
5. Type the name for the assignment, using naming convention similar to other artifact pages.
6. Click on Page Order. Highlight the new page. Use the arrows to move the new page to the correct location under the appropriate Standard.
7. Save & Finish.

INSTRUCTOR

Name:

Office Number: 1031 Dewar College of Education

Telephone Number:

Email Address:

Office Hours:
Teacher Education Dispositions*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

**Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

**Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

**Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

**Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

**Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

**Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

**Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

*Adapted from Mississippi State University COE

Dispositions Contract
I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

Your Signature  Your Name – Printed  Date

Positively Impacting Learning Through Evidence-Based Practices

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Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.

Student Contract

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

Communications Skills

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

Participation Policy

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

Academic Integrity

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate’s Name __________________________

Candidate’s Signature _______________________

Date ________________________________

Positively Impacting Learning Through Evidence-Based Practices
## REQUEST FOR A NEW COURSE

**Valdosta State University**

### Date of Submission: 11/11/2014 (mm/dd/yyyy)

<table>
<thead>
<tr>
<th>Department Initiating Request:</th>
<th>Faculty Member Requesting:</th>
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<tbody>
<tr>
<td>Middle, Secondary, Reading and Deaf Education</td>
<td>Barbara J. Radcliffe</td>
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<table>
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<tr>
<th>Proposed New Course Prefix &amp; Number:</th>
<th>Proposed New Course Title:</th>
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<tbody>
<tr>
<td>(See course description abbreviations in the catalog for approved prefixes) MSED 6001</td>
<td>Planning for Middle or Secondary Teaching</td>
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<th>Proposed New Course Title Abbreviation:</th>
<th>Estimated Frequency of Course Offering:</th>
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<td>(For student transcript, limit to 30 character spaces) Planning for Teaching MSED</td>
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<table>
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<tr>
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<th>Indicate if Course will be:</th>
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<tr>
<td>Spring 2016</td>
<td>☒ Requirement for Major ☐ Elective</td>
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<tr>
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<th>Lab Hours:</th>
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<tbody>
<tr>
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### 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. Develop lesson planning skills in their content areas that are aligned according to: (1) Georgia State Standards; (2) strong, measurable learning objectives; (3) classroom activities; and (4) appropriate measures of learning (assessments). Teaching candidates will also be introduced to classroom management techniques, creating effective learning environments and research-based instructional strategies for adolescents.

### Justification:

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

- ☒ Improving student learning outcomes: A thorough understanding of how to design and implement effective lesson plans, design an effective learning environment in the classroom, and basic classroom management techniques. Restructuring program of study and course content to reduce redundancy and streamline course requirements.

- ☒ Adopting current best practice(s) in field: Lesson planning and classroom management techniques are essential to good teaching, and restructing of course content will focus the course on these topics based on feedback from students and faculty.

- ☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: nTASC Model Core Teacher Standards-

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-
disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

- Other: Restructuring of program of study and course content to reflect changes in state initial teacher certification requirements

### Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs and student surveys

- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) edTPA portfolio requirements, Clinical and field experiences, Candidate Observation Instrument

### Plans for assessing the effectiveness of the course in meeting program’s learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

### Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs and student surveys
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) LiveText portfolio requirements, edTPA Task 1 exercise

- Other:

**Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.**
<table>
<thead>
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Form last updated: January 6, 2010
Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education
Conceptual Framework: Guiding Principles (DEPOSITS)
(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.


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

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

**InTASC Model Core Teacher Standards**

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.


REQUIRED TEXTBOOKS

TBD

COURSE PREREQUISITES

MGED 2999 or SEED 2999

COURSE DESCRIPTION

Prerequisites: appropriate 2999 course. Develop lesson planning skills in their content areas that are aligned according to: (1) Georgia State Standards; (2) strong, measurable learning objectives; (3) classroom activities; and (4) appropriate measures of learning (assessments).

Positively Impacting Learning Through Evidence-Based Practices
Teaching candidates will also be introduced to classroom management techniques, creating effective learning environments and research-based instructional strategies for adolescents.

**LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM**
All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml.

**COURSE OBJECTIVES (CO):**

Candidates should demonstrate the following competencies:

1. Design a classroom instructional space for the year (InTASC 7).
2. Develop a management plan that includes goals, rules, and procedures, and that indicates methods that are helpful for maintaining appropriate student behaviors and managing problem behaviors. (InTASC 7)
3. Develop activities that require grouping other than whole group. (InTASC 8)
4. Develop lesson plans that reflect content appropriate goals based on Georgia Performance Standards. (InTASC 7, CPL1.3)
5. Design instructional plans that include formative, summative, and alternative assessments of student achievement (InTASC 6; AL1.1, AL1.2, AL1.3)
6. Develop lesson plans that include developmentally appropriate instructional practices incorporating information sources and digital tools for middle and secondary students. (InTASC 7; TL2.1)
7. Examine the use of current technologies for teaching in a distance learning environment (InTASC 8; TL1.1)

**COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**
The following descriptions are suggested course activities designed to meet the course objectives. Course instructors have the academic freedom to adapt all course assignments except those noted as Key Course Assessments.

1. Candidates make a scale drawing of a classroom arranged for whole group instruction but *not* in traditional rows. The arrangement should take into consideration the keys to successful room arrangement found in course readings, including technology, and a rationale should be provided for the placement of various items. (CO 1)
2. Candidates design an overall classroom management plan, beginning with goals, and then including a set of classroom rules. Finally, specific procedures will be designed to address the beginnings and endings of class periods, students leaving the classroom, materials and equipment, seatwork, and behaviors. Students also develop a plan for teaching the goals, rules, and procedures to students. (CO 2)
3. Candidates study methods for grouping students and the research basis for grouping, including promoting student discourse, and they design activities within their lesson plans that require various grouping patterns. (CO 3)
4. Candidates observe a lesson being taught and transform what was observed during the lesson into a lesson plan using the required template. (CO 4, 5, 6)
5. Candidates evaluate sample lesson plans, based on critical components of the required template. (CO 4, 5, 6)
6. Candidates write lesson plans, using the required template, that include appropriate instructional practices and assessments, and that infuse appropriate technology. (CO 4, 5, 6)

COURSE EVALUATION.

LATE WORK: NO LATE WORK WILL BE ACCEPTED. If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. Professional ethics, behavior, quality, and timeliness are expected in all products and performances. Given the percentage weights above, final grades will be assigned according to the following scale (NOTE-A ZERO IN ANY OF THESE CATEGORIES WILL PRECLUDE THE CANDIDATE FROM RECEIVING AN “A” IN THE COURSE):

Assessment/Evaluation

TBD

No Key Assessments are designated for this course.

Grading Scale
A = 100 - 90  D = 69 - 60
B = 89 - 80  F = 59 - 0
C = 79 - 70

ATTENDANCE POLICY
When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), “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” (p. 87).

PROFESSIONALISM

The following areas describe the professional expectations for all pre-service students in the Department of Middle, Secondary, Reading, and Deaf Education. A student who does not meet professional expectations is placed on a Professional Improvement Plan. Please see

Positively Impacting Learning Through Evidence-Based Practices
Professionalism - Ethics
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf).
Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student’s actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

Professionalism – Dress code
In this course, classes are held in public schools. Professional dress code is required.

Professionalism - Communication
Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments
All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity
Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology
As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Statement on Academic Integrity
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Professionalpractices/NEthics.asp ) Professional values of teachers

Positively Impacting Learning Through Evidence-Based Practices
include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.

- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

Description of Academic Dishonesty
To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone’s words as their own, there are many types of plagiarism.

- Stealing Verbatim: This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.

- Use of Professional Resources Without Acknowledgement. Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.

- Misquoting: If, when composing an assignment, students directly quote a source and cite it, but alter the author’s words to strengthen their argument, they have committed plagiarism.

- Paraphrasing or Summarizing Without Citing: An allowable practice in academia is for students to take an author’s words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author’s words, students must cite that original source. If they do not cite the original source, they have effectively stolen the original author’s idea and have committed plagiarism.

- Duplicating Publication: Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master’s Degree Program in Curriculum and Instruction do not allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

- Duplication of Peer Student Work: Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student’s express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism.
By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

Positively Impacting Learning Through Evidence-Based Practices
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 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 Dewar College of Education Concern Form (http://www.valdosta.edu/coe/studentsinfo.shtml). The Dewar College of Education Concern Form Policy will be followed.
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.”

Note: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

ACCESSIBILITY STATEMENT

Positively Impacting Learning Through Evidence-Based Practices
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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

**STUDENT SUCCESS CENTER**
The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

**STUDENT OPINION OF INSTRUCTION**
At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

**DIRECTIONS FOR POSTING TO LIVETEXT**
*How To Submit Assignments in LiveText*
*Note:* These directions apply only to assignments visible on your dashboard.

All dashboard submissions should follow a **basic process:**

1. From the Dashboard, click the Begin Assignment button for the assignment you want to submit. *The button will be red.*
2. In Step 2 of 3, under "Have you already created files or LiveText documents for this assignment?," click the Attach Files button.
3. Under the Upload New File tab, click the Browse button.

*Positively Impacting Learning Through Evidence-Based Practices*
4. Choose the document you want to submit.
5. Once the document is loaded, click the Attach Selected Files.
6. Once the file is attached, click the Submit Assignment button.
7. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. *The button will be yellow.*

**If you have to resubmit your assignment:**

1. From the Dashboard, click the Continue Assignment button for the assignment for which a resubmission request has been made. *The button will be red.*
2. Click the Continue to Step 3 button in the top right corner.
3. In Step 2 of 3, under "Have you already created files or LiveText documents for this assignment?", click the Attach Files button.
4. Under the Upload New File tab, click the Browse button.
5. Choose the document you want to submit.
6. Once the document is loaded, click the Attach Selected Files.
7. Once the file is attached, click the Submit Assignment button.
8. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. *The button will be yellow.*
Teacher Education Dispositions*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

**Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

**Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

**Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

**Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

**Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

**Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

**Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

*Adapted from Mississippi State University COE

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**Dispositions Contract**
I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

Your Signature __________________________ Your Name – Printed __________________________ Date ____________

*Positively Impacting Learning Through Evidence-Based Practices*
Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.

**Student Contract**

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

**Communications Skills**

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

**Participation Policy**

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

**Academic Integrity**

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate’s Name __________________________

Candidate’s Signature ______________________

Date __________________________

*Positively Impacting Learning Through Evidence-Based Practices*
REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 11/11/2014 (mm/dd/yyyy)

Department Initiating Request:
Middle, Secondary, Reading and Deaf Education

Faculty Member Requesting:
Barbara J. Radcliffe

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
MSED 6002

Proposed New Course Title:
Assessment in Middle or Secondary Education

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Assessment for Teaching MSED

Semester/Year to be Effective:
Spring 2016

Estimated Frequency of Course Offering:
Fall/Spring

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.) Prerequisite: appropriate 2999 course. Examines the curricular needs of adolescent (middle and secondary) students and how to develop reliable and valid assessments in order to (1) diagnose those needs, (2) make instructional plans and decisions based on assessment data, and (3) measure students' mastery of learning objectives/outcomes.

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

☒ Improving student learning outcomes: A thorough understanding of how to design and implement assessments allows candidates in MSRD 6002 to monitor and measure student learning while collecting data to drive future instructional changes and improve practices.

☒ Adopting current best practice(s) in field: P-12 student learning must serve as the focal point for the design and implementation of clinically-based teacher preparation. MSED 6002 will allow candidates to guide their professional practice to enhance student learning by examining and reflecting upon assessment data.

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: The Georgia Professional Standards Commission notes "[Teacher candidates] have a thorough understanding of assessment. They analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn" as a characteristic of a target-level advanced educator preparation program The assignments and structure of MSED 6002 will allow candidates to meet this GaPSC standard.

☒ Other: Pilot of proposed course during apprenticeship resulted in improved candidate assessment planning, implementation, and usage to improve practice during student teaching, as evidenced in supervisor observations, performance on course assignments, and candidates'
**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs: Candidates continue to cite assessment as an area of concern weakness.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

**Plans for assessing the effectiveness of the course in meeting program’s learning outcomes**
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, Advisory Board members' feedback
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standard
- Other:

**Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.**
<table>
<thead>
<tr>
<th>Approvals:</th>
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<tbody>
<tr>
<td>Dept. Head:</td>
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<td>College/Division Exec. Comm.:</td>
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<td>Graduate Exec. Comm.:</td>
<td>Date: 2/26/15</td>
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<td>(for graduate course):</td>
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Form last updated: January 6, 2010
MSED 6002
Assessment for Middle and Secondary Education
3 Semester Hours

Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education
Conceptual Framework: Guiding Principles (DEPOSITS)
(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.
Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

InTASC Model Core Teacher Standards*
Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Positively Impacting Learning Through Evidence-Based Practices
Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.


INSTRUCTOR
Name:
Office Number: 1031 Dewar College of Education
Telephone Number:
Email Address:
Office Hours

REQUIRED TEXTBOOKS

✓ A LiveText software account is required. Graduate students should purchase the three-year edition, and it must be purchased online.
✓ A copy of your content standards.

COURSE PREREQUISITES

MGED 2999 or SEED 2999 and SPEC 3000

Positively Impacting Learning Through Evidence-Based Practices
COURSE DESCRIPTION

Prerequisite: appropriate 2999 course. Examines the curricular needs of adolescent (middle and secondary) students and how to develop reliable and valid assessments in order to (1) diagnose those needs, (2) make instructional plans and decisions based on assessment data, and (3) measure students' mastery of learning objectives/outcomes.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml.

COURSE OBJECTIVES (Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).

Upon completion of this course, the student will be able to:

1. Apply knowledge of appropriate methods of instruction, curriculum, and assessment based upon an understanding of the needs and abilities of middle grades and secondary students. (InTASC Standard 1, 4, 5, 6, 7).
2. Examine the uses data analytics technology to improve planning and instruction (InTASC Standards 6; TL1.2).
3. Identify and apply developmentally and culturally appropriate methods of modifying instruction based on mock data provided from various assessment types to meet diverse needs of students (InTASC Standards 2, 5, 6; AL2.3).
4. Identify and design appropriate alternative, formal, informal, formative and summative assessment strategies. (AL2.1)
5. Use mock data from a variety of assessments to draw conclusions about student learning (InTASC Standards 3, 5, 6, AL 2.2).
6. Demonstrate skills as a reflective practitioner who evaluates choices and seeks opportunities to grow professionally (InTASC Standards 3, 4, 7, 8, 9, 10).
7. Demonstrate how to interpret student records and discuss the legal/social implications of relevant school documentation (InTASC Standards 9, 10; EDL1.1).
8. Write and speak in a professional manner (InTASC Standard 9).

COURSE ACTIVITIES/ASSIGNMENTS/ REQUIREMENTS

A brief description of each assignment is included; however, you will be provided a more detailed description of assignments and rubrics in class. These activities are suggested to meet the objectives; however, additions or substitutions will be allowed for all but Key Course Assessments.

Research on Assessment and Grading: You will research one of the provided topics in the area of assessment and/or grading. This paper will be written using APA citations and graduate level quality. (CO 5, 8)

Weekly Assignments: Weekly assignments will include, but are not limited to, review and application of textbook information, case study and/or article reviews, class discussions, and

Positively Impacting Learning Through Evidence-Based Practices 3
presentations. Guidelines for each assignment will be provided. We will use the Teach Like a Pirate text in our weekly assignments. (CO 1, 2, 3, 4, 5, 8)

**Building Assessments:** You will plan and create a variety of assessments for use in one of your content areas. You will write rationales for how to properly use the assessments and emphasis will be placed on design, format, and content. (CO 2, 4, 5, 6, 8)

**Assessment Plan:** Students will develop goals, objectives, lesson plans, formative assessments, and summative assessments for a unit in one of their content areas. Guidelines will be provided. The assessment plan will be entered as an artifact in each student’s electronic portfolio. *This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.* (CO 1, 2, 3, 4, 5, 8)

**Use of Data Plan:** You will analyze both student learning and data to determine how to make instructional changes. This task will provide the sub-skills needed to complete edTPA Task 3. *This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.* (CO 1, 5, 6, 8, 9)

**Final Exam:** The final exam will be a comprehensive exam. Details regarding the content and format of the exam will be provided. (CO 1, 2, 3, 4, 5, 6, 7, 8, 9)

**COURSE EVALUATION**

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<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Professional Membership</td>
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<tr>
<td>Professional Organization Website Review</td>
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<tr>
<td>Research on Assessment and Grading</td>
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<tr>
<td>Weekly Assignments</td>
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<tr>
<td>Building Assessments</td>
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<td>Assessment Plan</td>
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<tr>
<td>Final Exam</td>
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<td><strong>Total</strong></td>
<td><strong>TBD</strong></td>
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NOTE: Final grades will not be “rounded-up”.

**Key Program Assessments:** *Assessment Plan:* Students will develop goals, objectives, lesson plans, formative assessments, and summative assessments for a unit in one of their content areas.

*Positively Impacting Learning Through Evidence-Based Practices*
Guidelines will be provided. The assessment plan will be entered as an artifact in each student’s electronic portfolio. *AL2e This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.*

(CO1, 2, 3, 4, 5, 8) 100 Points total

**ATTENDANCE POLICY**
When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), “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” (p. 87).

**PROFESSIONALISM**

The following areas describe the professional expectations for all pre-service students in the Department of Middle, Secondary, Reading, and Deaf Education. A student who does not meet professional expectations is placed on a Professional Improvement Plan. Please see


_Professionalism - Ethics_  
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf).
Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student’s actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

_Professionalism – Dress code_  
In this course, classes are held in public schools. **Professional dress code is required.**

_Professionalism - Communication_  
Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

_Professionalism - Assignments_  
All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation,
and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

**Professionalism - Diversity**
Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

**Professionalism - Technology**
As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

**Statement on Academic Integrity**
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at [http://www.gapsc.com/ProfessionalPractices/NEthics.asp](http://www.gapsc.com/ProfessionalPractices/NEthics.asp)) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

**Description of Academic Dishonesty**
To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone’s words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**
- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.

*Positively Impacting Learning Through Evidence-Based Practices*
• **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.

• **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author’s words, students must cite that original source. If they do not cite the original source, they have effectively stolen the original author’s idea and have committed plagiarism.

• **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master’s Degree Program in Curriculum and Instruction do not allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

• **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

Note: Assignments in this course may be checked electronically for plagiarism. By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

**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 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:**

 Positively Impacting Learning Through Evidence-Based Practices  

7
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 Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). The Dewar College of Education Concern Form Policy will be followed.

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.”

Note: Assignments in this course may be checked electronically for plagiarism.
By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT SUCCESS CENTER
The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION
At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until
after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

**DIRECTIONS FOR POSTING TO LIVETEXT**

*How To Submit Assignments in LiveText*

*Note:* These directions apply only to assignments visible on your dashboard.

All dashboard submissions should follow a basic process:

1. From the Dashboard, click the Begin Assignment button for the assignment you want to submit. *The button will be red.*
2. In Step 2 of 3, under "Have you already created files or LiveText documents for this assignment?," click the Attach Files button.
3. Under the Upload New File tab, click the Browse button.
4. Choose the document you want to submit.
5. Once the document is loaded, click the Attach Selected Files.
6. Once the file is attached, click the Submit Assignment button.
7. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. *The button will be yellow.*

**If you have to resubmit your assignment:**

1. From the Dashboard, click the Continue Assignment button for the assignment for which a resubmission request has been made. *The button will be red.*
2. Click the Continue to Step 3 button in the top right corner.
3. In Step 2 of 3, under "Have you already created files or LiveText documents for this assignment?," click the Attach Files button.
4. Under the Upload New File tab, click the Browse button.
5. Choose the document you want to submit.
6. Once the document is loaded, click the Attach Selected Files.
7. Once the file is attached, click the Submit Assignment button.
8. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. *The button will be yellow.*
Teacher Education Dispositions*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

**Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

**Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

**Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

**Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

**Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

**Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

**Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

*Adapted from Mississippi State University COE

## Dispositions Contract

I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

---

Your Signature  
Your Name – Printed  
Date

---

Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.

*Positively Impacting Learning Through Evidence-Based Practices*
Student Contract

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

Communications Skills

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

Participation Policy

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

Academic Integrity

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate’s Name ________________________________

Candidate’s Signature ________________________________

Date ________________________________
REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 01/21/2015 (mm/dd/yyyy)

<table>
<thead>
<tr>
<th>Department Initiating Request:</th>
<th>Faculty Member Requesting:</th>
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<tbody>
<tr>
<td>Middle, Secondary, Reading and Deaf Education</td>
<td>Barbara J. Radcliffe</td>
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<tr>
<th>Proposed New Course Prefix &amp; Number:</th>
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<tr>
<td>(See course description abbreviations in the catalog for approved prefixes)</td>
<td>Differentiation and Multicultural Education in Middle or Secondary Education</td>
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<tr>
<td>MSED 6003</td>
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<tr>
<th>Proposed New Course Title Abbreviation:</th>
<th>Estimated Frequency of Course Offering:</th>
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<tr>
<td>(For student transcript, limit to 30 character spaces)</td>
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<td>Differentiated/Cultural Ed</td>
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Semester/Year to be Effective: Spring 2016

Indicate if Course will be: ☑ Requirement for Major ☐ Elective

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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.) Prerequisite: Appropriate 2999 course. Examines strategies for differentiating content in order to address the unique needs of students, including multiculturalism, social diversity, intellectual diversity, and student choice. Teaching candidates explore how these factors can collectively function toward increasing student engagement and success. Candidates examine varied uses of educational technology and how to utilize these to create individualized and interactive classroom activities.

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

☒ Improving student learning outcomes: Changes in teacher evaluation and initial teacher training policy has a noted focus on differentiation and diversity through multicultural education. Restructuring the program of study and course content for the MAT program is being done in order to target the concepts of differentiation and the use of technology for differentiation in preparation for professional classroom teaching. Diversity in today's classroom requires an understanding of multiculturalism and how to address the various needs, backgrounds and abilities from a strengths based perspective. The integration of differentiation and technology to address a diverse student body is essential to today's teacher.

☒ Adopting current best practice(s) in field: The current teacher evaluation system used in Georgia has a noted focus on differentiation and technology. Restructuring the program of study and course content for the MAT program is being done in order to target the concepts of differentiation and the use of technology for differentiation in preparation for professional classroom teaching.

☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: InTASC Model Core
Teacher Standards:

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

- Other: Restructuring of program of study and course content to reflect changes in state initial teacher certification requirements

**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs and student surveys
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) edTPA Task 2 portfolio requirements, Clinical field experiences, Teacher Candidate observation instruments

**Plans for assessing the effectiveness of the course in meeting program’s learning outcomes**
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs and student surveys
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards

- Other:

**Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.**
<table>
<thead>
<tr>
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<td>Dept. Head:</td>
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Form last updated: January 6, 2010
MSED 6003
Differentiation and Multiculturalism for Middle and Secondary Classrooms
3 Semester Hours

Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education
Conceptual Framework: Guiding Principles (DEPOSITS)
(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.


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

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

**InTASC Model Core Teacher Standards***
Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

*Positively Impacting Learning Through Evidence-Based Practices
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.


REQUIRED TEXTBOOKS

ISBN-10: 1412938619

COURSE PREREQUISITES

MGED 2999 or SEED 2999 and SPEC 3000
COURSE DESCRIPTION

Prerequisite: appropriate 2999 course. Examines strategies for differentiating content in order to address the unique needs of students, including multiculturalism, social diversity, intellectual diversity, and student choice. Teaching candidates explore how these factors can collectively function toward increasing student engagement and success. Candidates examine varied uses of educational technology and how to utilize these to create individualized and interactive classroom activities.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU’s Core Curriculum listed at http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml.

COURSE OBJECTIVES (Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).

The candidates will:
1. Develop differentiated classroom activities in their content areas based on student diversity of interest and ability. (InTASC 1, 2; DL 2.1, 2.2, 2.3)
2. Design or adapt instructional technology-based classroom activities and assessments with a focus on active student engagement, flexible grouping and student centered learning (InTASC 1, 2, 3, 8; TL 2.1, TL 2.2)
3. Examine issues of multiculturalism, socio-economic and intellectual diversity, and apply the understanding of these issues to the development of classroom activities and lesson plans. (InTASC 1, 2; DL 1.3, DL 2.1, DL 2.2, DL 2.3)
4. Design a classroom activity in which technology is used to communicate with learners in other communities and/or countries (InTASC 3; TL2.3)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

The following descriptions are suggested course activities designed to meet the course objectives. Course instructors have the academic freedom to adapt all course assignments except those noted as Key Course Assessments.

Research paper on Pedagogical Practices targeting English Language Learners. The number of English Language learners found in U S classrooms continues to increase. This assignment affords you the opportunity to learn about English language learners and current, evidence based teaching strategies that effectively address their academic and linguistic needs. Thus, a research based, APA formatted, 5 page paper that a) defines English language learners b) presents a minimum of five teaching strategies, pertinent to your area of expertise/concentration area and that effectively address ELLs’ academic and linguistic needs will be submitted to fulfill this requirement.

Technology-based Differentiated Classroom Activity. Design or adapt an instructional technology-based classroom activity with a focus on active student engagement, flexible grouping and student-centered learning. *This is a required Key Course Assessment
Differentiated Assessment. Design or adapt an assessment incorporating student choice and varying development levels.

Project on Differentiation. You will develop a differentiated instruction project that satisfies three requirements. You will design a) research paper, b) lesson plan and c) class presentation as part of your project that addresses and incorporates teaching strategies for a diverse student population. The research paper, 4 page-minimum, APA formatted, will address the learning needs of one group of diverse learners. Then, include a content specific lesson plan that includes a) specific evidence-based differentiation strategy focused on the chosen diverse group and b) integrates content specific technology based activity that incorporates student choice, differentiated by content, process, and product. Lastly, you will present the evidence-based differentiation strategy to your peers. The presentation will include the use new teaching technology (e.g., mobi, clickers, cell phones, ipads or BYOD). DL 2a Diversity *This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty. (100 points)

Discussion board post in Blazev. Effective teachers are knowledgeable about their students and incorporate teaching strategies that address intellectual and cultural differences. This assignment has been designed to enhance your understanding on student diversity and how such knowledge impacts your instruction. Thus, you watch, observe and examine 5 videos, posted in BV, addressing issues on intellectual, cultural and ethnic diversity. Then, using the BV discussion board, you will create an original post and respond to two classmate’s posts. These posts should be thoughtful, academically focused, and grammatically correct.

Class Participation. Students are expected to participate in class.

COURSE EVALUATION.

LATE WORK: NO LATE WORK WILL BE ACCEPTED. If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. Professional ethics, behavior, quality, and timeliness are expected in all products and performances. Given the percentage weights above, final grades will be assigned according to the following scale (NOTE-A ZERO IN ANY OF THESE CATEGORIES WILL PRECLUDE THE CANDIDATE FROM RECEIVING AN “A” IN THE COURSE):

Research Paper and Lesson Plan on Differentiation. DL 2a Diversity *This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty. 100 points

Positively Impacting Learning Through Evidence-Based Practices
Technology-based Differentiated Classroom Activity. **TL 2a Technology** *This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.* 100 points

Grading Scale
A = 100 – 90  B = 89 – 80  C = 79 – 70  D = 69 – 60  F = 59 – 0

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**Professionalism - Assignments**

Positively Impacting Learning Through Evidence-Based Practices
All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

**Professionalism - Diversity**

Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

**Professionalism - Technology**

As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

**Statement on Academic Integrity**

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapse.com/Professionalpractices/NEthics.asp) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

**Description of Academic Dishonesty**

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone’s words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**

**Positively Impacting Learning Through Evidence-Based Practices**
• **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.

• **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author’s words to strengthen their argument, they have committed plagiarism.

• **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author’s words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author’s words, students must cite that original source. If they do not cite the original source, they have effectively stolen the original author’s idea and have committed plagiarism.

• **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master’s Degree Program in Curriculum and Instruction do not allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

• **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student’s express consent or knowledge.

**Note:** Assignments in this course may be checked electronically for plagiarism. By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

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**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).

*Positively Impacting Learning Through Evidence-Based Practices*
2. The faculty member will complete a 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 Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). The Dewar College of Education Concern Form Policy will be followed.
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.”

Note: Assignments in this course may be checked electronically for plagiarism. By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT SUCCESS CENTER

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

Positively Impacting Learning Through Evidence-Based Practices
encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

**STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

**DIRECTIONS FOR USING LIVETEXT**

**How To Submit Portfolio Assignments in LiveText**

Note: These directions apply only to assignments visible on your dashboard AND required as part of your portfolio. The list of portfolio artifacts required for your program of study is available at http://www.valdosta.edu/coe/sec/studentresources.shtml

Note: Lesson Plans assessed after supervisors have observed in the field in MGED 4620, MGED 4790, MSED 7021, MSED 7041, MSED 7005, and MSED 7006 are not included in your portfolio. Follow separate directions for submitting these lesson plans for your university supervisor to assess.

All portfolio submissions should follow a **basic process**:

1. Load your assignment into the appropriate page of your portfolio.
2. Complete the four-part description of your artifact, explaining how it provides evidence that you have met COE's Conceptual Framework Standards.
3. Hide all pages except the current assignment.
4. Submit the portfolio (single page visible).

**Directions for submission:**

**First, you need to edit your portfolio to include the new assignment**

1. Click on Documents tab
2. Open your portfolio
3. Open the page for the current assignment under the Table of Contents
4. Click the "Edit" button of the Description and Rationale section
5. Complete the four-part description of your assignment as a portfolio artifact. Narrative in the last three sections should consist of a substantive paragraph.
   a. The Description section can be very brief.
   b. In the Rationale section, explain how the assignment provides evidence that you meet selected indicators for the standard. Each of the standards with indicators is included as a separate page within your portfolio.

*Positively Impacting Learning Through Evidence-Based Practices*
c. In the **Impact** section, describe how the skills or knowledge you learned from this assignment will impact your students' learning.

d. In the **Reflection** section, describe what you have learned from the process of completing this artifact and how it will influence your professional practice.

6. Towards the bottom there is a File Attachment(s) section, click "Edit"
7. Select "Upload New File," click Choose File, and browse for your file on your computer
8. After the file loads, Click "Save & Finish"

Then, you hide all pages except the current assignment

The assessor should see only the single page of your portfolio.

9. Select Manage Pages.
10. Click on the box next to Title to select all pages.
11. Click on the box next to the current artifact page to unselect it.
12. Select Hide Pages: Save and Finish.
13. Note: Don’t forget to unhide pages after you have submitted your assignment so you don’t panic next time you open your portfolio.

Then, you need to submit the portfolio:

14. Near the top of the screen, select the **Dashboard** tab
15. Find the assignment and click on the corresponding **Begin Assignment** button
16. On the Assignment page, click on the **Attach Files** button. (Note that you will not be able to submit until you have attached at least one file.)
17. Click on the **LiveText Documents** tab to find your portfolio. **Do not click on Browse.**
18. Click "Attach Selected Files"
19. Type any optional comments you wish to send to the instructor and click **Submit Assignment** when you are finished.

- A confirmation that your assessment has been successfully submitted will appear and the assignment status on your dashboard will change to Awaiting Assessment.
- Each submission is saved as a snapshot of what you sent. Any further changes you make to your portfolio will not affect what you have already submitted.
- If you do not submit your assignment correctly, Your instructor will send it back to you for resubmission.

If you have to resubmit your assignment:

20. Find the problem and fix any problems with your portfolio. See comments from your instructor. There are two common problems:
   a. Submitting the assignment and not the portfolio (see #17 above).
   b. Not hiding pages of your portfolio other than the current assignment page (see #9-13 above). Check that only one page is visible.
21. From your **Dashboard** tab, find the relevant assignment and click on **Continue Assignment**. This allows you to see previous submissions and messages from your instructor.

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22. Click on **Continue to Step 3** in the top right corner.
23. Remove any of the previous attachments by clicking in the red "X" button next to each file.
24. Under **Step 2 of 3**, you will see "Have you already created files of LiveText documents for this assignment?" Click on **Attach files**, then follow directions 17-19 above.

**Directions for Other LiveText Tasks**

The following directions should be provided to individual students on an as-needed basis.

**How to Add Artifact Pages to Your Portfolio**
Sometimes, you need to add an additional artifact page to your portfolio. For instance, you may take a course as an elective and you do not have the appropriate page to upload an assignment. The easiest way to add a page to your portfolio is to copy an existing portfolio page, rename it, and then move it to the appropriate place.

1. From **Documents**, open your portfolio.
2. Select **Manage Pages**.
3. Click in the box to select **Artifact Page for Copying** (at the bottom of the page list). If you created your portfolio before summer 2011, you will not have a page with that title. Instead, select any unused artifact page. >**Copy**.
4. Click in the box next to the copied page (at the very bottom of the page list). >**Edit Titles**.
5. Type the name for the assignment, using naming convention similar to other artifact pages.
6. Click on **Page Order**. Highlight the new page. Use the arrows to move the new page to the correct location under the appropriate Standard.
7. **Save & Finish**.

**INSTRUCTOR**

Name:

Office Number: 1031 Dewar College of Education

Telephone Number:

Email Address:

Office Hours:

*Positively Impacting Learning Through Evidence-Based Practices*
Teacher Education Dispositions*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

**Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

**Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

**Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

**Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

**Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

**Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

**Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

*Adapted from Mississippi State University COE

Dispositions Contract
I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

Your Signature ________________ Your Name – Printed ________________ Date ________________

Positively Impacting Learning Through Evidence-Based Practices
Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.

Student Contract

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

Communications Skills

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

Participation Policy

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

Academic Integrity

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate’s Name

Candidate’s Signature

Date
REQUEST FOR A NEW COURSE
Valdosta State University

Date of Submission: 01/21/2015 (mm/dd/yyyy)

<table>
<thead>
<tr>
<th>Department Initiating Request:</th>
<th>Faculty Member Requesting:</th>
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<tbody>
<tr>
<td>Middle, Secondary, Reading and Deaf Education</td>
<td>Barbara J. Radcliffe</td>
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<tr>
<th>Proposed New Course Prefix &amp; Number:</th>
<th>Proposed New Course Title:</th>
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<tbody>
<tr>
<td>(See course description abbreviations in the catalog for approved prefixes) MSED 6004</td>
<td>Content Area Literacy for Middle and Secondary Teachers</td>
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<tr>
<th>Proposed New Course Title Abbreviation:</th>
<th>Estimated Frequency of Course Offering:</th>
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<tr>
<td>(For student transcript, limit to 30 character spaces) Content Area Literacy MSED</td>
<td>Summer</td>
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<th>Semester/Year to be Effective:</th>
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<tr>
<td>Spring 2016</td>
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<tr>
<th>Indicate if Course will be:</th>
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<tr>
<td>☑ Requirement for Major</td>
<td>☐ Elective</td>
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<th>Lecture Hours:</th>
<th>Lab Hours:</th>
<th>Credit Hours:</th>
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<th>Proposed Course Description:</th>
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<tr>
<td>(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.) Prerequisite: Appropriate 2999 course. Examine concepts and theories of “literacy” together with methods for utilizing reading and writing across content areas to meet the needs of a diverse student population. Candidates explore the use of digital technology in creating meaningful and engaging classroom activities that meet the literacy needs of their middle and secondary students.</td>
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<th>Justification:</th>
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<tr>
<td>Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.</td>
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</table>

| ☑ Improving student learning outcomes: Restructuring the course content for the MAT program is being done to target concepts of literacy in the content areas, digital literacy strategies and literacy to engage diverse student abilities and interests |
| ☑ Adopting current best practice(s) in field: Current state curriculum standards in middle and secondary education has a noted focus on literacy, reading and writing across the content areas. |
| ☑ Meeting Mandates of State/Federal/Outside Accrediting Agencies: InTASC Model Core Teacher Standards- |

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Other: Restructuring of program of study and course content to reflect current state content area curricular standards.

**Source of Data to Support Suggested Change:**
- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs and student surveys
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) edTPA Tasks 1, 2, 3; portfolio requirements, Clinical/field experiences, Teacher Candidate observation instruments

**Plans for assessing the effectiveness of the course in meeting program's learning outcomes** (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**
- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs and student surveys
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards

- Other:

**Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.**
<table>
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<tr>
<th>Approval Category</th>
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<th>Date</th>
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<tr>
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Form last updated: January 6, 2010
MSED 6004
Content Area Literacy for Middle and Secondary Teachers
3 Semester Hours

Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education
Conceptual Framework: Guiding Principles (DEPOSITS)
(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.

**InTASC Model Core Teacher Standards**

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

*Positively Impacting Learning Through Evidence-Based Practices*
Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.


INSTRUCTOR

Name:
Office Number:
Telephone Number: 229 333-5611 (dept. office)
Email Address:
Office Hours:

COURSE PREREQUISITES

MGED 2999 or SEED 2999

COURSE DESCRIPTION

Prerequisites: appropriate 2999 course. Examine concepts and theories of “literacy” together with methods for utilizing reading and writing across content areas to meet the needs of a diverse student population. Candidates explore the use of digital technology in creating meaningful and engaging classroom activities that meet the literacy needs of their middle and secondary students.

Positively Impacting Learning Through Evidence-Based Practices

2
LEARNING OUTCOMES FOR VSU’S CORE CURRICULUM
All learning outcomes in the major continue to build upon those in VSU’s Core Curriculum listed at http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml.

COURSE OBJECTIVES (CO):

The candidates will be able:

1. Identify content area textbooks and other reading materials appropriate for the students’ instructional levels. (InTASC 4, 5, 7)
2. Make adjustments in materials, grouping, instruction, and assignments to allow for individual differences in students’ reading and writing abilities. (InTASC 2, 5, 7 DL2.2)
3. Build readiness for reading and writing by activating and enhancing the students’ background knowledge. (InTASC 1, 4, 5)
4. Recognize basic ways of organizing content area classroom instruction. (Standards 7, 8)
5. Identify principles of motivation and activities that would be effective in motivating students to read and write in content area classrooms. (InTASC 1, 2, 3)
6. Identify key vocabulary for a reading assignment, describe how you will teach these words, and develop activities to reinforce the vocabulary. (InTASC 4, 8 CPL 2.2)
7. Explain different ways to establish purposes for reading and writing and identify activities that lead students to independently establish their own purposes for reading and writing. (InTASC 4, 5, 7, 8)
8. Define metacognition and identify activities that can be used to develop strategic readers. (InTASC 1, 5, 8, 9)
9. Develop reading and writing strategies to build comprehension. (InTASC 8)
10. Identify study skills, systems, and procedures which are useful in particular subject areas. (InTASC 4, 5, 6)
11. Engage students in cooperative learning activities that actively involve them in thinking about the content of their subject areas. (InTASC 8, 10)
12. Utilize library and Internet resources to locate materials to accommodate individual differences and enrich content area reading assignments. (InTASC 4, 5, 8; TL 2.2)
13. Design or adapt assessment methods and materials that indicate student progress in reading and writing abilities. (InTASC 6 AL2.1)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

The following descriptions are suggested course activities designed to meet the course objectives. Course instructors have the academic freedom to adapt all course assignments except those noted as Key Course Assessments.

Class Participation: In-Class Strategies and/or quizzes. It is expected that all students come to each class session prepared and equipped to learn. Each week we will complete in-class writing

Positively Impacting Learning Through Evidence-Based Practices
and reading assignments. This will be part of the class participation grade. Absences will impact the class participation grade.

(CO: 1-13).

**Reading Strategies (Content) unit.** Each student will submit all components of a content unit with appropriate reading and writing strategies developed for that content. Specific sections will be due according to the class calendar schedule. (CO: 1-13)

- A readability analysis of text
- All GPS/CCGPS/CCSS standards addressed in the unit
- Three before reading /writing strategies
- Three during reading /writing strategies
- Three after reading /writing strategies
- One vocabulary activity connected to the unit vocabulary
- One writing activity connected to the unit content
- One performance based assessment with a rubric
- An annotated bibliography of 10 trade books that could be used with unit
- A list of 5 or more websites and/or media/community resources with annotated description that could be used for unit.
- How the work connects to prior learning, everyday life, and other content areas.

**Each part of the content unit will be introduced with a description, rationale/ GPS/CCGPS standard connection, and application or directions for each part.** Format for Strategies:
(The following information should be included for each of the strategies you will use in your content unit. The actual lay out on the page can be different, but all the information must be included.)

Your name:
Unit Name/Topic:
Grade Level and Standards addressed
To be used: Before Reading, During Reading, After Reading, Vocabulary, Writing, etc.
Strategy Name:
Rationale for selecting this strategy (narrative):
Process for using strategy (narrative):
    Describe how you will introduce it
    What you expect students to do
    What kind of grouping (if any) will you use
    How will you evaluate it
Describe connections (narrative):

**Literature circle.** Students will select an adolescent fiction book and form a group to read and discuss the selected book. Each circle will meet regularly (a minimum of 4 times) to discuss predetermined sections of the book. Students will keep a record that authenticates their participation in the assignment. A rubric for the assignment is available in Live Text and more information will be provided in class. (CO: 1, 2, 5, 6, 7, 9, 11, 13)

**Literature Circle Presentation.** Each circle will design and present information about the book and author in the form of a PowerPoint or Prezi. It is expected that students will locate

*Positively Impacting Learning Through Evidence-Based Practices*
information about the author and book through various sources, including the Internet. (CO: 6, 7, 11, 12)

Things to consider when participating in the Literature Circle:

a. Four or five students per group are required (if applicable to class size).
b. Forms are required for all circle meetings.
c. Consult the Internet for ideas and information about literature circles. There is an abundance of information for those seeking assistance.
d. Time in class will be given provided the scheduled topics have been covered. In other words, this assignment will definitely require outside work, a total of five meetings, plus meeting to design the presentation.
e. If a circle member is not “pulling his/her weight”, it is the responsibility of the other members to talk with the person; if that does not solve the problem, then the matter should be brought to the attention of the instructor. NOTE: If a person is removed from a literature for non-participation, (s)he forfeits all points for this assignment.

4. **Content Literacy Research.** Students will select one of the provided topics in the area of content literacy to research. Five sources will be used at a minimum. The paper must follow APA style of research and writing.

**REQUIRED TEXTBOOKS**

The following texts represent suggestions to the instructor of the course:

2. Literature Circle Text – you will only purchase one. You will make a choice from text presented in class.
3. Access to a middle grade or secondary level textbook from one of your content areas.
5. Live Text
6. CCGPS/GPS content area standards

**COURSE EVALUATION.**

LATE WORK: NO LATE WORK WILL BE ACCEPTED. If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. Professional ethics, behavior, quality, and timeliness are expected in all products and performances. Given the percentage weights above, final grades will be assigned according to the following scale (NOTE-A ZERO IN ANY OF THESE CATEGORIES WILL PRECLUDE THE CANDIDATE FROM RECEIVING AN “A” IN THE COURSE):

Assessment/Evaluation

*Positively Impacting Learning Through Evidence-Based Practices*
No Key Program Assessments are designated for this course

Grading Scale
A = 100 - 90        D = 69 - 60
B = 89 - 80          F = 59 - 0
C = 79 - 70

ATTENDANCE POLICY
When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), “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” (p. 87).

PROFESSIONALISM

The following areas describe the professional expectations for all pre-service students in the Department of Middle, Secondary, Reading, and Deaf Education. A student who does not meet professional expectations is placed on a Professional Improvement Plan. Please see http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc

Professionalism - Ethics
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf).
Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student’s actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

Professionalism – Dress code
In this course, classes are held in public schools. Professional dress code is required.

Professionalism - Communication
Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments

Positively Impacting Learning Through Evidence-Based Practices
All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

**Professionalism - Diversity**
Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

**Professionalism - Technology**
As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

**Statement on Academic Integrity**
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at [http://www.gapsc.com/Professionalpractices/NEthics.asp](http://www.gapsc.com/Professionalpractices/NEthics.asp)) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

**Description of Academic Dishonesty**
To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone’s words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**

  *Positively Impacting Learning Through Evidence-Based Practices*
• **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.

• **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author’s words to strengthen their argument, they have committed plagiarism.

• **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author’s words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author’s words, students must cite that original source. If they do not cite the original source, they have effectively stolen the original author’s idea and have committed plagiarism.

• **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master’s Degree Program in Curriculum and Instruction do not allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

• **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note:** Assignments in this course may be checked electronically for plagiarism. By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

**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 Dewar College of Education Concern Form (http://www.valdosta.edu/coe/studentsinfo.shtml).

*Positively Impacting Learning Through Evidence-Based Practices*
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 Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). The Dewar College of Education Concern Form Policy will be followed.
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.”

Note: Assignments in this course may be checked electronically for plagiarism. By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT SUCCESS CENTER

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

Positively Impacting Learning Through Evidence-Based Practices
At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

**DIRECTIONS FOR POSTING TO LIVETEXT**

*How To Submit Assignments in LiveText*

*Note:* These directions apply only to assignments visible on your dashboard.

All dashboard submissions should follow a **basic process**:

1. From the Dashboard, click the Begin Assignment button for the assignment you want to submit. *The button will be red.*
2. In Step 2 of 3, under "Have you already created files or LiveText documents for this assignment?", click the Attach Files button.
3. Under the Upload New File tab, click the Browse button.
4. Choose the document you want to submit.
5. Once the document is loaded, click the Attach Selected Files.
6. Once the file is attached, click the Submit Assignment button.
7. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. *The button will be yellow.*

**If you have to resubmit your assignment:**

1. From the Dashboard, click the Continue Assignment button for the assignment for which a resubmission request has been made. *The button will be red.*
2. Click the Continue to Step 3 button in the top right corner.
3. In Step 2 of 3, under "Have you already created files or LiveText documents for this assignment?", click the Attach Files button.
4. Under the Upload New File tab, click the Browse button.
5. Choose the document you want to submit.
6. Once the document is loaded, click the Attach Selected Files.
7. Once the file is attached, click the Submit Assignment button.
8. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. *The button will be yellow.*

*Positively Impacting Learning Through Evidence-Based Practices*
Teacher Education Dispositions*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

**Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

**Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

**Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

**Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

**Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

**Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

**Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

*Adapted from Mississippi State University COE

Dispositions Contract
I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

Your Signature ____________________ Your Name – Printed ____________________ Date ____________________

Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.

Positively Impacting Learning Through Evidence-Based Practices
Student Contract

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

Communications Skills

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

Participation Policy

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

Academic Integrity

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate’s Name __________________________

Candidate’s Signature ______________________

Date ___________________________
**REQUEST FOR A NEW COURSE**
Valdosta State University

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<thead>
<tr>
<th><strong>Date of Submission:</strong></th>
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<tbody>
<tr>
<td><strong>Department Initiating Request:</strong></td>
<td>Middle, Secondary, Reading and Deaf Education</td>
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<tr>
<td><strong>Faculty Member Requesting:</strong></td>
<td>Barbara J. Radcliffe</td>
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<tr>
<td><strong>Proposed New Course Prefix &amp; Number:</strong></td>
<td>MSED 6005</td>
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<tr>
<td><strong>Proposed New Course Title:</strong></td>
<td>Educational Philosophy, Law and Ethics</td>
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<td><strong>Proposed New Course Title Abbreviation:</strong></td>
<td>Philosophy, Law, Ethics MSED</td>
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<td><strong>Semester/Year to be Effective:</strong></td>
<td>Spring 2016</td>
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<td><strong>Estimated Frequency of Course Offering:</strong></td>
<td>Fall/Spring</td>
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<td><strong>Indicate if Course will be:</strong></td>
<td>☑ Requirement for Major</td>
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<td><strong>Lecture Hours:</strong></td>
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<td><strong>Credit Hours:</strong></td>
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**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.) Prerequisite: appropriate 2999 course. Advanced study of philosophies, current issues, ethics and law related to American public education. Candidates examine major policies and court cases in education; educator codes of ethics; major philosophies and theories of learning in education; and the impact of social, political and economic issues on contemporary public education.

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

- ☑ Improving student learning outcomes: Current teacher evaluation system TKES has a noted focus on teacher ethics, and an understanding of theories of learning. Restructuring the program of study and course content for the MAT program is being done to target major philosophical fields of thought in education, understanding of theories of learning and learner development, and examination of teacher ethical and legal practice and professionalism

- ☑ Adopting current best practice(s) in field: Current state curriculum standards in middle and secondary education has a noted focus on literacy, reading and writing across the content areas. Restructuring the program of study and course content for the MAT program is being done to target concepts of literacy in the content areas, digital literacy strategies and literacy to engage diverse student abilities and interests

- ☑ Meeting Mandates of State/Federal/Outside Accrediting Agencies: InTASC Model Core Teacher Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements
community), and adapts practice to meet the needs of each learner.

☑ Other: Reducing redundancy in new program of study and course content in the MAT program

**Source of Data to Support Suggested Change:**

☑ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs and student surveys

☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program key assessments

**Plans for assessing the effectiveness of the course in meeting program’s learning outcomes**
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**

☑ Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs and student surveys

☑ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards. Specific assignments include candidate teaching philosophy, ethics project, and education law research paper

☐ Other:

**Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.**
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<th>Approvals:</th>
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<td>Dept. Head:</td>
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Form last updated: January 6, 2010
MSED 6005
Educational Foundations of Philosophy, Law and Ethics
3 Semester Hours

Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education
Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Disposition 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.


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


InTASC Model Core Teacher Standards*

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Positively Impacting Learning Through Evidence-Based Practices
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.


INSTRUCTOR

COURSE PREREQUISITES:
MGED 2999 or SEED 2999

COURSE DESCRIPTION
Prerequisite: appropriate 2999 course. Advanced study of philosophies, current issues, ethics and law related to American public education. Candidates examine major policies and court cases in education, educator codes of ethics, major philosophies and theories of learning in education, current social, political and

Positively Impacting Learning Through Evidence-Based Practices
economic issues and their impact on contemporary public education.

REQUIRED TEXTBOOKS


A LiveText software account is required and it may be purchased at the bookstore or online.

LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml.

COURSE OBJECTIVES (CO):

Numbers in parentheses following objectives refer to College of Education Conceptual Framework Standards.

By the end of this course, candidates should demonstrate the following competencies:

1. Examine a variety of learning theories and philosophical frameworks in the field of education (InTASC Standards 1, 2, 3, DL 1.3)
2. Describe the changes in contemporary American public education and the role of policy and important court cases in these changes (InTASC Standard 9, EDL 1.1)
3. Explore the Georgia Teacher Code of Ethics (InTASC Standard 9, EDL 1.1)
4. Develop a personal philosophy of education which includes ethical considerations and philosophical conceptualizations of learning (InTASC Standards 1, 2, 9, DL 1.2, EDL 2.1)
5. Examine issues of multiculturalism and social justice in American public education (InTASC Standards 1, 2, 9, DL 1.3)
6. Understand the complex role of social, economic and political issues in education (InTASC Standards 1, 2, 9, 10)
7. Analyze a current issue in educational policy and practice (InTASC Standard 9, 10, EDL 2.1)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

The following descriptions are suggested course activities designed to meet the course objectives. Course instructors have the academic freedom to adapt all course assignments except those noted as Key Course Assessments.

1. Professional Literature Review: Case Studies & Article Analysis Specific case studies and readings will be assigned which focus on the framework for legal and ethical decision making, church-state relations, legal constructs and their implications for schools, legal
problems and law and policy issues, students’ rights and responsibilities, teachers’ rights and responsibilities, IDEIA, NCLB and Section 504.

2. **Legal Research Paper** Each student will write a 5-page double spaced researched paper on educational law and ethics (Key Assessment for CAEP Continuous Improvement EDL 2a in Ethics and Dispositions). This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.

3. **Educational Philosophy** Each student will develop an educational philosophy based educational philosophies, learning theories, and ethical considerations.

**COURSE EVALUATION.**

LATE WORK: NO LATE WORK WILL BE ACCEPTED. If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. Professional ethics, behavior, quality, and timeliness are expected in all products and performances. Given the percentage weights above, final grades will be assigned according to the following scale (NOTE-A ZERO IN ANY OF THESE CATEGORIES WILL PRECLUDE THE CANDIDATE FROM RECEIVING AN “A” IN THE COURSE):

Assessment/Evaluation

**Legal Research Paper** Each student will write a 5-page double spaced researched paper on educational law and ethics (Key Assessment for CAEP Continuous Improvement KA 2 in Ethics and Dispositions). This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.

100 points

**Educational Philosophy** Each student will develop an educational philosophy based educational philosophies, learning theories, and ethical considerations

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>100 - 90</td>
</tr>
<tr>
<td>B</td>
<td>89 - 80</td>
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<td>C</td>
<td>79 - 70</td>
</tr>
<tr>
<td>D</td>
<td>69 - 60</td>
</tr>
<tr>
<td>F</td>
<td>59 - 0</td>
</tr>
</tbody>
</table>

**ATTENDANCE POLICY**

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), “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” (p. 87).

**PROFESSIONALISM**

*Positively Impacting Learning Through Evidence-Based Practices*
The following areas describe the professional expectations for all pre-service students in the Department of Middle, Secondary, Reading, and Deaf Education. A student who does not meet professional expectations is placed on a Professional Improvement Plan. Please see http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc

Professionalism - Ethics
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student's actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

Professionalism – Dress code
Professional dress code is required.

Professionalism - Communication
Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments
All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity
Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology
As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Positively Impacting Learning Through Evidence-Based Practices
Statement on Academic Integrity

Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Professionalpractices/NEthics.asp) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.

- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

Description of Academic Dishonesty

To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone’s words as their own, there are many types of plagiarism.

- Stealing Verbatim: This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**

- Use of Professional Resources Without Acknowledgement. Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.

- Misquoting: If, when composing an assignment, students directly quote a source and cite it, but alter the author’s words to strengthen their argument, they have committed plagiarism.

- Paraphrasing or Summarizing Without Citing: An allowable practice in academia is for students to take an author’s words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author’s words, students must cite that original source. If they do not cite the original source, they have effectively stolen the original author’s idea and have committed plagiarism.

- Duplicating Publication: Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master’s Degree Program in Curriculum and Instruction do not allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

- Duplication of Peer Student Work: Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student’s express consent or knowledge.

Positively Impacting Learning Through Evidence-Based Practices
Note: Assignments in this course may be checked electronically for plagiarism. By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

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 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 Dewar College of Education Concern Form (http://www.valdosta.edu/coe/studentsinfo.shtml). The Dewar College of Education Concern Form Policy will be followed.
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.”

Note: Assignments in this course may be checked electronically for plagiarism. By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.
ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT SUCCESS CENTER
The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION
At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

DIRECTIONS FOR POSTING TO LIVETEXT

How To Submit Assignments in LiveText

Note: These directions apply only to assignments visible on your dashboard.

All dashboard submissions should follow a basic process:

1. From the Dashboard, click the Begin Assignment button for the assignment you want to submit. The button will be red.

Positively Impacting Learning Through Evidence-Based Practices
2. In Step 2 of 3, under "Have you already created files or LiveText documents for this assignment?," click the Attach Files button.
3. Under the Upload New File tab, click the Browse button.
4. Choose the document you want to submit.
5. Once the document is loaded, click the Attach Selected Files.
6. Once the file is attached, click the Submit Assignment button.
7. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. *The button will be yellow.*

If you have to resubmit your assignment:

1. From the Dashboard, click the Continue Assignment button for the assignment for which a resubmission request has been made. *The button will be red.*
2. Click the Continue to Step 3 button in the top right corner.
3. In Step 2 of 3, under "Have you already created files or LiveText documents for this assignment?," click the Attach Files button.
4. Under the Upload New File tab, click the Browse button.
5. Choose the document you want to submit.
6. Once the document is loaded, click the Attach Selected Files.
7. Once the file is attached, click the Submit Assignment button.
8. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. *The button will be yellow.*
Teacher Education Dispositions*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

**Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

**Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

**Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

**Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

**Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

**Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

**Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

*Adapted from Mississippi State University COE

**Dispositions Contract**

I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

---

Your Signature                        Your Name – Printed                        Date

*Positively Impacting Learning Through Evidence-Based Practices*
Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.

**Student Contract**

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

**Communications Skills**

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

**Participation Policy**

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

**Academic Integrity**

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate’s Name _________________________________

Candidate’s Signature _______________________________

Date _________________________________

*Positively Impacting Learning Through Evidence-Based Practices*
## Request for a New Course

**Valdosta State University**

**Date of Submission:** 11/11/2014 (mm/dd/yyyy)

<table>
<thead>
<tr>
<th>Department Initiating Request:</th>
<th>Faculty Member Requesting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle, Secondary, Reading and Deaf Education</td>
<td>Barbara J. Radcliffe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed New Course Prefix &amp; Number:</th>
<th>Proposed New Course Title:</th>
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<tbody>
<tr>
<td>(See course description abbreviations in the catalog for approved prefixes)</td>
<td>Employed Teacher Track Internship 1</td>
</tr>
<tr>
<td>MSED 6010</td>
<td>Proposed New Course Title Abbreviation:</td>
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<td></td>
<td>Internship 1 MSED</td>
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<table>
<thead>
<tr>
<th>Semester/Year to be Effective:</th>
<th>Estimated Frequency of Course Offering:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2016</td>
<td>Fall/Spring</td>
</tr>
</tbody>
</table>

### Indicate if Course will be:
- [x] Requirement for Major
- [ ] Elective

<table>
<thead>
<tr>
<th>Lecture Hours:</th>
<th>Lab Hours:</th>
<th>Credit Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

### 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: SEED 2999, SPEC 3000, MSED 7000. Intended for MAT candidates who have secured employment on a nonrenewable certificate by a school system. The first of two semester-long internships completed in a middle or secondary school classroom in which the candidate is supervised by a university faculty, and is fully engaged in the processes of planning, instruction, and assessment. On-campus seminar meetings will occur throughout the semester.

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

- [x] Improving student learning outcomes: Using the new COEHS developed CAPS observation instrument, MAT candidates will be supervised by university faculty and evaluated using a rigorous and comprehensive instrument over a two semester period.

- [x] Adopting current best practice(s) in field: Employed teacher track allows for MAT candidates to secure employment and continue the pursuit of their Master's degree as well as Georgia teacher certification. The new adaptation of the MAT program of study has been tailored to meet the needs of both full-time students and employed teachers, while holding teacher candidates to high standards.

- [x] Meeting Mandates of State/Federal/Outside Accrediting Agencies: InTASC Model Core Teacher Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

☐ Other: Reducing redundancy in new program of study and course content in the MAT program

Source of Data to Support Suggested Change:

☐ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs and student surveys

☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program key assessments
Plans for assessing the effectiveness of the course in meeting program’s learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:
☑ Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs and student surveys
☑ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards. Specific assessments include edTPA artifacts and the Candidate Assessment on Performance Standards - observation instrument
☐ Other:

**Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.**
<table>
<thead>
<tr>
<th>Approvals:</th>
<th></th>
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<tbody>
<tr>
<td>Dept. Head:</td>
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<tr>
<td>College/Division Exec. Comm.:</td>
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<td>(for graduate course):</td>
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<td>Graduate Dean</td>
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<td>Academic Committee:</td>
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|          |          |
| Date:    |          |
| 2/6/15   |          |
| 2/3/15   |          |
| 2/26/15  |          |
|          |          |

Form last updated: January 6, 2010
MSED 6010
Employed Teacher Teaching Internship I
3 Semester Hours

Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education
Conceptual Framework: Guiding Principles (DEPOSITS)
(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.

**InTASC Model Core Teacher Standards**

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

*Positively Impacting Learning Through Evidence-Based Practices*
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Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.


INSTRUCTOR

Name:
Office Number:
Telephone Number:
Email Address:
Office Hours:

REQUIRED TEXTBOOKS

TBD

COURSE PREREQUISITES:

Prerequisites: SEED 2999, SPEC 3000, MSED 7000.
COURSE DESCRIPTION

Prerequisites: SEED 2999, SPEC 3000, MSED 7000. Intended for MAT candidates who have secured employment on a nonrenewable certificate by a school system. The first of two semester-long internships completed in a middle or secondary school classroom and supervised by a university faculty, and is fully engaged in the processes of planning, instruction, and assessment. On-campus seminar meetings will occur throughout the semester.

LEARNING OUTCOMES FOR VSU’S CORE CURRICULUM
All learning outcomes in the major continue to build upon those in VSU’s Core Curriculum listed at http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml.

COURSE OBJECTIVES (CO):

The candidates will be able to:
1. teach for 1 semester of a 2-semester sequence in a middle school or high school environment (InTASC 1-10).
2. plan and implement lessons appropriate for students’ abilities and subject content area. They will reflect upon their effectiveness in journal form and dialogue with supervisors. (InTASC 1-8; DL 3.1, 3.2, AL 3.1, 3.2, FL 2.2 CPL 3.1, 3.2, 3.3)
3. effectively manage the classroom environment and provides opportunities for learners to use technology appropriately. (InTASC 3; FL 2.1, 2.3)
4. work collaboratively with team members to evaluate students’ learning and their own pedagogy. (InTASC 6-8 EDL 2.1, 2.2).
5. will participate in all professional teacher activities related to their site placement. (InTASC 9-10).
6. attend university professional practices seminars. The purpose of these seminars will be to provide a platform for constructive reflection and guidance of effective teaching strategies to help meet the challenges that arise during student teaching and to provide guidance in the compilation of the professional electronic teaching portfolio (InTASC 9)
7. apply psychological principles and educational theory learned in professional courses. (InTASC 1-10)
8. work collaboratively with the university supervisor and school administration to evaluate students’ learning and their own pedagogy, as well as Cooperate with and follow the guidance of mentor teachers and university supervisors. (InTASC 9, 10; EDL 2.1)
9. participate in team or grade level planning, in-service meetings, and parent-teacher conferences. (InTASC 9, 10; EDL 2.1)
10. speak and write in Standard English. (InTASC)
COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Key Assessments for CAEP Continuous Improvement (FL2a) is based on successful observations by university supervisors and the field experience binder, including lesson plans addressing the above standards. This is a required Key Program Assessment and should not be modified or removed from this course without the approval of the program faculty.

COURSE EVALUATION.

LATE WORK: NO LATE WORK WILL BE ACCEPTED. If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. Professional ethics, behavior, quality, and timeliness are expected in all products and performances. Given the percentage weights above, final grades will be assigned according to the following scale (NOTE-A ZERO IN ANY OF THESE CATEGORIES WILL PRECLUDE THE CANDIDATE FROM RECEIVING AN “A” IN THE COURSE):

Assessment/Evaluation

Field Experience Binder- Incorporates journal reflections, lesson plans, and assessments used in planning and teaching. This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty FL 2a (100 points)

Successful observations by university supervisors and the appropriate field experience materials, including lesson plans addressing the above standards. This is a required Key Program Assessment and should not be modified or removed from this course without the approval of the program faculty.

Grading Scale
A = 100 - 90     D = 69 - 60
B = 89 - 80      F = 59 - 0
C = 79 - 70

ATTENDANCE POLICY

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), “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” (p. 87).

PROFESSIONALISM

Positively Impacting Learning Through Evidence-Based Practices
The following areas describe the professional expectations for all pre-service students in the Department of Middle, Secondary, Reading, and Deaf Education. A student who does not meet professional expectations is placed on a Professional Improvement Plan. Please see

Professionalism - Ethics
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student’s actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

Professionalism – Dress code
In this course, classes are held in public schools. Professional dress code is required.

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Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

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All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

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Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills, and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology
As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Positively Impacting Learning Through Evidence-Based Practices
Professional Improvement Plan
The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process on the COEHS website.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM


DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION

STATEMENT ON ACADEMIC INTEGRITY
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- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.

- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

DESCRIPTION OF ACADEMIC DISHONESTY
To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone’s words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have

*Positively Impacting Learning Through Evidence-Based Practices*
committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**

- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.
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- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master’s Degree Program in Curriculum and Instruction do not allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.
- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note:** Assignments in this course may be checked electronically for plagiarism. By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see Turnitin for Students (http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php).

**ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

**STUDENT SUCCESS CENTER**

*Positively Impacting Learning Through Evidence-Based Practices*
The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

STUDENT OPINION OF INSTRUCTION
At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.
Teacher Education Dispositions*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

Responsibility: Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

Communication: Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

Interpersonal Skills: Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

Classroom Characteristics: Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

Judgment: Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

Ethics: Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

Self-Reflection: Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

*Adapted from Mississippi State University COE

Dispositions Contract
I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

Your Signature  Your Name – Printed  Date

Positively Impacting Learning Through Evidence-Based Practices
Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.

Student Contract

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

Communications Skills

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

Participation Policy

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

Academic Integrity

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate’s Name ____________________________

Candidate’s Signature __________________________

Date ____________________________
# REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 11/11/2014 (mm/dd/yyyy)

<table>
<thead>
<tr>
<th>Department Initiating Request:</th>
<th>Faculty Member Requesting:</th>
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<tr>
<td>Middle, Secondary, Reading and Deaf Education</td>
<td>Barbara J. Radcliffe</td>
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<tr>
<th>Proposed New Course Prefix &amp; Number:</th>
<th>Proposed New Course Title:</th>
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<tbody>
<tr>
<td>(See course description abbreviations in the catalog for approved prefixes) MSED 6020</td>
<td>Employed Teacher Track Internship 2</td>
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<tr>
<th>Proposed New Course Title Abbreviation:</th>
<th>Estimated Frequency of Course Offering:</th>
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<tr>
<td>(For student transcript, limit to 30 character spaces) Internship 2 MSED</td>
<td>Fall/Spring</td>
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**Semester/Year to be Effective:** Spring 2016

**Indicate if Course will be:**
- ☒ Requirement for Major
- ❌ Elective

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<th>Lecture Hours: 0</th>
<th>Lab Hours: 6</th>
<th>Credit Hours: 6</th>
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**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: MGED 2999 or SEED 2999, MSED 6010. Intended for MAT candidates who have secured employment on a nonrenewable certificate by a school system. The culminating clinical field experience for teaching candidates under the immediate supervision of a mentor teacher and with additional support provided by a university supervisor in which the teaching candidate is fully engaged in the processes of planning, instruction, and assessment. On-campus seminar meetings will occur throughout the semester.

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

- ☒ Improving student learning outcomes: Using the new COEHS developed CAPS observation instrument, MAT candidates will be supervised by university faculty and evaluated using a rigorous and comprehensive instrument over a two semester period. Candidates in Internship 2 will complete the EdTPA portfolio which includes three tasks focused on Planning, Instruction and Assessment and incorporates video evidence of candidate performance.

- ☒ Adopting current best practice(s) in field: Employed teacher track allows for MAT candidates to secure employment and continue the pursuit of their Master's degree as well as Georgia teacher certification. The new adaptation of the MAT program of study has been tailored to meet the needs of both full-time students and employed teachers, while holding teacher candidates to high standards. EdTPA is a new Georgia requirement for all new teacher candidates to be certified in the state.

- ☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: CAPS is aligned to the new TAPS and Teacher Keys evaluation system. EdTPA is a multi-state initiative for new teacher candidates to be evaluated in a holistic and comprehensive manner.
InTASC Model Core Teacher Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

☑ Other: Reducing redundancy in new program of study and course content in the MAT program

Source of Data to Support Suggested Change:
☑ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs and student
surveys

- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program key assessments

| Plans for assessing the effectiveness of the course in meeting program’s learning outcomes |
| (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?) |
| **Data Sources:** |
| ✗ Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs and student surveys |
| ✗ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards. Specific assessments include edTPA artifacts and the Candidate Assessment on Performance Standards - observation instrument |

- Other:

**Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.**
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<td>Dept. Head:</td>
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<td>Graduate Exec. Comm.:</td>
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<td>(for graduate course):</td>
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<td>Academic Committee:</td>
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Form last updated: January 6, 2010
MSED 6020
Employed Teacher Teaching Internship II
6 Semester Hours

Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education
Conceptual Framework: Guiding Principles (DEPOSITS)
(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.


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


InTASC Model Core Teacher Standards*
Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

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Positively Impacting Learning Through Evidence-Based Practices
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**INSTRUCTOR**

Name:
Office Number:
Telephone Number:
Email Address:
Office Hours:

**REQUIRED TEXTBOOKS**

TBD

**COURSE PREREQUISITES:**

MGED 2999 or SEED 2999, MSED 6010

*Positively Impacting Learning Through Evidence-Based Practices*
COURSE DESCRIPTION

Prerequisites: MGED 2999 or SEED 2999, MSED 6010. Intended for MAT candidates who have secured employment on a nonrenewable certificate by a school system. The culminating clinical field experience for teaching candidates under the immediate supervision of a mentor teacher and with additional support provided by a university supervisor, the teaching candidate is fully engaged in the processes of planning, instruction, and assessment. On-campus seminar meetings will occur throughout the semester.

LEARNING OUTCOMES FOR VSU’S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU’s Core Curriculum listed at http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml.

COURSE OBJECTIVES (CO):

The candidates will be able to:
1. teach for 1 semester, the second semester, of a 2 semester sequence in a middle school or high school environment (InTASC 1-10).
2. plan and implement effective differentiated instruction and assessment appropriate for the content area and their students’ diverse abilities and perspectives. (InTASC 1-8; DL 3.1, 3.2, 3.3; AL3.1, 3.2; FL 3.1, 3.2, 3.3; CPL 3.1, 3.2, 3.3)
3. use multiple sources data to reflect upon their impact on student learning and make adjustments to instruction through reflective journal writing and dialogue with supervisors. (InTASC 1-8, AL 3.3; FL 3.1, 3.2, 3.3; EDL 2.2, 3.1)
4. plans and implements appropriate technology-based, student-centered classroom activities to include opportunities for students to manage their own learning. (InTASC 8; TL 3.2, 3.3)
5. effectively manages the classroom environment and creates a safe, engaging learning environment for all students. (FL3.4)
6. work collaboratively with team members to evaluate students’ learning and their own pedagogy. (InTASC 6-8; EDL 3.2)
7. participate in all professional teacher activities related to their site placement. (InTASC 9-10; EDL 2.1)
8. attend university professional practices seminars. The purpose of these seminars will be to provide a platform for constructive reflection and guidance of effective teaching strategies to help meet the challenges that arise during student teaching and to provide guidance in the compilation of the edTPA portfolio, professional Teacher Work Sample, and Impact on Student Learning (InTASC 9)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Lesson Plans 100 points
This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty. Key course Assessment FL 3a

Positively Impacting Learning Through Evidence-Based Practices
Field Experience Binder - Including lesson plans and reflections (FL3a)
This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty. 100 points

edTPA - Candidates will complete and submit the edTPA portfolio for their content area. This is a required Key Program Assessment and should not be modified or removed from this course without the approval of the program faculty.

Observations - Key Assessments for CAEP Continuous Improvement are based on successful observations by university supervisors using COEHS Observation Instrument. This is a required Key Program Assessment and should not be modified or removed from this course without the approval of the program faculty.

Teacher Work Sample and COEHS Impact on Student Learning Assessment - This is a required Key Program Assessment and should not be modified or removed from this course without the approval of the program faculty.

Grading Scale
A = 100 - 90  B = 89 - 80  C = 79 - 70  D = 69 - 60  F = 59 - 0

ATTENDANCE POLICY
When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), “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” (p. 87).

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The following areas describe the professional expectations for all pre-service students in the Department of Middle, Secondary, Reading, and Deaf Education. A student who does not meet professional expectations is placed on a Professional Improvement Plan. Please see

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DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION

*Positively Impacting Learning Through Evidence-Based Practices*
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- Duplicating Publication: Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master’s Degree Program in Curriculum

Positively Impacting Learning Through Evidence-Based Practices
and Instruction do not allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

- **Duplication of Peer Student Work**: Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student’s express consent or knowledge.

**Note**: Assignments in this course may be checked electronically for plagiarism. By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see Turnitin for Students (http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php).

**ACCESSIBILITY STATEMENT**

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Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

**STUDENT SUCCESS CENTER**

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**STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the

*Positively Impacting Learning Through Evidence-Based Practices*
survey and a timetable for this term is available at
http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.
Teacher Education Dispositions*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

**Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

**Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

**Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

**Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

**Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

**Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

**Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

*Adapted from Mississippi State University COE

**Dispositions Contract**
I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

__________________________________________  ___________________________________________  ____________
Your Signature  Your Name – Printed  Date

*Positively Impacting Learning Through Evidence-Based Practices*
Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.

Student Contract

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

Communications Skills

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

Participation Policy

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

Academic Integrity

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate’s Name _______________________________

Candidate’s Signature __________________________

Date __________________________
# REQUEST FOR A NEW COURSE

## Valdosta State University

### Date of Submission: 01/21/2015 (mm/dd/yyyy)

<table>
<thead>
<tr>
<th>Department Initiating Request:</th>
<th>Faculty Member Requesting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle, Secondary, Reading and Deaf Education</td>
<td>Barbara J. Radcliffe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Proposed New Course Prefix &amp; Number:</th>
<th>Proposed New Course Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(See course description abbreviations in the catalog for approved prefixes) MSED 6100</td>
<td>Apprenticeship in Teaching</td>
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</table>

<table>
<thead>
<tr>
<th>Proposed New Course Title Abbreviation:</th>
<th>Estimated Frequency of Course Offering:</th>
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<tbody>
<tr>
<td>(For student transcript, limit to 30 character spaces) Apprenticeship MSED</td>
<td>Fall</td>
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</table>

### Semester/Year to be Effective: Spring 2016

<table>
<thead>
<tr>
<th>Indicate if Course will be:</th>
<th>Requirement for Major</th>
<th>Elective</th>
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### Lecture Hours: 3  |  Lab Hours: 3  |  Credit Hours: 3  |

<table>
<thead>
<tr>
<th>Proposed Course Description:</th>
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<tbody>
<tr>
<td>(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.) Prerequisite: Appropriate 2999 course. Corequisite: MSED 5100, MSED 5200, MSED 53000, MSED 5400, or MSED 5500. The final field preparatory experience prior to student teaching. Candidates are placed with a content-area mentor teacher in a middle or secondary school daily for a 4-week period. Candidates are placed for two days per week for ten weeks in a different setting within their certification grade band. A university supervisor will provide observations and additional support. Candidates must successfully complete the apprenticeship experience in order to be admitted to student teaching. On-campus seminar meetings will occur throughout the semester.</td>
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### Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- ☑ Improving student learning outcomes: Using the new COEHS developed CAPS observation instrument, MAT candidates will be supervised by university faculty and evaluated using a rigorous and comprehensive instrument over a four week period in a field placement in a middle or high school setting. The apprenticeship paired with content methods courses in partner schools through the new Professional Development School (PDS) model allows students more active roles in classrooms prior to student teaching and more real classroom experiences earlier in their programs.

- ☑ Adopting current best practice(s) in field: The new MAT program of study includes a content methods course in a Professional Development School (PDS) model in local partner schools. This combination of content methods and apprenticeship field experience allows candidates more hands-on experience in classrooms and with students. Teachers are paired with a mentor as a pre-student teaching experience along with support from university supervisors and content methods faculty. edTPA is a new Georgia requirement for all new teacher candidates to
be certified in the state. Candidates are evaluated with the new COEHS CAPS instrument which is aligned to the new Teacher Keys evaluation system being used in Georgia.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: CAPS is aligned to the new TAPS and Teacher Keys evaluation system. edTPA is a multi-state initiative for new teacher candidates to be evaluated in a holistic and comprehensive manner.

InTASC Model Core Teacher Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Other: Reducing redundancy in new program of study and course content in the MAT
Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs and student surveys
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program key assessments

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs and student surveys
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course artifacts and exams, CAPS instrument scores, Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards. Specific assessments include edTPA artifacts and the Candidate Assessment on Performance Standards - observation instrument

- Other:

**Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.**
<table>
<thead>
<tr>
<th>Approvals:</th>
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<tr>
<td>Dept. Head:</td>
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<td>College/Division Exec. Comm.:</td>
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<td>Date: 2/1/15</td>
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<td>Dean/Director:</td>
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<td>Date: 2/1/15</td>
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<td>Graduate Exec. Comm.: (for graduate course):</td>
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<td>Graduate Dean:</td>
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<td>Date: 2-26-15</td>
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<td>Academic Committee:</td>
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<td>Date:</td>
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Form last updated: January 6, 2010
MSED 6100
Apprenticeship Field Experience
3 Semester Hours

Dewar College of Education and Human Services
Valdosta State University
Department of Middle, Secondary, Reading, and Deaf Education
Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Disposition 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.


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


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Positively Impacting Learning Through Evidence-Based Practices
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INSTRUCTOR

Name: 
Office Number: 
Telephone Number: 
Email Address: 
Office Hours: 

REQUIRED TEXTBOOKS

TBD

COURSE PREREQUISITES:

Prerequisites: MGED 2999 or SEED 2999

Corequisites: MSED 5100-5500 (content teaching methods- select one)
COURSE DESCRIPTION

Prerequisite: appropriate 2999 course. Corequisites: MSED 5100-5500 (content teaching methods- select one). The final field preparatory experience prior to student teaching. Candidates are placed with a content-area mentor teacher in a middle or secondary school daily for a 4-week period. Candidates are placed for two days per week for ten weeks in a different setting. A university supervisor will provide observations and additional support. Candidates must successfully complete the apprenticeship experience in order to be admitted to student teaching. On-campus seminar meetings will occur throughout the semester.

LEARNING OUTCOMES FOR VSU’S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU’s Core Curriculum listed at http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml.

COURSE OBJECTIVES (CO):

The candidates will be able to:
1. teach for a 4-week sequence in a middle school or high school environment (InTASC 1-10).
2. plan and implement lessons appropriate for students’ abilities and subject content area. They will reflect upon their effectiveness in journal form and dialogue with supervisors. (InTASC 1-8; DL 3.1, 3.2, AL 3.1, 3.2, FL 2.2 CPL 3.1, 3.2, 3.3)
3. effectively manage the classroom environment and provide opportunities for learners to use technology appropriately. (InTASC 3; FL 2.1, 2.3)
4. work collaboratively with team members to evaluate students’ learning and their own pedagogy. (InTASC 6-8 EDL 2.1, 2.2).
5. will participate in all professional teacher activities related to their site placement. (InTASC 9-10).
6. attend university professional practices seminars. The purpose of these seminars will be to provide a platform for constructive reflection and guidance of effective teaching strategies to help meet the challenges that arise during student teaching and to provide guidance in the compilation of the professional electronic teaching portfolio (InTASC 9)
7. apply psychological principles and educational theory learned in professional courses. (InTASC 1-10)
8. work collaboratively with the university supervisor and school administration to evaluate students’ learning and their own pedagogy, as well as Cooperate with and follow the guidance of mentor teachers and university supervisors. (InTASC 9, 10; EDL 2.1)
9. participate in team or grade level planning, in-service meetings, and parent-teacher conferences. (InTASC 9, 10; EDL 2.1)
10. speak and write in Standard English. (InTASC)
COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

The following descriptions are suggested course activities designed to meet the course objectives. Course instructors have the academic freedom to adapt all course assignments except those noted as Key Course Assessments.

Key Assessments for CAEP Continuous Improvement (FL 2a) are based on successful observations by university supervisors and the field experience binder, including lesson plans addressing the above standards.

Students will meet periodically during the Apprenticeship experience on campus to clarify binder requirements, and address edTPA requirements for the following semester.

COURSE EVALUATION.

LATE WORK: NO LATE WORK WILL BE ACCEPTED. If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. Professional ethics, behavior, quality, and timeliness are expected in all products and performances. Given the percentage weights above, final grades will be assigned according to the following scale (NOTE-A ZERO IN ANY OF THESE CATEGORIES WILL PRECLUDE THE CANDIDATE FROM RECEIVING AN “A” IN THE COURSE):

Assessment/Evaluation

Field Experience Binder- Incorporates journal reflections, lesson plans, and assessments used in planning and teaching. This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty FL 2a (100 points)

Successful observations by university supervisors and the appropriate field experience materials, including lesson plans addressing the above standards. This is a required Key Program Assessment and should not be modified or removed from this course without the approval of the program faculty.

Grading Scale
A = 100 - 90     D = 69 - 60
B = 89 - 80     F = 59 - 0
C = 79 - 70

ATTENDANCE POLICY

When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), “A student who

Positively Impacting Learning Through Evidence-Based Practices
misses more than 20% of the scheduled classes of a course will be subject to receiving a failing grade in the course” (p. 87).

**PROFESSIONALISM**

The following areas describe the professional expectations for all pre-service students in the Department of Middle, Secondary, Reading, and Deaf Education. A student who does not meet professional expectations is placed on a Professional Improvement Plan. Please see http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc

*Professionalism - Ethics*
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf).
Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student’s actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

*Professionalism - Dress code*
In this course, classes are held in public schools. **Professional dress code is required.**

*Professionalism - Communication*
Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

*Professionalism - Assignments*
All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

*Professionalism - Diversity*
Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

*Positively Impacting Learning Through Evidence-Based Practices*
Professionalism - Technology
As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Professional Improvement Plan
The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process on the COEHS website.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION
STATEMENT ON ACADEMIC INTEGRITY
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(See: The Code of Ethics for Educators at http://www.nea.org/home/30442.htm). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

DESCRIPTION OF ACADEMIC DISHONESTY
To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

Positively Impacting Learning Through Evidence-Based Practices
While students are likely to understand plagiarism as stealing someone's words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**

- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.

- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.

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Teacher Education Dispositions*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

**Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

**Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

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*Adapted from Mississippi State University COE

**Dispositions Contract**
I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

_________________________  ____________________  _______________________
Your Signature           Your Name – Printed                  Date

Positively Impacting Learning Through Evidence-Based Practices
Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.

Student Contract

I understand that my instructor and departmental faculty will communicate via the course email.

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I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

Academic Integrity

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate’s Name

Candidate’s Signature

Date

Positively Impacting Learning Through Evidence-Based Practices

10
# REQUEST FOR A NEW COURSE

Valdosta State University

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<tr>
<th>Date of Submission: 11/11/2014 (mm/dd/yyyy)</th>
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<th>Department Initiating Request:</th>
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<td>Middle, Secondary, Reading and Deaf Education</td>
<td>Barbara J. Radcliffe</td>
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<tr>
<th>Proposed New Course Prefix &amp; Number:</th>
<th>Proposed New Course Title:</th>
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<tr>
<td>(See course description abbreviations in the catalog for approved prefixes) MSED 6200</td>
<td>Student Teaching</td>
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<tr>
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<th>Estimated Frequency of Course Offering:</th>
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<tr>
<td>(For student transcript, limit to 30 character spaces) Student Teaching MSED</td>
<td>Fall/Spring</td>
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<tr>
<th>Semester/Year to be Effective:</th>
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<tbody>
<tr>
<td>Spring 2016</td>
<td>☒ Requirement for Major ☐ Elective</td>
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<tr>
<th>Lecture Hours: 6</th>
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<tr>
<th>Proposed Course Description:</th>
<th>Justification:</th>
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<tr>
<td>(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: MGED 2999 or SEED 2999, SPEC 3000, MSED 7100. The culminating clinical field experience for teaching candidates. Candidates are placed under the immediate supervision of a mentor teacher with additional support provided by a university supervisor, and are fully engaged in the processes of planning, instruction, and assessment. On-campus seminar meetings will occur throughout the semester.</td>
<td>Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.</td>
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- ☒ Improving student learning outcomes: MAT Student Teaching is a semester long clinical experience supervised by a university faculty. Students will be receiving more credit hours for this intensive experience, and will be periodically doing workshops and seminars throughout the semester to prepare for the EdTPA portfolio assessment, to discuss clinical experiences with peers and work on program assessments. |

- ☒ Adopting current best practice(s) in field: EdTPA is a new Georgia requirement for all new teacher candidates to be certified in the state. Candidates are evaluated with the new COEHS CAPS instrument which is aligned to the new Teacher Keys evaluation system being used in Georgia. |

- ☒ Meeting Mandates of State/Federal/Outside Accrediting Agencies: CAPS is aligned to the new TAPS and Teacher Keys evaluation system. EdTPA is a multi-state initiative for new teacher candidates to be evaluated in a holistic and comprehensive manner |

InTASC Model Core Teacher Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the
cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

☐ Other: reducing redundancy in new program of study and course content in the MAT program

Source of Data to Support Suggested Change:

☐ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs and student surveys

☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program key assessments
**Plans for assessing the effectiveness of the course in meeting program’s learning outcomes**
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

**Data Sources:**
- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs and student surveys
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards. Specific assessments include edTPA artifacts and the Candidate Assessment on Performance Standards - observation instrument

☐ Other:

**Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.**
<table>
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Form last updated: January 6, 2010
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.


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


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Positively Impacting Learning Through Evidence-Based Practices
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INSTRUCTOR

Name:
Office Number:
Telephone Number:
Email Address:
Office Hours:

REQUIRED TEXTBOOKS

TBD

COURSE PREREQUISITES:

Prerequisites: MGED 2999 or SEED 2999, SPEC 3000, MSED 7100

Positively Impacting Learning Through Evidence-Based Practices
COURSE DESCRIPTION

Prerequisites: MGED 2999 or SEED 2999, SPEC 3000, MSED 7100. The culminating clinical field experience for teaching candidates. Candidates are placed under the immediate supervision of a mentor teacher and with additional support provided by a university supervisor, and is fully engaged in the processes of planning, instruction, and assessment. On-campus seminar meetings will occur throughout the semester.

LEARNING OUTCOMES FOR VSU’S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU’s Core Curriculum listed at http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml.

COURSE OBJECTIVES (CO):

The candidates will be able to:
1. teach for 1 semester of full-time student teaching in a middle school or high school environment (InTASC 1-10).
2. plan and implement effective differentiated instruction and assessment appropriate for the content area and their students’ diverse abilities and perspectives. (InTASC 1-8; DL 3.1, 3.2, 3.3; AL3.1, 3.2; FL 3.1,3.2, 3.3; CPL 3.1, 3.2, 3.3)
3. use multiple sources data to reflect upon their impact on student learning and make adjustments to instruction through reflective journal writing and dialogue with supervisors. (InTASC 1-8, AL 3.3; FL 3.1, 3.2, 3.3; EDL 2.2, 3.1)
4. plans and implements appropriate technology-based, student-centered classroom activities to include opportunities for students to manage their own learning. (InTASC 8; TL 3.2, 3.3)
5. effectively manages the classroom environment and creates a safe, engaging learning environment for all students. (FL3.4)
6. work collaboratively with team members to evaluate students’ learning and their own pedagogy. (InTASC 6-8; EDL 3.2)
7. participate in all professional teacher activities related to their site placement. (InTASC 9-10; EDL 2.1)
8. attend university professional practices seminars. The purpose of these seminars will be to provide a platform for constructive reflection and guidance of effective teaching strategies to help meet the challenges that arise during student teaching and to provide guidance in the compilation of the edTPA portfolio, professional Teacher Work Sample, and Impact on Student Learning (InTASC 9)
COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

Lesson Plans 100 points
This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty. Key course Assessment FL 3a

Field Experience Binder -Including lesson plans and reflections (FL3a)
This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty. 100 points

dedTPA-Candidates will complete and submit the edTPA portfolio for their content area. This is a required Key Program Assessment and should not be modified or removed from this course without the approval of the program faculty.

Observations- Key Assessments for CAEP Continuous Improvement are based on successful observations by university supervisors using COEHS Observation Instrument. This is a required Key Program Assessment and should not be modified or removed from this course without the approval of the program faculty.

Teacher Work Sample and COEHS Impact on Student Learning Assessment- This is a required Key Program Assessment and should not be modified or removed from this course without the approval of the program faculty.

Grading Scale
A = 100 – 90  B = 89 – 80  C = 79 – 70  D = 69 – 60  F = 59 – 0

ATTENDANCE POLICY
When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), “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” (p. 87).

PROFESSIONALISM

The following areas describe the professional expectations for all pre-service students in the Department of Middle, Secondary, Reading, and Deaf Education. A student who does not meet professional expectations is placed on a Professional Improvement Plan. Please see http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc

Professionalism - Ethics
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf).

Positively Impacting Learning Through Evidence-Based Practices
Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student’s actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

**Professionalism – Dress code**
In this course, classes are held in public schools. **Professional dress code is required.**

**Professionalism - Communication**
Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

**Professionalism - Assignments**
All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

**Professionalism - Diversity**
Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

**Professionalism - Technology**
As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

**Professional Improvement Plan**
The purpose of the Professional Improvement Plan (PIP) process is for faculty to identify students who may need remediation or intervention to successfully complete the professional requirements for their program of study. For more information see the Professional Improvement Plan Process on the COEHS website.

**DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

*Positively Impacting Learning Through Evidence-Based Practices*
DEPARTMENT OF MIDDLE, SECONDARY, READING, AND DEAF EDUCATION

STATEMENT ON ACADEMIC INTEGRITY
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.nea.org/home/30442.htm). Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.

- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style – name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

DESCRIPTION OF ACADEMIC DISHONESTY
To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone’s words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**

- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.

- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author’s words to strengthen their argument, they have committed plagiarism.

- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author’s words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words.
However, even when paraphrasing or summarizing another author’s words, students must cite that original source. If they do not cite the original source, they have effectively stolen the original author’s idea and have committed plagiarism.

- **Duplicating Publication**: Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master’s Degree Program in Curriculum and Instruction do not allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

- **Duplication of Peer Student Work**: Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student’s express consent or knowledge.

**Note**: Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for textual similarity review within BlazeVIEW and GOML. For more information on the use of Turnitin at VSU see [Turnitin for Students](http://www.valdosta.edu/academics/academic-affairs/vp-office/turnitin-for-students.php).

**ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit [http://www.valdosta.edu/access](http://www.valdosta.edu/access) or email: access@valdosta.edu.

**STUDENT SUCCESS CENTER**

The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email [ssc@valdosta.edu](mailto:ssc@valdosta.edu).

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At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to

*Positively Impacting Learning Through Evidence-Based Practices*
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Candidate’s Signature ____________________________

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*Positively Impacting Learning Through Evidence-Based Practices*
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Valdosta State University

Date of Submission: 11/11/2014 (mm/dd/yyyy)

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<td>(See course description abbreviations in the catalog for approved prefixes)</td>
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<tr>
<td>MSED 6300</td>
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<thead>
<tr>
<th>Proposed New Course Title:</th>
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<tbody>
<tr>
<td>MAT Capstone</td>
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<th>Proposed New Course Title Abbreviation:</th>
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<td>(For student transcript, limit to 30 character spaces)</td>
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<tr>
<td>Capstone MSRD</td>
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<th>Semester/Year to be Effective:</th>
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<td>Spring 2016</td>
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<th>Estimated Frequency of Course Offering:</th>
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<tr>
<td>Fall/Spring</td>
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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. The culmination of the work in the MAT program. Candidates integrate major philosophical and theoretical fields of thought in education, make connections between their clinical experiences and coursework, and develop a professional approach to education as a new teacher.

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

☑ Improving student learning outcomes: Restructuring program of study, course content and course numbering to reduce redundancy and streamline course requirements. Due to changes in teacher candidate requirements (EdTPA), the capstone course will allow students to reflect on their learning through the program with culminating assignments. Students will read advanced literature in education and examine critical issues through the lenses of their field and clinical experiences. Students will adapt a critical teaching philosophy from previous coursework.

☑ Implementing current best practice(s) in field: Restructuring course content, course content and program of study to allow students to be finalize their philosophy of education, complete EdTPA requirements, and reflect on growth and learning in the MAT program.

☑ Meeting Mandates of State/Federal/Outside Accrediting Agencies: CAPS is aligned to the new TAPS and Teacher Keys evaluation system. EdTPA is a multi-state initiative for new teacher candidates to be evaluated in a holistic and comprehensive manner.

InTASC Model Core Teacher Standards

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

☑ Other: Restructuring of program of study and course content to reflect changes in state initial teacher certification requirements and reduce redundancy in program

Source of Data to Support Suggested Change:

☑ Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs and student surveys

☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Program key assessments
Plans for assessing the effectiveness of the course in meeting program’s learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data
will be collected and evaluated to determine if the course is meeting stated program or course
outcomes?)

Data Sources:
☒ Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs and student surveys
☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests,
              portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the
              Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC
              standards.
☐ Other:

**Attach a course syllabus with course outcomes/assessments and general education
outcomes/assessments.**
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<td>Dept. Head:</td>
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<td>College/Division Exec. Comm.:</td>
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Form last updated: January 6, 2010
MSED 6300  
Master's Capstone  
3 Semester Hours

Dewar College of Education and Human Services  
Valdosta State University  
Department of Middle, Secondary, Reading, and Deaf Education  
Conceptual Framework: Guiding Principles (DEPOSITS)  
(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.


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

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

**InTASC Model Core Teacher Standards**

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Positively Impacting Learning Through Evidence-Based Practices
Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.


INSTRUCTOR

Name:
Office Number:
Telephone Number: 229 333-5611 (dept. office)
Email Address:
Office Hours:

REQUIRED TEXTBOOKS

The following texts represent suggestions to the instructor of the course:
1. Regular use of BlazeView is necessary, and a LiveText software account is required.

Positively Impacting Learning Through Evidence-Based Practices

Optional Text:

**COURSE PREREQUISITES:**
appropriate 2999 course,

**COURSE DESCRIPTION**

Prerequisites: **appropriate 2999 course.** The culmination of the work in the MAT program. Candidates integrate major philosophical and theoretical fields of thought in education, as well as make connections between their clinical experiences, learning from coursework and professional approach to education as a new teacher.

**LEARNING OUTCOMES FOR VSU’S CORE CURRICULUM**
All learning outcomes in the major continue to build upon those in VSU’s Core Curriculum listed at [http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml](http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml).

**COURSE OBJECTIVES (CO):**
The candidates will:
1. integrate their development of best practices in technology, diversity, and content pedagogy. (InTASC 1-10)
2. develop a teacher work sample that includes context for learning, analysis of impact on student learning and reflection of teaching practice. (InTASC 1-10).
3. demonstrate their content pedagogy through the completion of EdTPA Tasks 1, 2, 3 portfolio including artifacts and reflection (InTASC 1-10), and Livetext submissions.
4. analyze their educator dispositions by completing COEHS Exit Dispositions Survey.
5. further refine their philosophy of education based on their field experiences and course work.

**COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**
The following descriptions are suggested course activities designed to meet the course objectives. Course instructors have the academic freedom to adapt all course assignments except those noted as Key Course Assessments.

**Critical Best Practices Project.** You will write a critical best practices project focusing on the following themes: diversity, technology, and content pedagogy. Guidelines and rubric will be provided. This will be loaded into Live Text. DL 3a, TL3a, CPL3a This is a required Key

*Positively Impacting Learning Through Evidence-Based Practices.*
Course Assessment and should not be modified or removed from this course without the approval of the program faculty.

Teacher Work Sample This is a required Key Program Assessment and should not be modified or removed from this course without the approval of the program faculty.

EdTPA Tasks 1, 2, 3 portfolio This is a required Key Program Assessment and should not be modified or removed from this course without the approval of the program faculty.

Dispositions Exit Survey This is a required Key Program Assessment and should not be modified or removed from this course without the approval of the program faculty.

Philosophy of Education & Reflective Comparison of Earlier Philosophies & Growth. You will produce your final version of your Philosophy of Education. Included in this paper will be a reflective comparison and evidence of growth. This will be placed in Live Text. EDL 3a This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.

In-class assigned chapter presentation. Each student will choose one chapter from the Jossey-Bass Reader on Teaching and present it to the class. Mode of delivery will be the student’s choice.

Weekly Blazevic Discussion post. Questions will be provided for discussion posts based on the required text and/or class readings.

**COURSE EVALUATION.**

LATE WORK: NO LATE WORK WILL BE ACCEPTED. If you are going to miss class and you have an assignment due, it is your responsibility to get it to me. You can do this by sending it by another student or sending it to me via email. Professional ethics, behavior, quality, and timeliness are expected in all products and performances. Given the percentage weights above, final grades will be assigned according to the following scale (NOTE-A ZERO IN ANY OF THESE CATEGORIES WILL PRECLUDE THE CANDIDATE FROM RECEIVING AN “A” IN THE COURSE):

Assessment/Evaluation

Develop a Best Practices assignment culminating the learning from program coursework, experiences from clinical field experiences and further readings in educational literature (InTASC 1-10, CPL 2a This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.) 100 points

*Positively Impacting Learning Through Evidence-Based Practices*
Complete the Teacher Work Sample using documentation from clinical field experience courses and reflection on teaching practice. (InTASC 1-10, DL 3a, TL 3a, AL 3a, CPL 3a, EDL 3). Program Key Assessment 3- Planning, and Program Key Assessment 5 Effects on Student Learning. This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.) 100 points

Students complete EdTPA Tasks 1, 2, 3 portfolio including artifacts and reflection (InTASC 1-10, AL 3a) This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.) 100 points

Grading Scale
A = 100 - 90  D = 69 - 60
B = 89 - 80  F = 59 - 0
C = 79 - 70

ATTENDANCE POLICY
When students are compelled for any reason to be absent from class, they should immediately contact the instructor. As per the VSU Undergraduate Bulletin (2012-13), “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” (p. 87).

PROFESSIONALISM

The following areas describe the professional expectations for all pre-service students in the Department of Middle, Secondary, Reading, and Deaf Education. A student who does not meet professional expectations is placed on a Professional Improvement Plan. Please see http://www.valdosta.edu/colleges/education/deans-office/documents/professional-improvement-plan-11.22.13.doc

Professionalism - Ethics
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf).
Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. It is expected that future teachers conduct themselves with the professionalism that is required of practicing teachers. If at any time a student’s actions or attitudes are judged to be less than professional appropriate remedial action will be taken.

Professionalism – Dress code
In this course, classes are held in public schools. Professional dress code is required.
Professionalism - Communication
Effective written and verbal communication skills are critical to you as a professional educator as you interact with students, colleagues, administrators, and parents. Those individuals whose communication skills (verbal or written) indicate a need for assistance will be referred to the appropriate services on campus.

Professionalism - Assignments
All assignments should conform to the professional standards expected of university students. Papers must be typed, double-spaced in an appropriate font style and size with no spelling or grammatical errors. Assignments will be graded on content, composition, spelling, punctuation, and grammar. In papers, ideas obtained from sources must be documented using APA style. Proofread and correct papers before they are submitted.

Professionalism - Diversity
Professional educators are expected to embrace diversity. A variety of materials and instructional strategies will be used to meet the needs of different learning styles of diverse learners in the class. Students will be provided with opportunities to gain the knowledge, skills and understanding to provide effective instruction in multicultural classrooms. Mutual respect for people of diverse characteristics, beliefs, and abilities should be evident for all teacher candidates.

Professionalism - Technology
As part of our conceptual framework, the College of Education is committed to preparing professional educators who are technology competent. As a result, technology has been infused into our education courses.

Statement on Academic Integrity
Educators are professionals guided by ethical commitments to their students, their families and to the communities in which they work. (See: The Code of Ethics for Educators at http://www.gapsc.com/Professionalpractices/NEthics.asp ) Professional values of teachers include respect, integrity, collaboration, active participation, building alliances, resolving conflicts, and reflective, intellectual inquiry. Future teachers should conduct themselves with the professionalism that is required of practicing teachers.

- In assignments and discussion postings, you should never provide names or identifying information about other people (students, other professionals, or parents). For confidentiality, you should use pseudonyms for students and should not identify schools unless you are using information that is publically available.
- All assignments should be your own original work, not group work. If you use ideas from other sources, you must provide a full citation using APA style — name(s) of author(s); date of publication or retrieval date; title of article/book/web page; name and location of publisher (book), name of journal, or URL of website. Do not share your work with others. If student A uses work from student B with or without permission, both students receive zero grades for the assignment.

Description of Academic Dishonesty
To ensure there are no chances for students to misunderstand what constitutes plagiarism, cheating, or prohibited collaboration across the University System of Georgia, this section will describe in some detail the behaviors which are viewed as academically dishonest.

While students are likely to understand plagiarism as stealing someone’s words as their own, there are many types of plagiarism.

- **Stealing Verbatim:** This is exactly as it sounds. If, when composing an assignment, students take a sentence, a portion of a phrase, or even a unique expression which is not theirs, and submit it as their own (without quoting the original source), they have committed plagiarism. **Sentences that are verbatim or nearly verbatim (more than 70% match) should be both quoted and cited.**

- **Use of Professional Resources Without Acknowledgement.** Students may not use published professional resources, including lesson plans, learning activities, or PowerPoint presentations, without citing the source.

- **Misquoting:** If, when composing an assignment, students directly quote a source and cite it, but alter the author's words to strengthen their argument, they have committed plagiarism.

- **Paraphrasing or Summarizing Without Citing:** An allowable practice in academia is for students to take an author's words, change the words (without changing the meaning) so that it better fits their narrative. Paraphrasing goes beyond changing a couple of words. However, even when paraphrasing or summarizing another author's words, students must cite that original source. If they do not cite the original source, they have effectively stolen the original author's idea and have committed plagiarism.

- **Duplicating Publication:** Students may not reuse or recycle any previous assignments used in another course, or in any other published venue, without the explicit permission from the course instructor. The instructors in the Master’s Degree Program in Curriculum and Instruction do not allow students to reuse or recycle their assignments in any course. If students have done this, they have committed plagiarism.

- **Duplication of Peer Student Work:** Students may not submit assignments that duplicate in whole or part the work of other students, with or without the other student's express consent or knowledge.

**Note:** Assignments in this course may be checked electronically for plagiarism.

By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

**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).

*Positively Impacting Learning Through Evidence-Based Practices*
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 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 Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). The Dewar College of Education Concern Form Policy will be followed.
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.”

Note: Assignments in this course may be checked electronically for plagiarism.
By taking this course, you agree that all required course work may be subject to submission for electronic review based on textual similarity.

ACCESSIBILITY 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 age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit http://www.valdosta.edu/access or email: access@valdosta.edu.

STUDENT SUCCESS CENTER

*Positively Impacting Learning Through Evidence-Based Practices*
The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall and is available to all students. The SSC provides free professional academic advising, peer tutoring in core curriculum courses, and campus job information in one location. We strongly encourage students to make use of their services. Contact: phone number 229-333-7570; email ssc@valdosta.edu.

**STUDENT OPINION OF INSTRUCTION**
At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml.

**DIRECTIONS FOR POSTING TO LIVETEXT**

*How To Submit Assignments in LiveText*

*Note:* These directions apply only to assignments visible on your dashboard.

All dashboard submissions should follow a **basic process:**

1. From the Dashboard, click the Begin Assignment button for the assignment you want to submit. *The button will be red.*
2. In Step 2 of 3, under "Have you already created files or LiveText documents for this assignment?," click the Attach Files button.
3. Under the Upload New File tab, click the Browse button.
4. Choose the document you want to submit.
5. Once the document is loaded, click the Attach Selected Files.
6. Once the file is attached, click the Submit Assignment button.
7. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. *The button will be yellow.*

**If you have to resubmit your assignment:**

1. From the Dashboard, click the Continue Assignment button for the assignment for which a resubmission request has been made. *The button will be red.*
2. Click the Continue to Step 3 button in the top right corner.
3. In Step 2 of 3, under "Have you already created files or LiveText documents for this assignment?," click the Attach Files button.
4. Under the Upload New File tab, click the Browse button.

*Positively Impacting Learning Through Evidence-Based Practices*
5. Choose the document you want to submit.
6. Once the document is loaded, click the Attach Selected Files.
7. Once the file is attached, click the Submit Assignment button.
8. Once the assignment is submitted, you will be notified and the submission date will appear. On the Dashboard, an Awaiting Assessment note will appear, and the assignment button will state View Assignment. The button will be yellow.
Teacher Education Dispositions*

Teacher education dispositions refer to attitudes and beliefs about teaching and learning, and professional conduct and behavior. To assist in understanding dispositions, some of the common professional behaviors and characteristics that will be expected in this class are described more fully below.

**Responsibility:** Is present, punctual and prepared for classes and field experiences; completes assignments on time; is dependable; knows and follows instructor, university and school guidelines and handbooks; exhibits dress and grooming appropriate to setting; is self-directed; accepts responsibility for actions.

**Communication:** Uses appropriate language; demonstrates ability to speak and write clearly; uses Standard English in writing and speaking; demonstrates appropriate listening skills.

**Interpersonal Skills:** Demonstrates courtesy and respect for students, teachers, staff, peers, parents, and members of the community; works collaboratively with others; avoids disparaging and critical remarks; establishes positive rapport and appropriate relationships; shows appropriate sensitivity to all students; is open-minded, supportive and encouraging.

**Classroom Characteristics:** Is positive, enthusiastic, optimistic, patient, fair, empathetic, inquisitive, and resourceful; puts needs of students first; respects individual differences; demonstrates initiative and creativity; is committed to teaching and learning; demonstrates persistence in helping all children succeed; demonstrates awareness and caring attitude toward all students.

**Judgment:** Demonstrates maturity; exhibits self-control; handles stress appropriately; is able to adapt to change; is able to accept and express different points of view in appropriate manner; uses good judgment; accepts responsibility for own actions.

**Ethics:** Is truthful and honest; behaves ethically and legally in interactions with others; maintains confidentiality; respects intellectual property of others by giving credit where due; does not cheat or plagiarize; adheres to policies of university, schools and profession.

**Self-Reflection:** Engages in problem solving and self-evaluation; reflects on decisions made concerning students, teaching methods and subject matter; accepts constructive criticism in a positive manner; uses feedback to make improvements; strives for personal and professional growth.

*Adapted from Mississippi State University COE

**Dispositions Contract**
I have read and understand these professional dispositions and recognize their importance in this class and in the teaching profession.

Your Signature __________________________ Your Name – Printed __________________________ Date __________________________

Read the Student Contract carefully. After you have read and understood the course expectations, please sign the contract below.
Student Contract

I understand that my instructor and departmental faculty will communicate via the course email.

I understand the requirements for this course as detailed in the syllabus and the course outline, including due dates. The course schedule provides information about due dates, which must be followed. No late work will be accepted.

Communications Skills

Demonstrated mastery of formal Standard English and APA format are required in all aspects of the course. Assignments will be revised until these standards have been met, although points will be deducted each time. Mastery in electronic communication, including review/edit features, how to submit assignments, and how to attach files to emails, is expected. I must monitor course email regularly and inform the instructor of any email problems or changes.

Participation Policy

I am expected to participate in the activities of the course. This class is part of my professional preparation. Appropriate attitude, demeanor, and diligence are required, will be noted, and will be considered. When I am a peer reviewer, someone is depending on me to provide constructive criticism of their work in a timely manner.

Academic Integrity

All assignments must represent my original work. Although I am expected to research literature, I must not plagiarize. I will not plagiarize others, nor will I plagiarize myself by using material that I have submitted previously. I will appropriately cite any information from another author.

Candidate’s Name ____________________________

Candidate’s Signature __________________________

Date ____________________________
REQUEST FOR A CURRICULUM CHANGE
Valdosta State University

Select Area of Change:
- [ ] Core Curriculum
- [ ] Senior Curriculum
- [x] Graduate Curriculum
- [ ] Other Curriculum

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

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<th>Current Catalog Page Number: 97</th>
<th>Proposed Effective Date for Curriculum Change: (Month/Year): Spring 2016</th>
<th>Degree &amp; Program Name: (e.g., BFA, Art): MAT in Middle Grades or Secondary Education</th>
</tr>
</thead>
</table>

Present Requirements:
MASTER OF ARTS IN TEACHING (M.A.T.)
IN MIDDLE GRADES
AND SECONDARY EDUCATION

Employed Teacher Option
This option is designed for working teachers. It results in clear/renewable certification at the completion of MSED 7001, MSED 7002, MSED 7003, MSED 7004, MSED 7005, and MSED 7006. Candidates typically complete the certification requirements within the first three to four semesters. Candidates can earn an M.A.T. upon completion of the program.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
<th><strong>Total Hours Required for the Degree</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>MGED 2999 or SEED 2999</td>
<td>0</td>
<td>36 semester hours</td>
</tr>
<tr>
<td>PSYC 7010 and RSCH 7100</td>
<td>6</td>
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<tr>
<td>MSED 7000, MSED 7010, MSED 7650, MSED 7800</td>
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<tr>
<td>MSED 7001, MSED 7002, MSED 7003</td>
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<tr>
<td>MSED 7004, MSED 7005, MSED 7006</td>
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There are requirements in addition to the above that candidates must complete before being recommended for certification, including SPEC 3000 (or equivalent). Technology knowledge and skills are demonstrated through coursework because technology requirements are embedded throughout the program of study. Additional technology coursework may be recommended through SEED 4010, ACED 3400, or ACED 7600.

Proposed Requirements (Underline changes after printing this form):
MASTER OF ARTS IN TEACHING (M.A.T.) IN MIDDLE GRADES
OR SECONDARY EDUCATION

Employed Teacher Track
The Employed Teacher Track is for those who are currently teaching on a non-renewable/induction certificate. It is designed as a two-year program; after successfully completing the first six courses (MSED 5600, 6001, 6002, 6004, 6010, and 6020), passing the GACE at the Induction or Professional Level, and earning a passing score on EdTPA, a candidate may be recommended for initial certification at Level 4. At the end of the second year (additional 15 credit hours) a candidate may earn a master's degree (M.A.T.) and be eligible to upgrade their certificate to Level 5.

<table>
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<th>Hours</th>
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</tr>
<tr>
<td>MSED 5600, 6001, 6002, 6004</td>
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<td>MSED 6010, 6020</td>
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<td>RSCH 7100</td>
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</table>

There are requirements in addition to the above that candidates must complete before being recommended for certification, including SPEC 3000 (or equivalent). Technology knowledge and skills are demonstrated through coursework as technology requirements are embedded throughout the program of study.
**MASTER OF ARTS IN TEACHING (M.A.T.) IN MIDDLE GRADES AND SECONDARY EDUCATION**

Full-time student option

This option is designed for full-time students who are not employed as teachers. It results in an M.A.T. and clear/renewable certification.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGED 2999 or SEED 2999</td>
<td>0</td>
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<tr>
<td>PSYC 7010 and RSCH 7100</td>
<td>.6</td>
</tr>
<tr>
<td>MSED 7000, MSED 7010, MSED 7650, MSED 7800</td>
<td>.12</td>
</tr>
<tr>
<td>MSED 7001, MSED 7002, MSED 7003</td>
<td>.9</td>
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<tr>
<td>MSED 7020, MSED 7021</td>
<td>.3</td>
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<tr>
<td>MSED 7004</td>
<td>.3</td>
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<tr>
<td>MSED 7040, MSED 7041</td>
<td>.3</td>
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</table>

Total Hours Required for the Degree | 36 semester hours

**Justification:**

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

- Improve student learning outcomes: Restructuring program of study, course content, and course numbering to reduce redundancy and streamline course requirements. Changes also reflect the need to align program and course content with new teaching certification requirements. Change in Methods Courses: Having methods courses held in our PDS partnership K-12 schools focused specifically on selected content areas will allow for a deeper exploration of the content areas as well as effective methods for teaching specific content (pedagogical content knowledge and skills) at the middle grades level and secondary levels. The new communication course was developed to improve the performance capacity of teacher candidates as they prepare for the communications challenges in contemporary classrooms. An assessment course was designed to address the rigorous assessment demands facing today’s teachers, including data driven instruction, data management, and a variety of assessment techniques. The differentiation and multiculturalism course combines elements from several previous courses in order to help candidates vary their instructional strategies to meet the diverse needs of today’s middle and secondary students. Field and clinical experiences coursework has been adapted to address new edTPA requirements for initial certification.
☐ Adopting current best practice(s) in field:

☒ Meeting mandates of state/federal/outside accrediting agencies: Changes in program curriculum also reflect the need to align program and course content with new teaching certification requirements.

☐ Other:

**Source of Data to Support Suggested Change:**

☒ **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs: Candidates cited needs for more in-depth instruction in differentiation and assessment. Improvement in field experiences, clinical experiences and PDS-based methods courses allow candidates more hands-on preparation in content-based instruction.

MSRD Advisory Board members' feedback indicates a need to address the candidates' readiness to enter Apprenticeship and Student Teaching for candidates on the Full-time Student Track.

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) IER data from indicated weakness in candidates' communication skills, assessment uses, and differentiated instruction.

**Plan for assessing the effectiveness of the change in meeting program’s learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).**

**Data Sources:**

☒ **Indirect measures:** SOIs; student, employer, or alumni surveys, etc. Student, employer, and alumni surveys, and Advisory Board members' feedback

☒ **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Unit Assessments, Program Assessments, and the Continuous Improvement Matrix - Key Course Assessments aligned to CAEP and PSC standards.

**Approvals:**

<table>
<thead>
<tr>
<th>Department Head:</th>
<th>Date: 2/10/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/Division Exec. Committee:</td>
<td>Date: 2/10/15</td>
</tr>
<tr>
<td>Dean(s)/Director(s):</td>
<td>Date:</td>
</tr>
<tr>
<td>Grad. Exec. Committee:</td>
<td>Date: 2-26-15</td>
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</table>
Form last updated: January 6, 2010
**REQUEST TO DEACTIVATE A COURSE/PROGRAM**

Valdosta State University

<table>
<thead>
<tr>
<th>Date of Submission: December 8, 2014</th>
</tr>
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<tbody>
<tr>
<td><strong>Department Initiating Deactivation:</strong> Middle, Secondary, Reading &amp; Deaf ED</td>
</tr>
</tbody>
</table>

**List of courses (or the program or track) to be deactivated:**

- MSED 7007 Integrating Technology in the Content Areas
- MSED 7030 Teaching Strategies and Assessment
- MSED 7320 Multiculturalism and Diversity

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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
- [x] Other These courses are no longer part of the program of study.

**Source of Data to Support Suggested Change:**

- [x] **Indirect measures:** SOIs, student, employer, or alumni surveys, etc. The MSED - MAT program of study does not include these courses.
- [ ] **Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
<table>
<thead>
<tr>
<th>Approvals:</th>
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<tbody>
<tr>
<td>College/Division Exec. Comm.:</td>
<td>Date: 2/14/15</td>
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<tr>
<td>Dept. Head:</td>
<td>Date: 2/16/15</td>
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<td>Date: 2/26-15</td>
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<td>(for grad course/program)</td>
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Form last updated: January 6, 2010
# REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

**Date of Submission:** November 20, 2014

<table>
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<tr>
<th>Department Initiating Deactivation:</th>
<th>Semester &amp; Year to be Effective:</th>
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<tr>
<td>Middle, Secondary, Reading &amp; Deaf ED</td>
<td>Spring 2015</td>
</tr>
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</table>

**List of courses (or the program or track) to be deactivated:**

- DEAF 3110 Orientation to Deafness
- DEAF 3130 Overview of Language Learning in Deaf Children
- DEAF 5290 Audiological Considerations for Teachers
- DEAF 5450 Auditory and Oral Methods for Teachers

**Justification:** Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. 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
- [x] Other  DEAF 3110 and DEAF 3130 have been combined into a new course, DEAF 3100 Orientation to Deaf Education and Language Learning. DEAF 3110 and DEAF 3130 are no longer offered.

DEAF 5290 and DEAF 5450 have been combined into one course, DEAF 6020 Audiological Considerations and Auditory/Oral Methods for Teachers of the Deaf. DEAF 5290 and DEAF 5450 are no longer offered.

**Source of Data to Support Suggested Change:**

- [x] Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- [ ] Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
<table>
<thead>
<tr>
<th>Approvals:</th>
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<tbody>
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<td>College/Division Exec. Comm.:</td>
<td>Dr.</td>
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<td>Dept. Head:</td>
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